In the following report, Hanover Research provides an overview of global education concepts and approaches, and presents three profiles of global education in practice.
TABLE OF CONTENTS

Executive Summary and Key Findings.................................................................3
  Key Findings........................................................................................................3

Section I: Global Education................................................................................5
  Overview of Global Education...........................................................................5
  Definitions and Goals of Global Education....................................................6
    National Council for the Social Studies..........................................................7
    UNESCO, Brookings Institution, and the UN..................................................8
    Council of Chief State School Officers and Asia Society............................8
  Approaches and Frameworks for Global Education.......................................9
    Asia Society......................................................................................................9
    Oxfam Curriculum for Global Citizenship....................................................13
    Partnership for 21st Century Skills ................................................................14
    Elements of Global Education Based on a Multi-Country Study ..................16
    The Tri-Dimensional Nature of Global Competency.....................................16
  Globally Competent Teachers..........................................................................17
    Teacher Training for Global Education.........................................................19

Section II: Profiles of Global Education in Practice........................................22
  Jackson High School, Academy for Global Studies (OH).............................22
  Connecticut After School Network.................................................................23
EXECUTIVE SUMMARY AND KEY FINDINGS

This report provides an overview of approaches to global education. In particular, the report discusses the various ways that different experts and organizations define global education for elementary and secondary school students, as well as the goals of global education and frameworks for delivering quality global education instruction. The report includes the following sections:

- **Section I** summarizes approaches to global education. It discusses various definitions, rationales, and goals that constitute the discourse around global education, and discusses characteristics of globally-competent teachers and issues in teacher training for global education.
- **Section II** presents two profiles of global education in practice, including an after-school program and two high school global education programs.

KEY FINDINGS

- **It is increasingly important for students to develop global competence as countries worldwide become more and more interconnected.** Although global competence is a broad concept, globally competent students are commonly very curious about the world, able to understand various perspectives and think critically, able to effectively communicate their ideas, have a positive attitude towards diversity, have a strong sense of identity and empathy, and apply their learning by taking action on issues that affect them and others.

- **Although there is no universal definition or goal of global education, global education is overwhelmingly focused on the interconnectedness of the world.** As a result, a global education does not entail simply learning about other countries, cultures, and languages. Rather, global education requires deeper learning and exploration of environmental, social, and economic issues worldwide. Students learn how their decisions and actions, and those of others, can make an impact around the world.

- **Global education can provide a very academically rigorous curriculum and is not at odds with “traditional education” or achievement of local standards.** Global education programs tend to emphasize participatory learning, the ability to problem-solve, deep content knowledge across subjects, and fluency in another language. In some instances, student outcomes may improve with a global education program.

- **Teachers play a critical role in developing globally competent students, but teacher training for global education still faces challenges.** Just as there are no universal definitions of global education, there is a lack of consensus regarding how to prepare teachers to provide a global education. Moreover, because many education majors lack international experience and the teaching population remains homogenous, the diversity emphasized in global education is not represented in the teaching force.
Experiential learning is integrated into many global education programs. Whether global competence is the driving force of an entire school, a program within a school, or even an afterschool program, activities such as service learning or community projects, internships, and site visits offer students an opportunity to gain exposure to new perspectives and experiences in the real-world.
SECTION I: GLOBAL EDUCATION

This section provides an overview of the literature on global education, including a discussion of its rationale, definitions, goals, and approaches. It also explores characteristics of globally competent teachers and issues in educating teachers who can prepare K-12 students with the appropriate skills to succeed in a globalized world.

OVERVIEW OF GLOBAL EDUCATION

Students today are more likely than ever to interact with people from different backgrounds and cultures. Primary and secondary schools, as well as universities, increasingly recognize the importance of preparing their students for success in a complex and interconnected world. Recent scholarship holds that global education is a necessary development in this rapidly changing world; as Education Week notes, there is:

broad recognition around the world about the importance of educating for global competence. Different countries and organizations may use different terms, but they all are ultimately calling for the development of the same knowledge, skills, and dispositions that are now required for success in a global 21st century.¹

As countries worldwide seek to prepare their youth to succeed in a more globalized world, the United States has also taken steps to demonstrate its commitment to fostering the global competence of U.S. students. For example, in 2012, the Department of Education articulated its first fully integrated international strategy, titled Succeeding Globally Through International Education and Engagement. This strategy “reflects the value and necessity of...global competencies for all students” and “affirms the Department’s commitment to preparing today’s youth, and our country more broadly, for a globalized world.”²

In recognition of increasing global interdependence, and the inherent educational challenges of this interdependence, the Council of Chief State School Officers (CCSSO) and the Asia Society partnered to publish a document in 2011 summarizing the current landscape around global competence in education. This report, entitled “Education for Global Competence: Preparing Our Youth to Engage the World,” summarizes much of the rationale for including global studies in K-12 education. The CCSSO report identifies three major issues, related to globalization, that will impact educational demands:³

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“The flattened global economy and changing demands of work:” This is illustrated by companies employing workers in another country, the prevalence of electronic transactions, routine tasks being conducted by computers, and a growing demand for specialized knowledge and skills.

“Unprecedented global migration:” With international migration growing at a faster pace than ever before, ideas, practices, and skills are transported across borders, and demographics are rapidly changing. Students will encounter more diversity than ever in their own schools and neighborhoods.

“Climate instability and the growing need for global environmental stewardship:” Because climate change affects people across the world and will affect the way people live and their opportunities for work, change and progress will rely on globally competent individuals who actively participate in addressing ways to mitigate and adapt to climate change.

Advocates for global education also contend that global competence—having an international perspective, cross-cultural understanding, or the ability to productively engage with people across the world—is essential to understanding the complex issues that face the world today. Moreover, global education advocates argue that this deepened understanding and engagement is the only way to achieve peace and prosperity for all.4

DEFINITIONS AND GOALS OF GLOBAL EDUCATION

In the years since its introduction into the mainstream education dialogue, there has been much debate regarding the goals of global education and about how to support global citizenship and engagement. Moreover, there is some disagreement regarding how to define the related/interchangeable terms (e.g., global citizenship, global engagement, global competence, intercultural competence, international education, etc.) that coalesce around global education. One basic definition and goal of global education can be described as follows:5

Definition: “...the study of the interface of political, ecological, cultural, and economic systems in the world.”

Goal: “...to prepare students for responsible national and global citizenship in an increasingly interconnected and interdependent world.”
However, as demonstrated in the following sections, there are subtle variations in the ways that different organizations articulate the definitions and goals of global education. Ultimately, it may be up to “individual countries, communities, schools, educators, and students to determine which global issues are most relevant in their local context.” In the following subsections, we profile several national and international organizations to review their definitions for global education and their goals for furthering this content.

**NATIONAL COUNCIL FOR THE SOCIAL STUDIES**

The National Council for the Social Studies (NCSS), the leading professional organization for social studies educators, issued its first policy position statement regarding global education in 1981, urging schools to “become effective agents of citizenship education for a global age.” The following year, the NCSS defined global education as “the efforts to cultivate in young people a perspective of the world, which emphasizes the interconnections among cultures, species, and the planet.” According to the NCSS, social studies curricula should emphasize:

- Globalization of the human experience
- Individuals, non-state groups, such as multinational corporations, churches, and scientific organizations, as well as local governments and national leaders
- People and the environment
- Linkages between past and present social, political, economic, and ecological realities and alternative futures
- All people making choices in the ways in which they participate in world affairs

The NCSS also differentiates between global education and international education, arguing that they are complementary approaches with different emphases, as described below:

- **Global education** focuses on the “interrelated nature of condition, issues, trends, processes, and events.”
- **International education** emphasizes the study of “specific areas or regions of the world as well as the in-depth examination of a single culture or some aspect of that culture,” and “cross-cultural studies that use a comparative approach in the examination of the characteristics of two or more cultures.”

Although the NCSS’s description of global and international education does not include an explicitly stated goal, it does state that the integration of both global and international education is necessary to help students develop the skills, knowledge, and attitudes required to participate in a democratic society and global community in the 21st century.

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8 Bulleted text copied verbatim from: Ibid.
UNESCO, BROOKINGS INSTITUTION, AND THE UN

In working towards a common definition of what it means to teach global competence, UNESCO, the Brookings Institution, and the UN’s Global Education First Initiative established a Global Citizenship Education working group to provide guidance for governments and educators on how to encourage teaching, learning, and measurement of global competencies. As a result, they identified three primary characteristics that define a quality and meaningful education in the 21st century:

- “Understanding global issues and recognizing the interconnectedness of local and global issues.” This entails not just learning about other countries, cultures, and languages, but requires learning about environmental, social, and economic issues facing the world, and understanding the world as one interconnected system.

- “Developing 21st century skills, such as critical thinking, problem solving, and the ability to communicate and collaborate with others.” The goal is to develop students’ 21st century skills in a global context so that they can become productive and collaborative citizens, as well as competitive workers.

- “Empowering young people to learn as well as act by applying their global competence to the local and global issues that affect them.” This component encourages young people to participate and learn beyond the classroom.

Like other definitions, this description of global competencies emphasizes student understanding of interconnectedness of issues and events across the world, and for students to ultimately become participatory global citizens.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND ASIA SOCIETY

As mentioned, the CCSSO and Asia Society partnered together to publish a document regarding education for global competence. In this document, they frame the discussion on global education by defining global competence as “the capacity and disposition to understand and act on issues of global significance.” This framework highlights the capabilities that globally competent students should exhibit, as shown in Figure 1.1 on the following page.

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APPROACHES AND FRAMEWORKS FOR GLOBAL EDUCATION

Currently, there is no international certifying body that establishes standards for global education or citizenship, but scholars and organizations have developed a variety of approaches and frameworks for global education. This section provides an overview of several of these approaches to global education and citizenship.

ASIA SOCIETY

In 2003, the Asia Society created the International Studies Schools Network (ISSN), a national network of “design-driven public schools that are achieving success in attaining their core mission: to develop college-ready, globally competent high school graduates.”

The network’s overarching goal is for every student to graduate with the “knowledge, skills, and habits of mind necessary to succeed in the 21st century global environment.”

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14 “Graduate Profile.” Asia Society. http://asiasociety.org/international-studies-schools-network/graduate-profile
Working in partnership with school districts and charter authorities, the ISSN includes 34 schools in urban and rural communities across the United States. At ISSN programs, 85 percent of all students are minorities and 74 percent are from low-income families. These partnerships and the creation of the ISSN reflect the Asia Society’s deliberate response to the persistent problem of academic underperformance among low-income and minority students, as well as the need to prepare such students for employment and civic participation in an increasingly globalized world.\textsuperscript{15}

The ISSN school design and learning system helps schools develop the following:\textsuperscript{16}

- An intellectual mission focused on international studies that targets educational excellence for every student
- A curriculum that meets state standards and integrates international content throughout all subject areas
- Engaging, inquiry-based instruction and multiple forms of assessment that promote learning with real understanding
- The opportunity for students to study one or more world languages, including an Asian language
- Innovative uses of technology that support instruction and linkages to schools around the world
- A school culture that promotes a sense of belonging for every student and supports students’ personal growth
- Opportunities for student international travel and exchanges
- Internships and community service opportunities at internationally oriented businesses, cultural institutions, and universities
- Engagement of faculty in continuous high-quality professional development including international travel and exchange.

In keeping with its goals and mission, the Asia Society provides a profile of the attributes they seek to develop in every ISSN high school graduate, as described in Figure 1.2.

\centering
\begin{table}[h]
\begin{tabular}{|l|l|}
\hline
\textbf{ATTRIBUTE} & \textbf{INDICATORS} \\
\hline
Graduates are Ready for College & \begin{itemize}
  \item Earn a high school diploma by completing a college-preparatory, globally focused course of study requiring the demonstration of college level work across the curriculum
  \item Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue
  \item Learn how to manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a global society.
  \item Graduate with all options open for post-secondary education, work and service
\end{itemize} \\
\hline
\end{tabular}
\end{table}

\begin{footnotesize}
\textsuperscript{16} Bulleted text copied verbatim from Ibid
\end{footnotesize}
**Attributes and Indicators**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **Graduates Have the Knowledge Required in the Global Era** | - Understand mathematics as a universal way to make sense of the world, solve complex, authentic problems, and communicate their understandings using the symbols, language, and conventions of mathematics  
- Understand critical scientific concepts, engage in scientific reasoning, and apply the processes of scientific inquiry to understand the world and explore possible solutions to global problems  
- Understand how the geography of natural and man-made phenomena influences cultural development as well as historical and contemporary world events  
- Understand the history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues  
- Arts and literature and use them as lenses through which to view nature, society, and culture as well as to express ideas and emotions |
| **Graduates are Skilled for Success in a Global Environment** | - Are “literate for the 21st century”—proficient in reading, writing, viewing, listening, and speaking in English and in one or more other world languages  
- Demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer  
- Use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge  
- Make healthy decisions that enhance their physical, mental, and emotional well-being |
| **Graduates are Connected to the World** | - Effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork  
- Analyze and evaluate global issues from multiple perspectives  
- Understand how the world’s people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions  
- Accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world |

Source: Asia Society

According to research conducted by the Consortium for Policy Research in Education (CPRE) and Hypothesi, Inc., students in Asia Society’s ISSN schools are academically outperforming their peers in other schools, and are graduating in greater numbers. CPRE and Hypothesi analyzed ISSN data from 2004-2008, comparing results from ISSN schools to non-ISSN schools with similar demographic profiles within the same school districts. According to their analysis, ISSN schools demonstrated greater achievement 85 percent of the time across grade levels and core subject areas (English, math, science, and social studies). The most recent data also show that ISSN schools perform better than their peers on state assessments in about 66 percent of such comparisons. Moreover, ISSN schools have a graduation rate of 89 percent, as opposed to the typical 61 percent graduation rate for students in urban school systems.

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18 Ibid.
http://asiasociety.org/education/resources-schools/professional-learning/gps-future-success
Graduation Performance Standards

The Asia Society’s Graduation Performance Standards (GPS) draw from best-practice research on performance-based assessment in the United States and top-rated school systems worldwide. The GPS are adapted from a system developed by Envision Education and the Stanford Center for Assessment, Learning and Equity, and are used by the ISSN schools described above. They are described as:

- a set of frameworks and tools to help students achieve global competence. It provides a path to develop critical knowledge, skills, and dispositions in the academic disciplines as well as in a multidisciplinary way. Asking important questions, analysis, problem solving, and collaboration are hallmarks of this type of education.

The GPS, which can be used in formal school settings, afterschool programs, or summer programs, provide a three-part framework for each subject that consists of the following:

- **Performance outcomes:** These are the competencies students need to demonstrate by the time they complete Grades 5, 8, 10, and 12 in order to graduate with global competence and to be prepared for college. (These are described in greater detail in Figure 1.1.)

- **“I Can Statements:”** These first-person statements express what students will be able to do at the end of Grades 5, 8, 10, and 12.

- **Rubrics:** These show a progression of skills development from elementary through college levels.

As an open education resource, the GPS are not limited to ISSN schools—the Asia Society offers GPS materials (frameworks, performance targets, rubrics, sample curricula etc.) free of cost, allowing educators to download, edit, and distribute all documents without special permission. Educators are encouraged to use the performance outcomes and rubrics to plan lessons, assess students’ work against the rubric to determine areas in which students struggled, and conceive of activities that can be integrated the next time to help build skills.

For its partners, the Asia Society also provides faculty training and leadership training as part of the GPS, as described below:

- **Faculty Training** introduces teachers to core principles of global competence and the GPS, and provides support in lesson planning, curriculum writing, and instruction. It also includes instruction on how to evaluate student work and to use feedback to

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22 Bulleted text adapted from: Ibid.
improve instruction and curriculum. Teachers are taught how to use the GPS tools and how to apply GPS frameworks and principles to create new teaching, learning, and assessment practices.

- **Leadership Coaching** includes on-site coaching for school or district leaders to implement globally focused instruction, curriculum, and assessment throughout the education community.

Recently, the Education Policy Improvement Center (EPIC) analyzed the overlap between the Common Core State Standards (CCSS) and the Asia Society’s GPS. The three-part study examined the graduation performance outcomes in six subjects (English language arts, math, science, history/social studies, world languages, and arts) and found that:

- All CCSS [English Language Arts (ELA)] Anchor Standards are related to at least three of the ELA Asia Society Performance Outcome domains (Investigate the World, Recognize Perspectives, Communicate Ideas)
- All CCSS Standards for Mathematical Practice are related to at least two of the Math Asia Society Performance Outcome domains (Investigate the World and Communicate Ideas)
- Students who master the Asia Society’s performance outcomes in ELA and Math would be expected to significantly increase mastery of the CCSS

In addition, the study concluded that the main difference between the two standard systems is rooted in the activist or “Take Action” dimension of the Asia Society performance outcomes, as opposed to the CCSS, which do not consistently encourage students to reflect on their learning or to advocate for on an issue of interest. Additionally, students learning under the GPS will be required to demonstrate the ability to interpret (i.e., analyze and evaluate information necessary to understand global issues and to prepare for college-level work), a key factor to their success in college and their careers.

**OXFAM CURRICULUM FOR GLOBAL CITIZENSHIP**

Oxfam, an international non-governmental organization (NGO) and leader in promoting global education, offers several resources for promoting global citizenship in education. Its “Education for Global Citizenship: A Guide for Schools” provides guidelines, case studies, and curriculum based on work with schools across the United Kingdom. Oxfam defines “Education for Global Citizenship” as a curriculum that:

> gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom. This is something that children of all ages need, for even very young children come face to face with the

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27 Ibid.

28 Ibid.
controversial issues of our time through the media and modern communications technology.\textsuperscript{29}

Oxfam’s Curriculum for Global Citizenship was designed for whole school implementation, across all content areas and ages. It encourages children and youth to engage in their own learning through active and participatory learning methods, and supports the development of confidence, critical thinking skills, communication, cooperation, and conflict resolution.

The curriculum relies on three key elements for responsible citizenship, as described in Figure 1.3.

\begin{figure}
\centering
\includegraphics[width=\textwidth]{Figure_1.3.png}
\caption{Key Elements for Global Citizenship}
\end{figure}

\textbf{PARTNERSHIP FOR 21\textsuperscript{ST} CENTURY SKILLS}

The Partnership for 21\textsuperscript{st} Century Skills (P21) was founded in 2002 as a coalition of the business community, education leaders, and policymakers to position 21\textsuperscript{st} century readiness at the center of U.S. K-12 education. Recognizing the increasing importance of global competence—“being able to work on problems that cut across the world’s geographical, cultural, and political boundaries,” and “being prepared for life in our increasingly interconnected world”—P21 has attempted to address the lack of actionable frameworks and strategies for implementing and sustaining global education.\textsuperscript{31}

\textsuperscript{30} Text adapted from: Ibid., p. 4.
P21’s Global Education Framework is intended for state leaders and is made up of six “essential elements” to build a robust state strategy for global education, as described in Figure 1.4.

**Figure 1.4: P21 Global Education Framework**

<table>
<thead>
<tr>
<th>ESSENTIAL ELEMENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adopt Global Competency Standards for Students and Teachers</strong></td>
<td>▪ Adopt definitions of student and teacher global competency to anchor state and district global education agendas.</td>
</tr>
</tbody>
</table>
| **Effective and Scalable Teacher Support, Resources, and Tools** | ▪ Provide content for teachers to embed global themes and problem-based learning that focuses on global issues, with a priority on the core subjects.  
▪ Implement a recognition system—such as badging—for teachers, principals, and school district instructional support personnel to support and inspire professional development on global issues and competencies.  
▪ Require teacher preparation institutions to include preparation for infusing instruction with global content and competencies. |
| **A New Approach to Language Instruction** | ▪ Institute a statewide dual language/immersion plan that begins in elementary school and continues through high school.  
▪ Refocus traditional high school credit world language courses to include a greater emphasis on the study of global and international affairs and the economies, societies and cultures of other nations and on survival language skills. |
| **Whole-School Models** | ▪ Develop new school models focused on international education that would include, but not be limited to, internationally-themed schools, transformation models for low-performing schools, virtual schools-within-a-school, and regional dual language/immersion schools.  
▪ Recruit business, foundation, and nonprofit partners to support and assist school districts with the implementation of new school models. |
| **Networking and Recognizing Districts, Schools, and Educators** | ▪ Create a network of districts, schools, and educators to drive implementation and innovation.  
▪ Institute a recognition (designation) program for students, teachers, principals, schools, and districts that provide incentives for educators and educational leaders to adopt innovative global education practices.  
▪ Identify an existing or develop a new leading partner outside government to drive the global education agenda.  
▪ Partner with the state departments of education and commerce (and other relevant agencies) to develop county- or community-level profiles of international assets. |
| **Global Experiences for Students and Educators** | ▪ Provide global experiences by teachers, administrators, and students, including inbound teacher exchange, outbound educational travel and exchange for teachers and students, virtual classroom-to-classroom exchange, and global Academic competitions. |

Source: Partnership for 21st Century Skills

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ELEMENTS OF GLOBAL EDUCATION BASED ON A MULTI-COUNTRY STUDY

Merry Merryfield, a scholar of global education and professor at The Ohio State University, conducted research concerning the primary elements of global education observed in classrooms in Hong Kong, Japan, and the United States over a five-year period. Through this research, Merryfield et al. (2008) identified five components of effective global education programs:33

- **Knowledge of global interconnectedness**: A major focus of global education is to help students learn about how they are connected to world events and activities. Global education helps them understand how decisions made by actors in other nations affect their local communities, and how their decisions, in turn, can have effects around the world.

- **Inquiry into global issues**: Teachers integrate global issues into mandated course content by asking issue-centered questions on topics including global warming, weapons of mass destruction, global health and HIV/AIDS, terrorism, human rights, poverty, and development, and more. Although some of these issues may be controversial, they affect people across the world and, therefore, serve as excellent topics for promoting global perspectives.

- **Skills in perspective consciousness**: Helping students understand that they have views of the world that are not universally shared, and that others may have extremely different worldviews, is another essential component of global education and raises students' perspective consciousness—“an appreciation of how one’s cultural beliefs, values and norms of behavior shape perception and interpretation of events or issues.”

- **Open-mindedness**: Global education involves the cultivation of respect for cultural differences and can help combat xenophobia and ethnocentrism by increasing exposure to differing cultures, particularly through visuals and cooperative learning activities. In turn, this allows students to recognize and combat bias, stereotypes, and misinformation.

- **Cross-cultural experiences**: Cross-cultural experiences put students in direct contact with different cultures, peoples, and customs. Presentations, foreign language education, study abroad trips, collaborative projects, videos, and images are some of the ways that students increase their cultural awareness and cross-cultural collaboration.

THE TRI-DIMENSIONAL NATURE OF GLOBAL COMPETENCY

Fernando Reimers, a Harvard professor and scholar in global education policies, developed what he calls “the tri-dimensional nature of global competency.” According to Reimer, global competencies are the “attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse

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There are three interdependent dimensions to his vision of global competency, towards which a global education should strive:

- **A positive attitude toward cultural difference** and the values to engage difference. To have this kind of attitude, individuals need both a sense of identity and self-esteem, and empathy towards others. Rather than seeing differences as a problem, individuals with a positive attitude see opportunities to constructively interact with people. This component also includes the responsibility to promote basic equality and the rights of all people.

- **Fluency in another language**: Specifically, the ability to speak, understand, and think in a language(s) apart from one’s native language.

- **In-depth knowledge and understanding** of subjects including world history; geography; global issues within health, climate, and economics; and the process of globalization. This also includes applying critical- and creative-thinking abilities when considering complex global challenges.

**GLOBALLY COMPETENT TEACHERS**

As indicated earlier in this report, the terms used and specific definitions applied to define concepts related to global competence and education can vary among scholars and organizations. Similarly, the characteristics of “globally competent” teachers who are adequately prepared and qualified to foster global competence in their own students are numerous and varied.

For example, NCSS provides recommendations for what educators should do to increase student engagement in global education, whereas P21 frames its recommendations around characteristics of “global-ready teachers... across four learning spirals: understanding, investigating, connecting, and integrating.” The characteristics of globally competent teachers provided by the NCSS and P21 are highlighted in Figure 1.5 on the following page.

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http://isites.harvard.edu/fs/docs/icb.topic648757.files/Reimers_2010_Chap4.pdf

35 Ibid.


Figure 1.5: Characteristics of Globally Competent Teachers

<table>
<thead>
<tr>
<th>NCSS</th>
<th>P21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an interdisciplinary approach within and beyond social studies and make links to multicultural education</td>
<td>Understand learning theory applications, innovative uses of digital tools that support learning and the importance of incorporating global contexts and perspectives into classroom instruction</td>
</tr>
<tr>
<td>Take advantage of technology, including Internet and e-mail</td>
<td>Research, design, and synthesize innovative curriculum, technology tools and best practices from diverse sources to implement and integrate global content into classroom instruction</td>
</tr>
<tr>
<td>Utilize primary sources from other countries, from constitutions to literature to artifacts</td>
<td>Collaborate and communicate effectively and respectfully with diverse colleagues in their schools and in external learning communities</td>
</tr>
<tr>
<td>Include internationally experienced persons; students, teachers, parents, and others in the community</td>
<td>Synthesize best practices across the core areas of teaching expertise: pedagogy, global content, and technology</td>
</tr>
<tr>
<td>Emphasize interactive methodology, such as a model United Nations and cross-cultural simulations and role plays</td>
<td>Integrate global attitudes, skills, and knowledge into curriculum, instruction, and assessment</td>
</tr>
<tr>
<td>Address global issues with an approach that promotes multiple perspectives and intellectual honesty and action</td>
<td>Serve as leaders in their schools and external learning communities in the core areas of teaching expertise: pedagogy, global content, and technology</td>
</tr>
<tr>
<td>Encourage new avenues for research in the international arena and encourage teachers to participate and/or make use of this research in their classrooms</td>
<td></td>
</tr>
</tbody>
</table>

Source: NCSS38 and P2139

The CCSSO and Asia Society further provide research-based instructional design principles that teachers should consider as guidelines in developing quality instruction:40

- **Identify engaging topics of local and global significance:** These topics should generate deep engagement, convey clear local-global connections, have visible global significance, and invite meaningful disciplinary and interdisciplinary exploration.

- **Focus on global competence outcomes:** Outcomes should capture important knowledge and skills in one or more disciplines, focus on relevant global competence, and be clearly shared with students.

- **Design performances of global competence:** Provide students with opportunities to demonstrate their growing capacity to understand and act in response to global issues. These “performances” or activities use disciplinary and interdisciplinary knowledge and skill in novel situations; focus on targeted global competences in a unit; engage students cognitively, socially, and emotionally; and invite a personal synthesis.

- **Employ ongoing global competence–centered assessments:** These assessments should focus on global competence, be ongoing, offer informative feedback, and be designed to be conducted by multiple stakeholders.

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TEACHER TRAINING FOR GLOBAL EDUCATION

According to the American Association of Colleges for Teacher Education (AACTE), “global education develops the knowledge, skills, and attitudes that are the basis for participation in a world characterized by cultural diversity, inequity, interconnectedness, cooperation, and conflict.”41 AACTE recognizes that while educators within the field of global/international education address many common issues, they may define and emphasize aspects of global education differently.

With regard to training teachers in global/international education, the AACTE identifies four considerations to prepare teachers to teach their students the skills and understandings to be effective citizens in an ever-increasing pluralistic and interdependent world.42

- Teachers need global knowledge about the world in general, as well as global content knowledge about the subjects they teach. For example, a language arts teacher studies not only literature from various cultures and parts of the world, but also gains an understanding of the contexts and perspectives of the authors.
- Teachers need to have cross-cultural experiences both at home and abroad—this can be through study tours, semesters abroad, student teaching in other countries, or even working with international students at U.S universities.
- In pre-service teaching programs, teacher educators should exemplify pedagogy for a global perspective, particularly instructional practices that promote diversity, social justice, conflict management, and build community and interconnectedness. This can be done through methods that increase teachers’ self-knowledge, cross-cultural experiences, cross-cultural skills, perspective consciousness, values analysis, and authentic learning.
- Similarly, teacher educators should prepare teachers to face the controversial nature of global and international education and to be able to resolve any arising conflicts.

Challenges in Teacher Education

In a paper presented at the International Council on Education for Teaching in 2003, the Global and International Teacher Education Committee of AACTE emphasized the need for teacher education curriculum to ensure that teachers graduate with intercultural competence. While the paper provides recommendations for schools of education to modify their curriculum to prepare global teachers, the committee poses many questions that imply a lack of consensus surrounding how exactly to prepare teachers to enter the classroom with intercultural competence. For example: “What performance-based outcomes for managing and promoting diversity in schools should be maximized in teacher

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42 Bulleted text adapted from: Ibid., p. 11.
education curricula? What does it mean for schools of education to require graduates to be culturally competent? To have a global, multicultural, or international perspective?43

Additionally, reference to “global” in the National Council for the Accreditation of Teacher Education’s (NCATE) “Professional Standards for the Accreditation of Teacher Preparation Institutions,” is vague and minimal. For example, reference to “global” perspectives and community is limited to the standards shown in Figure 1.6.

**Figure 1.6: References to Global Education in NCATE Teacher Accreditation Standards**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Four: Diversity</td>
<td>One of the goals of this standard is the development of educators who can help all students learn.... This goal requires educators who can reflect multicultural and global perspectives that draw on the histories, experiences, and representations of students and families from diverse populations.</td>
</tr>
<tr>
<td>Standards for social studies teachers</td>
<td>[Social studies teachers] describe and analyze relationships among various regional and global patterns of physical systems. [They] understand the conditions and motivations of global connections and interdependence. They engage students in evaluations of the effects of technology on the global community and the causes of various global issues.</td>
</tr>
</tbody>
</table>

Source: National Council for Accreditation of Teacher Education44

In response to this observation of the NCATE standards, the AACTE committee notes that additional questions remain pertaining to the evaluation of teacher education programs and their incorporation of global education elements into the curriculum, as well as about how such programs can provide students with the global perspectives necessary for them to be effective global educators.45

Overall, additional challenges that still exist with regard to the preparation of globally competent teachers include **the low percentage of education majors who study abroad, relatively homogenous teacher demographics (White, female, middle-class), and mixed attitudes and efforts towards the internationalization of teacher education**. The internationalization of teacher education in particular needs to garner greater support, as there are no widely accepted standards or program evaluations conducted to measure outcomes of teacher education programs.46

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**Measuring Teacher Global Competence**

Measuring a future teacher’s growth in global competence over time and readiness to teach a global curriculum to students is not a straightforward task. Nonetheless, some universities and schools of education are utilizing tools to assess the global competence of their faculty members, as well as their skills to teach pre-service teachers. A 2014 article from *Education Week* notes that there are more than 140 tools to choose from, making it challenging to determine the most appropriate tool to use that aligns with the teacher education program’s goals, strategic plan, and existing outcomes. Other tools are specifically being designed to use with pre-service teachers, though experts recommend using multiple measures such as classroom observations or student work to gauge global competence.47

The Globally Competent Teaching Continuum (GCTC) is one such tool developed by Jocelyn Glazier, a professor at the University of North Carolina, Chapel Hill, and a team of researchers. The tool is a free online self-reflection tool, but Glazier cautions that it should be used for personal growth and professional development rather than as a high stakes assessment.48 The GCTC consists of 12 concrete global competency elements organized into the following categories: dispositions, knowledge, and skills. It provides a description of what each element looks like at different levels of development, as well as resources such as videos of model K-12 teachers in action, lesson plans, websites, books, and professional development opportunities.49

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48 Ibid.

SECTION II: PROFILES OF GLOBAL EDUCATION IN PRACTICE

This section presents profiles of two global studies programs: a “school within a school,” and an afterschool program that capitalizes on out-of-school time to extend global learning.

JACKSON HIGH SCHOOL, ACADEMY FOR GLOBAL STUDIES (OH)

Through Ohio’s Race to the Top award, Jackson High School received funds to begin a partnership with the Asia Society’s ISSN and created the Jackson Academy for Global Studies (JAGS). JAGS is a “unique school within a school focused on global studies” that requires prospective students to submit an application, essay, and recommendations for consideration to its four-year high school program.50 JAGS’ driving philosophy is that globally competent students need a rigorous curriculum that includes the following:51

- Interdisciplinary problem-based learning
- Service learning
- Cultural awareness
- Leadership opportunities
- World language immersion
- Business partnerships
- Community collaboration
- Educationally based travel
- Advanced Placement and International Baccalaureate courses are offered to students in Grades 10 through 12, and post-secondary and career tech options are available to students in Grades 11 and 12.53 Through the program, students are expected to:54
  - Use the ISSN model to investigate the world, recognize perspective, communicate ideas, and take action;
  - Work to become fluent in one of three world languages: Chinese, French, or Spanish;
  - Travel to experience different cultures and global understandings;
  - Learn through real world/service learning/community projects; and
  - Develop 21st century work skills such as effective use of technology, critical and creative thinking, collaboration and communication.

54 Bulleted text taken verbatim from: Ibid.
To receive a Certificate of Global Studies from Jackson High School and the ISSN, students are required to complete this four-year course plan, 80 hours of community service, a portfolio, and a capstone project. At the conclusion of the program, JAGS students “will possess the skills necessary to lead, cultivate and communicate their own ideas, excel in their chosen career paths, and work collaboratively to successfully navigate our global society.” To develop globally competent students, JAGS teachers are expected to:

- Challenge students to grow academically, excel as independent learners, and become globally competent;
- Work through problem-based learning activities to help students meet their individual learning goals;
- Use a variety of assessment methods to determine student progress towards their goals;
- Set clear expectations and manage classrooms well, helping students to feel safe in school, to share their perspectives and [to be] able to succeed; and
- Receive top-quality, ongoing professional development from [ISSN] Coaches so that they are well-equipped to help all students succeed.

CONNECTICUT AFTER SCHOOL NETWORK

The development of students’ global competence is not limited to the regular school day. Afterschool programs can provide a valuable opportunity for students to further develop global competence while gaining additional academic enrichment. For example, the Connecticut After School Network, featured recently in *Education Week*, emphasizes both global learning and the Common Core State Standards (CCSS) Habits of Mind (HoM) in afterschool programs. Although the state of Nebraska has not adopted the CCSS, the Connecticut After School Network’s approach may provide relevant lessons in terms of extending opportunities for global learning outside of regular school time.

In collaboration with the Connecticut State Department of Education, local education agencies, community-based agencies, and the Asia Society, the Connecticut After School Network contributed to a document outlining the HoM (i.e., characteristics of students ready for college, career, and citizenship) and their alignment with several of the domains of global competence as described by the Asia Society. The HoM are listed on the left, and the corresponding domain of global competence is listed on the right of Figure 2.1 below.

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55 Ibid.
56 Bulleted text copied verbatim from: Ibid.
As described in an earlier section, the Asia Society’s approach to global competence is notable in its “take action” orientation. To that end, the Connecticut After School Network suggests that afterschool programs play an essential role in promoting action by providing opportunities for internships, career exploration, service learning, and community service.59

![Figure 2.1: Alignment between Habits of Mind and Domains of Global Competence](image)

<table>
<thead>
<tr>
<th>COMMON CORE HABITS OF MIND</th>
<th>DOMAINS OF GLOBAL COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate independence</td>
<td>Investigate the world</td>
</tr>
<tr>
<td>Build strong content knowledge</td>
<td>Investigate the world</td>
</tr>
<tr>
<td>Respond to varying demands of audience, task,</td>
<td>Communicate ideas and recognize perspectives</td>
</tr>
<tr>
<td>purpose, and discipline</td>
<td></td>
</tr>
<tr>
<td>Comprehend as well as critique</td>
<td>Investigate the world and communicate ideas</td>
</tr>
<tr>
<td>Value evidence</td>
<td>Investigate the world</td>
</tr>
<tr>
<td>Use technology and digital media strategically</td>
<td>Communicate ideas</td>
</tr>
<tr>
<td>and capably</td>
<td></td>
</tr>
<tr>
<td>Come to understand other perspectives and</td>
<td>Recognize perspectives</td>
</tr>
<tr>
<td>cultures</td>
<td></td>
</tr>
</tbody>
</table>

Source: Asia Society60

The Cooperative Arts and Humanities (COOP) High School in New Haven, a magnet school for performing arts, provides an example of the integration of global learning into afterschool programming. Through a partnership with Yale University, students worked with a visiting artist from Paris, Felice Varini, whose work includes geometric perspective-localized paintings. Commissioned to complete a mural in a neighboring theater, students working with Varini gained experience outside of the classroom, recognized and appreciated other perspectives, communicated ideas using the HoM, and took action through this service learning opportunity.61

One of the major strengths of the program is the strong relationship between the school and afterschool program, demonstrating the benefits of sharing academic resources, communicating, and partnering together around the same goal of developing globally competent learners with the knowledge and skills to succeed in a 21st century world. The COOP approach to connecting learning in the classroom with the larger community has helped the program earn recognition on the local and state levels.62

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59 Ibid.
62 Ibid.
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