



NAFSA's Global Preparation Lens for the InTASC Standards

Joanne Arhar, Ed.D.

Interim Executive Director

Global Teacher Education

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Copy can be downloaded from

www.nafsa.org/GlobalPreparationLens

Diversity in the Classroom Today

- Majority minority
- English language learners
- Immigrants
- Refugees
- Globally-interconnected & Multi-cultural

Purpose of Creating a “Global Lens”

Intended to facilitate opportunities for teacher educators and teachers to recognize and develop globally competent teaching within the InTASC framework

Global Preparation Lens Development

- 65 teacher educators developed a draft description of globally-competent educators (2012) (Longview Foundation Support)
- Refined and sharpened the focus to knowledge, skills, and dispositions
- Embedded these within the InTASC framework

Key Elements of the Global Lens

- InTASC as organizational framework
- Global/Local Connections
- Orientation of teachers and students toward engagement with the world as active shapers (rather than passive observers)

Why InTASC?

- Provides a cohesive, well-established set of standards
- Developed by the Council of Chief State School Officers (CCSSO)
- Reflected in the Council for the Accreditation of Educator Preparation (CAEP) Standards

Local/Global Connections

Increased diversity of school communities became impetus to connect activities in the world to activities in the classroom

Orientation of Engagement

Teachers and students engaged with the world
as ACTIVE shapers

Foregrounding of Global Competence

This Global Preparation Lens icon represents elements that speak directly to a global focus for teachers and learners.



Foregrounding of Global Competence

- Foregrounds disciplinary / interdisciplinary knowledge of the world, current events, and issues of global significance
- *E.g. “Teachers must have a deep and flexible understanding of their content areas **and the global dimensions of their disciplines**”*

- Foregrounds the necessary application of what InTASC terms “global skills” to global challenges that require deeper sustained cooperation across cultures and borders(e.g. problem solving, curiosity, creativity)
- E.g. *To build global competence, the teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information **appropriately in local and global contexts.***

- Foregrounds the ACTIVE role of teachers and students in making the world a better place
- **E.g. *“The teacher seeks to ignite in students the commitment to positively impact the world.”***

Definition of Global Competence

- Essential Knowledge
- Performances
- Critical Dispositions

A Globally Competent Teacher

- Knowledge of the world,
- Critical global issues and their local impact,
- The cultural backgrounds of learners.
- Manifests intercultural sensitivity and acceptance of difference.
- Incorporates this knowledge and sensitivity into classroom practice; and,
- Develops the skills to foster these dispositions, knowledge, and performances in learners.

The Globally Competent Teacher Models...

- Socially responsible action
- Creates opportunities for learners to engage in socially responsible action

Resources

- Online Version: www.nafsa.org/GlobalPreparationLens
- Internationalization in Teacher Education TAG of AACTE
- *#globaledchat*
- *Preparing Globally Competent Teachers* (LinkedIn Group)
- NAFSA Global Learning Colloquia Series
- My Cultural Awareness Profile (myCAP) Suite (Fall 2016)
- www.globalteachereducation.org

References

- Council for the Accreditation of Educator Preparation (CAEP). (2013). CAEP Accreditation Standards. Retrieved from <http://caepnet.org/standards/introduction>.
- Council of Chief State School Officers [CCSSO]. (2011). *InTASC model core teaching standards*. Retrieved from http://www.ccsso.org/Resources/Resources_Listing.html?search=model+core+teaching+Standards.
- NAFSA: Association for International Educators. (2015). InTASC as a framework: Viewing the InTASC Standards through a Global Preparation Lens. Retrieved from http://www.nafsa.org/Find_Resources/Internationalizing_Higher_Education/NAFSA_Global_Preparation_Lens/.

Collaborative Opportunity I

- In-depth look at what diversity means for U. S. classrooms and your teacher education program.

Collaborative Opportunity II

- Closer look at the Global Lens and how it can be used in your classroom and programs.