

Internationalizing Teacher Education

Internationalizing Your Teacher Education Program

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WHAT IS GLOBAL COMPETENCE?

- ❖ **MERRYFIELD (2008)** - More than knowledge about global events and issues, but “worldminded” students. Worldmindedness grows as individuals experience and appreciate views of others different from themselves.
- ❖ **REIMERS (2009)** - The knowledge and skills to understand today’s “flat world” and integrate across disciplines > comprehend global events and create possibilities to address them.
- ❖ **MANSILLA & JACKSON (2011)** - Globally competent students can:
 1. Investigate the world, framing significant problems and conducting well-crafted research
 - 2) Recognize and appreciate the perspectives of others as well as their own
 - 3) Communicate effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers
 - 4) Take action to improve conditions, viewing themselves as players in the world and participating reflectively

INTEGRATED APPROACH TO ADVANCING CAMPUS INTERNATIONALIZATION (Olsen, 2008)

- ❖ **Well-crafted and supported faculty development**
- ❖ **Faculty ownership of initiatives**
- ❖ **Faculty activities integrated with other institutional/program activities**
- ❖ **Strong, sustained leadership with widening circle of engaged faculty**

FEATURES OF A SYSTEMIC APPROACH TO REFORM

(Reigeluth, 1994; Duffy, 2009)

- ❖ **Reform is guided by a broad and shared vision**
- ❖ **Leadership and infrastructure are in place to support the vision.**
- ❖ **Engages in change that impacts the whole rather than on elements in isolation**
- ❖ **Is comprehensive rather than fragmented**
- ❖ **Is long term rather than short term oriented**
- ❖ **Is strategic in sequencing change**
- ❖ **Uses formative assessment to monitor and adjust changes**
- ❖ **Interactive communication with participants**

SUPPORTING INTERNATIONALIZATION

- ❖ **University-level leadership and Strategic Planning Priority**
- ❖ **College-level leadership and Strategic Planning Priority**
- ❖ **Status, space, and budget for international initiatives: Infrastructure Support**
- ❖ **Formal communications:**
 - **Intrauniversity**
 - **State and Federal Agencies**
 - **Other IHE's and Professional Associations**
 - **School Systems**
 - **Community: Domestic and International**

OFFICE OF INTERNATIONAL INITIATIVES

- ❖ **Provide Experienced Leadership**
- ❖ **Organize and Enhance Current Activities:**
 - **Community of International Scholars/Graduate Student Network**
 - **International travel support**
 - **College-wide Advisory Group**
 - **Coordinate communications**
- ❖ **Develop and Coordinate a Systemic Approach to Change Initiatives**
- ❖ **Respond to and Facilitate Opportunities:**
DOMESTIC AND INTERNATIONAL

LONGVIEW FOUNDATION RECOMMENDATIONS (2008)

- ❖ **Engage leadership and faculty to develop a plan**
- ❖ **Create globally-oriented General Education Program**
- ❖ **Recruit candidates with international interests into teaching**
- ❖ **Faculty development for Global Teaching and Learning**
- ❖ **Internationalize professional education courses**
- ❖ **Broad view of international experiences**

MAJOR FUNDED INITIATIVES

- ❖ **GATE Fellows Program**
- ❖ **Principal's Academy**
- ❖ **Distinguished Fulbright Teacher Fellowship Program**
- ❖ **Maryland Summit on Internationalizing Education**
- ❖ **Title VI: Internationalizing Elementary Teacher Education**

GATE FELLOWS PROGRAM

- ❖ **Support from Longview Foundation**
- ❖ **Lilly Foundation Fellows model**
- ❖ **07-08 GATE Fellows --- 7 faculty across areas Teacher Education**
- ❖ **08-09 GATE fellows --- 7 faculty across areas Teacher Education**
- ❖ **09-10 GATE fellows --- 6 faculty across College**
- ❖ **10-11 GATE fellows --- 4 faculty across College**

OUTCOMES FROM GATE FELLOWS

- ❖ **Core of faculty committed to internationalize individual course**
- ❖ **Interaction of faculty across programs**
- ❖ **State-wide Colloquium on Internationalizing Teacher Education**
- ❖ **Established the Office of International Initiatives as Organization Force**
- ❖ **Enhanced Campus-wide recognition**
- ❖ **Initiated Links to PDS Schools and MSDE**

PRINCIPAL'S ACADEMY

- ❖ **Longview Foundation Funding**
- ❖ **12 Principals from PDS Partnership**
- ❖ **Summer 2 day Academy**
- ❖ **School-based Project Commitment**
- ❖ **Monthly Meetings – Progress, New Ideas, Peer Support**
- ❖ **Final Project Symposium**

PRINCIPAL ACADEMY OUTCOMES

❖ **Summer Academy was effective**

- **Presentations were informative**
- **Developing network was helpful**
- **Built commitment to internationalize**

❖ **Monthly meetings extended collegiality**

- **Discussions of new ideas and progress**
- **Variable levels of investment: 8-10 regulars**
- **Individual projects in each school**
- **Openness to additional activities**

DISTINGUISHED FULBRIGHT TEACHER FELLOWSHIP PROGRAM

- ❖ **17 outstanding teachers from six countries**
- ❖ **Dept. of State sponsored in collaboration with AED**
- ❖ **Components**
 - **Orientation— web and live**
 - **Weekly Seminars**
 - **Audit Classes**
 - **Work with Faculty mentors**
 - **1-2 days/week with PDS**
 - **CAPSTONE project**
 - **Social and Cultural Events**
 - **Travel**

OUTCOMES OF DISTINGUISHED FULBRIGHT TEACHER FELLOWSHIP PROGRAM

- ❖ **International presence in PDS classrooms**
- ❖ **Foundation for future collaborations**
- ❖ **Faculty enthusiasm for DFT's in courses**
- ❖ **Enrichment for teacher education and graduate degree students**
- ❖ **Revised perspectives of DFT's – on American education, on collaboration, on American people and society, on what they believe they can accomplish in understanding and respect for others**
- ❖ **Raised faculty Mentors Perspectives**
- ❖ **Institutional status and recognition**

MARYLAND SUMMIT ON INTERNATIONALIZING EDUCATION

- ❖ **One-day event jointly planned by UM and MSDE**
- ❖ **Longview Foundation support**
- ❖ **Over 100 participants from school systems, universities, MSDE, Maryland legislators, business and industry representatives**
- ❖ **Plenary sessions and group discussion**
- ❖ **Aim at developing understanding of international perspectives/global education in P-12 and university settings**
- ❖ **White paper recommending action steps/policy revisions**

OUTCOMES OF MARYLAND SUMMIT

- ❖ **Very positive evaluations by participants**
- ❖ **Cross-School and Cross-Institution networking**
- ❖ **Affirmation for leaders trying to internationalize**
- ❖ **Institutional recognition/statewide leadership**
- ❖ **Recommendations:**
 - 1) Set global competencies in teacher certification standards**
 - 2) Support opportunities for teacher professional development**
 - 3) Promote faculty professional development in IHE's**
 - 4) Curriculum reform in p-12 schools**
 - revise curriculum standards in core areas to reflect global competencies**
 - expand scope and depth of language education**
 - 5) Promote professional development for school leaders**

INTERNATIONALIZING ELEMENTARY EDUCATION

❖ **Funding from Title VI**

❖ **Four Main Strands:**

- **One: Internationalizing experiences in English and History emphasis areas**
- **Two: Creating a new emphasis area in Latin American studies**
- **Three: Internationalizing foundational courses**
- **Four: Linking individual “Internationalized” method courses**

OUTCOMES OF INTERNATIONALIZING ELEMENTARY EDUCATION

- ❖ **Disciplinary and Education faculty redesigning courses around international perspectives– revised Content Areas of Emphasis**
- ❖ **Redesigned courses meet general professional education requirements**
- ❖ **Coordination across Pedagogy Courses in elementary senior block**
- ❖ **Engagement of mentors from partner PDS schools**

NEXT STEPS

- ❖ **Revise admissions to teacher education to reflect priority for international experience and background**
- ❖ **Expand out-of-country international experience opportunities for candidates—e.g., study abroad, International exchanges, etc.**
- ❖ **Pilot an assessment of knowledge, abilities, and dispositions on international dimensions.**
- ❖ **Extend internationalization to secondary subject area requirements**
- ❖ **Revise performance based assessments to reflect international perspectives**
- ❖ **Support PDS sites as international focus schools**

CONCLUDING REMARKS

- ❖ **An encompassing multifaceted strategy**
- ❖ **Understanding program broadly**
- ❖ **Thinking strategically about supporting change**
- ❖ **Linking experiences and opportunities**
- ❖ **Building coalitions for support**