

Building Teachers' Global Competence to Reach All Students



Knowledge, Skill, Disposition to Help PK-12 Students:

- **Develop cross-cultural communication skills**
- **Work in diverse groups**
- **Address locally and globally significant issues**

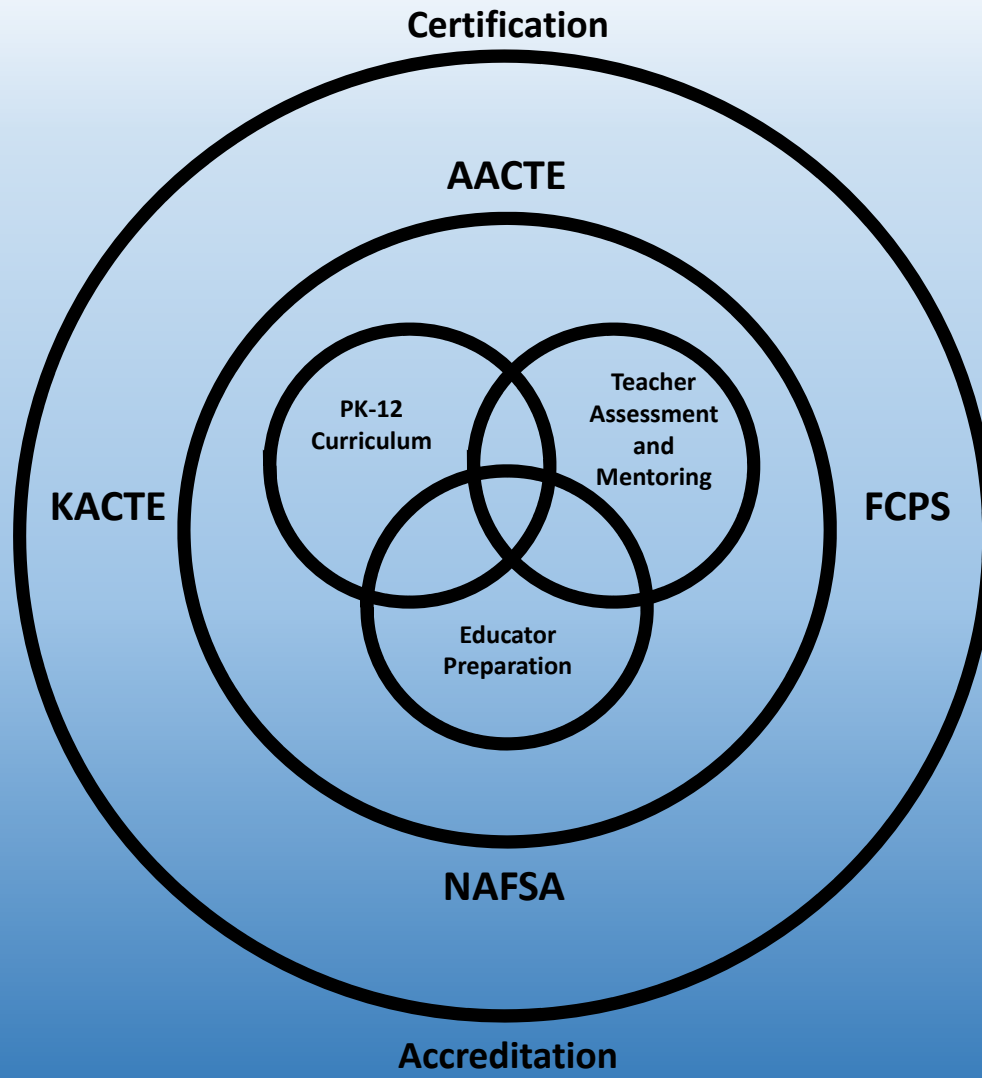


Gradual Process Requiring Careful Scaffolding and Guidance Over Time



Collaboration among Stakeholders is Key.





Kentucky's



Initiative

Globally Prepared Students

EPP *Picture* in Kentucky and at UK

Goal: Prepare Classroom-Ready Teachers for Certification



Guided by EPSB and KDE's Initiatives

Teacher Assessment and Curriculum Considerations

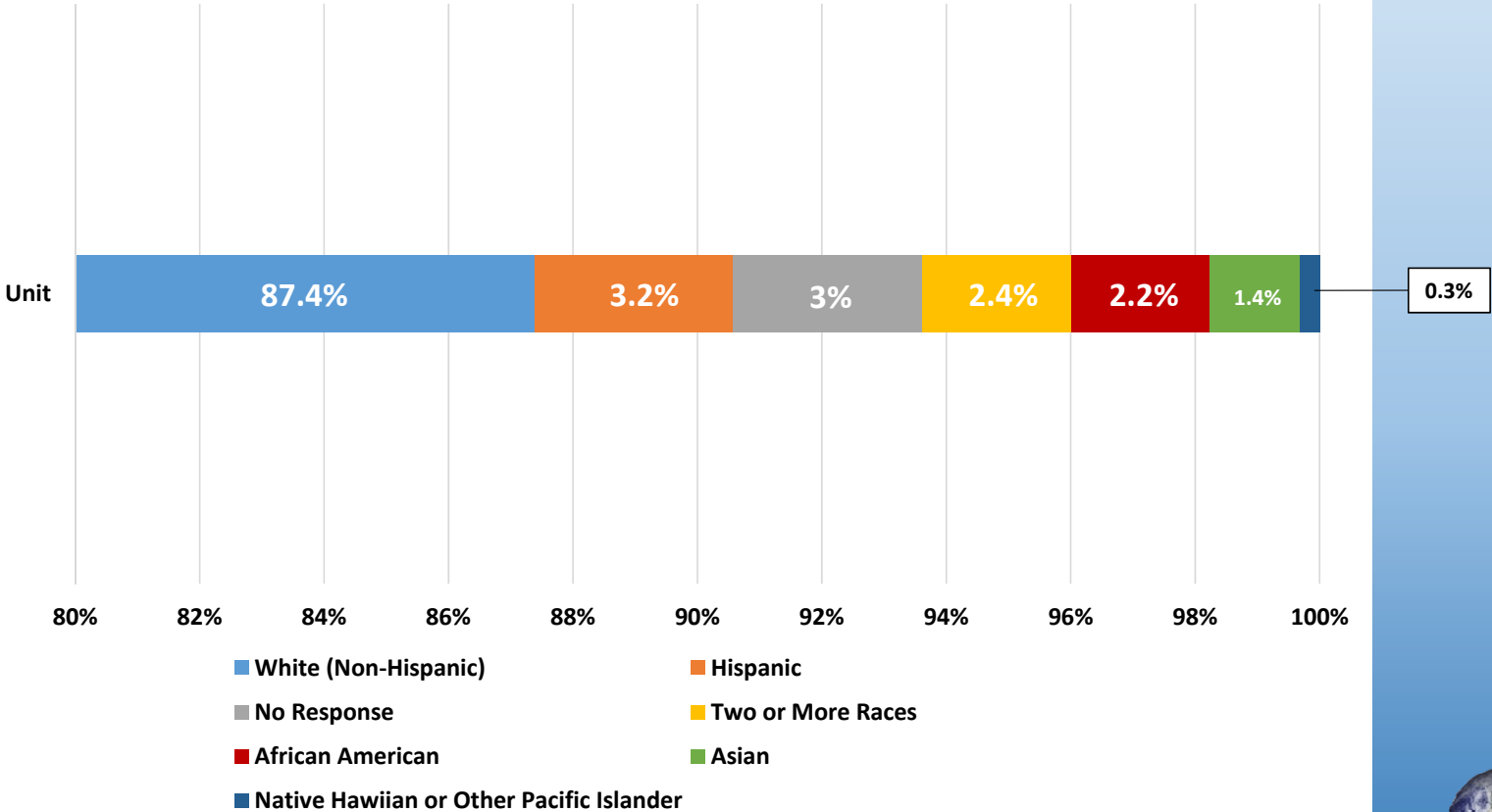


KTIP ↔ PGES

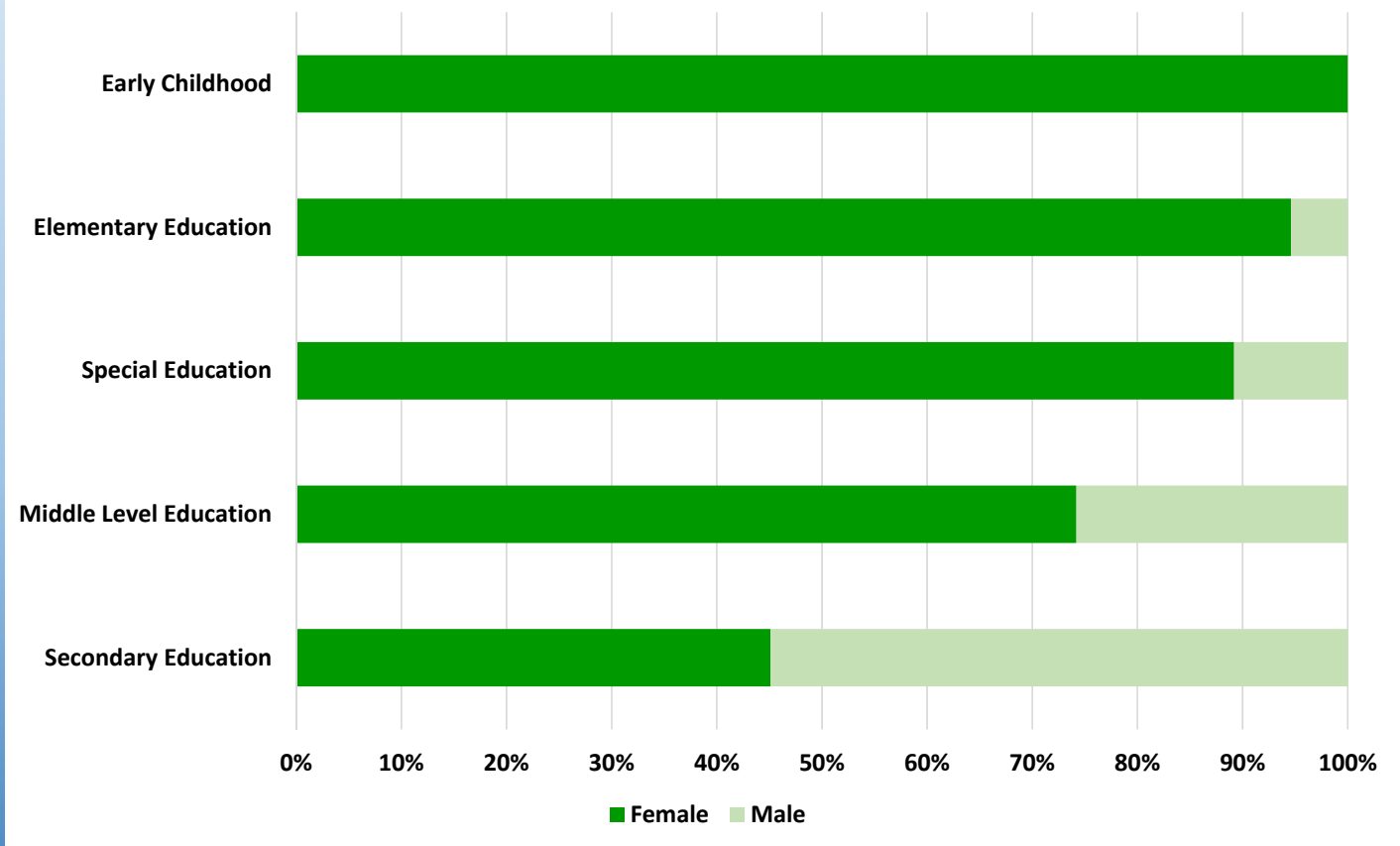
Kentucky Academic and Content Standards



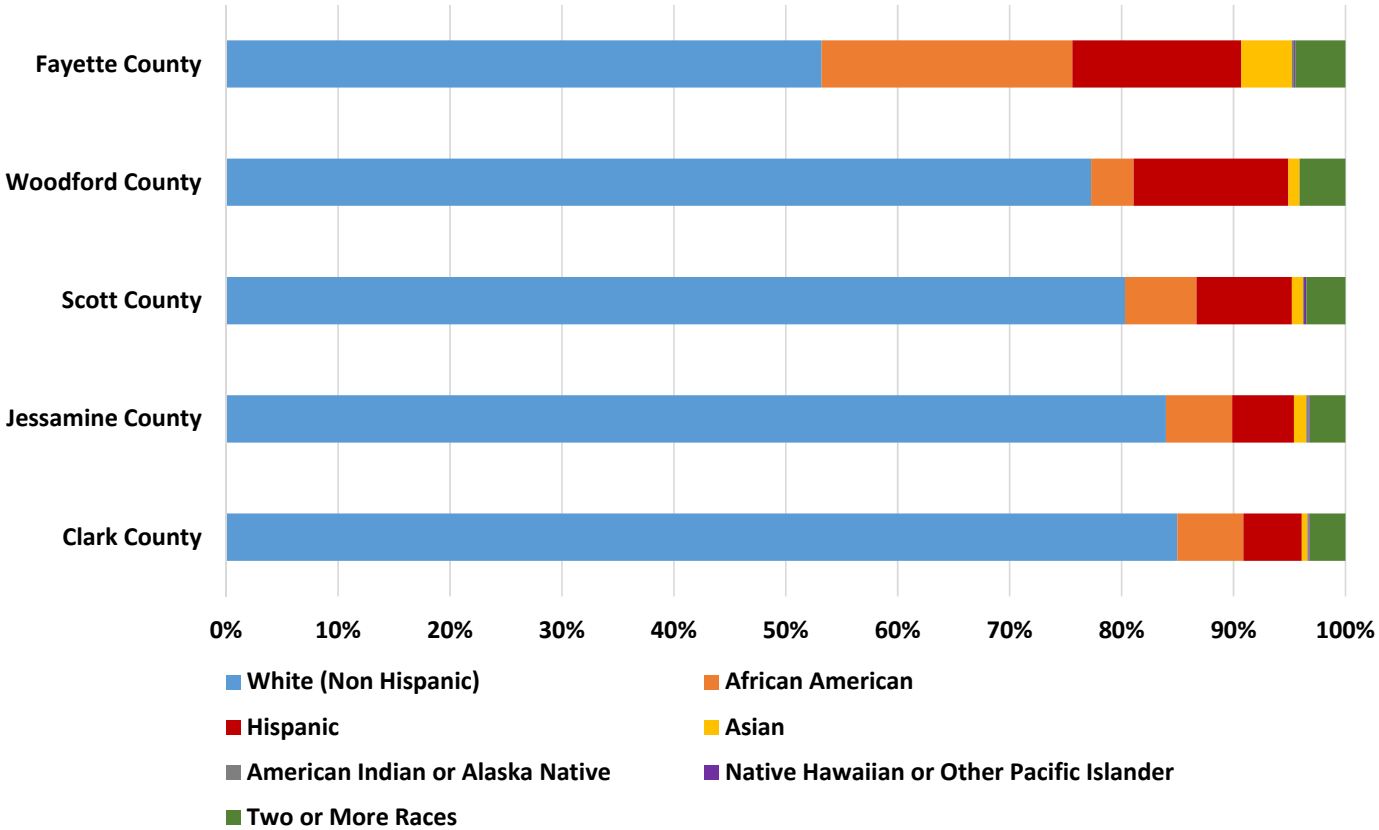
UK's Ethnicity Demographics by Whole Unit



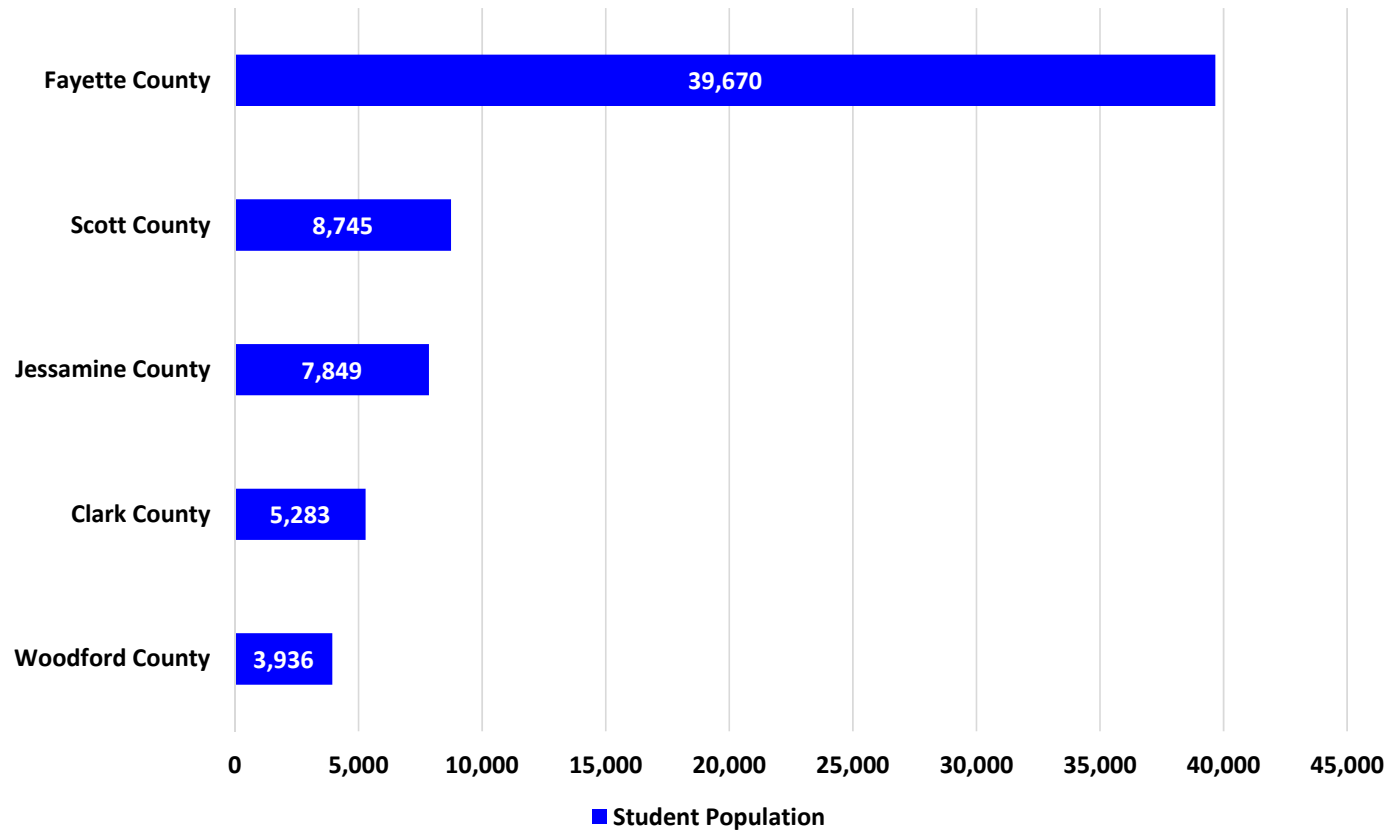
UK's Gender Demographics by Program



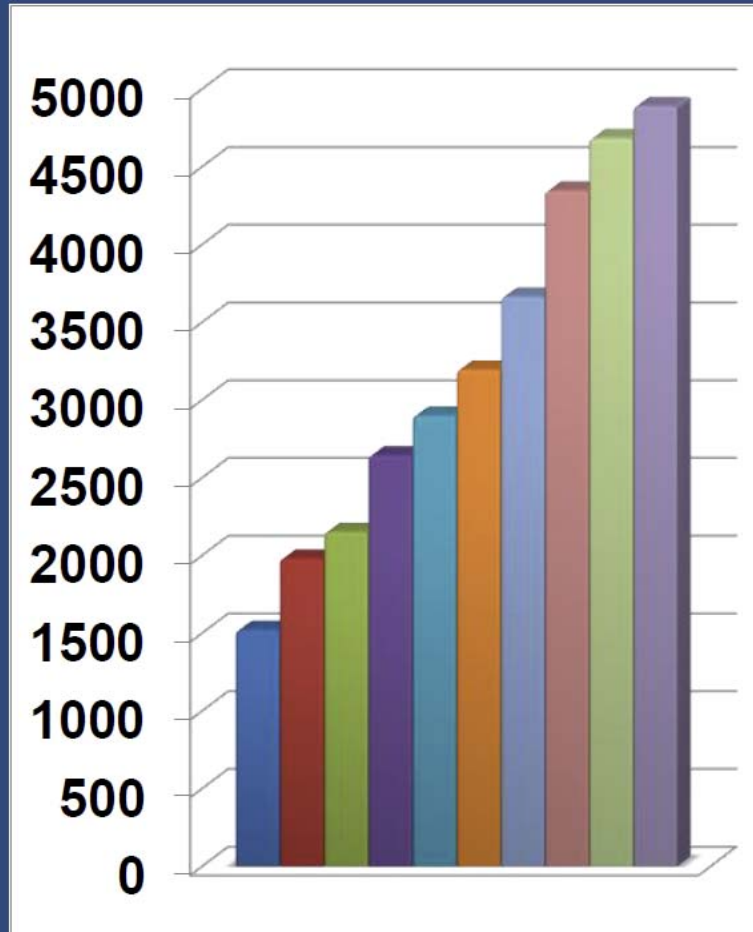
Lexington Area School District Ethnic Demographics



Lexington Area School District Size



FCPS ENGLISH LEARNERS



Year	#of Students
2005/6	1,520
2006/7	1,980
2007/8	2,151
2008/9	2,643
2009/10	2,899
2010/11	*3,195
2011/12	3,663
2012/13	4,346
2013/14	4,683
2014/15	5,150
2015/16	5,719*

FCPS

Foreign Languages spoken by English Learners

- In 2006 EL's spoke **27** languages
- In 2016 EL's speak **92** languages

- | | |
|-------------|--------------------------|
| 1. Spanish | 7. French |
| 2. Arabic | 8. Korean |
| 3. Chinese | 9. Vietnamese |
| 4. Japanese | 10. *Russian & Ukrainian |
| 5. Swahili | 11. Gujarati |
| 6. Nepali | 12. Urdu |

KTIP → PGES → *InTASC*



Guideposts and Levers:

- **Teacher Performance Assessment Standards**
- **Standards to Promote Student Learning**
- **EPP Accreditation Standards**



CAEP Accreditation Standards

CAEP Standard 1.1: Candidates demonstrate understanding of *InTASC* Standards



Consider these Questions:

- **What is the picture in your areas?**
- **Population and structures (mandates, supports)?**
- **Considering policies: how does what we described fit with your mandates, initiatives?**
- **What barriers/obstacles/challenges do you face?**
- **What are your goals?**
- **What do you want to accomplish? Why?**



KTIP Connects Preservice with In-Service



With Kentucky's GPS Lens



Kentucky's



Initiative

Globally Prepared Students

**Teacher Assessment Standards
Using NAFSA's Global Lens
on *InTASC***

***InTASC* Standard 3: Learning Environments**

**ff: ...ignite in students the commitment to positively
impact world.**

Case Study of One KTIP Intern



5th Grade Social Studies Unit: Immigration



***InTASC* Standard 4: Content Knowledge**

**b: encourages learners to . . . analyze ideas from
diverse perspectives . . .**

**f: evaluates resources and materials for . . .
inclusiveness of global perspectives . . .**

Sample Lesson Activities

**Students examine primary source photos as
they consider prompt:**



Lesson Activity Sample:

Study the photo carefully.

Note the crowds of people huddled together. They are traveling steerage class and sleeping in crowded, poorly ventilated quarters. The food is poor and inadequate. They are frightened and seasick.

Do you think (from their perspective) they might have regretted their decision to make the trip? Why or why not?

Exit Slip:

Describe immigrant experience from an immigrant's perspective.



Globally Competent Teachers are:

- **Culturally Aware about Themselves and Others**
- **Use Strategies and Tools to help students become Globally Competent**



Best Practices/Suggested Strategies and Tools for working with candidates in EPPs



Throughout the preparation phase, help candidates:

- **Assess their Cultural Awareness**
- **Develop globally oriented strategies**
- **Acquire tools and resources**



My Cultural Awareness Profile (myCAP[®])

**Helps candidates move from
ethnocentric to ethnorelative.**

www.nafsa.org/myCAP



Three Dimensions of myCAP[®]

1. Understanding cultural and global contexts
2. Curricular integration of cultural and global perspectives
3. Responsiveness to influence of culture on teaching and learning

Standards and Indicators for Student Learning



Global Competency Indicators

***Preparing Youth to Engage the World:
Asia Society Report (2011)***

<http://sites.asiasociety.org/education/globalcompetence/>



Asia Society Curriculum Matrix

Investigate the World
Beyond the immediate environment

Recognize Perspectives
Their own and others

Communicate Effectively
With diverse audiences

Take Action
To improve conditions



UK's EPP Tools and Activities:

Required Preparatory Course linked to Student Teaching Abroad



Sample Tools and Activities:

myCAP

Home culture projects

Friendship Partners

“Stranger Experience”

Global Learning Units



Consider these questions:

- **What strategies are you using?**
- **What challenges do you face implementing?**
- **What help do you need?**

