



VCU

Virginia Commonwealth University
VCU Scholars Compass

Teaching and Learning Publications

Dept. of Teaching and Learning

2015

From Local to Global: Making the Leap in Teacher Education

Hillary Parkhouse
heparkhouse@vcu.edu

Jocelyn Glazier
University of North Carolina at Chapel Hill

Ariel Tichnor-Wagner
University of North Carolina at Chapel Hill

Jessie Montana Cain
University of North Carolina at Chapel Hill, jcain@live.unc.edu

Follow this and additional works at: https://scholarscompass.vcu.edu/tedu_pubs



Part of the [Teacher Education and Professional Development Commons](#)

This work is licensed under a Creative Commons Attribution 4.0 International License, Copyright (c) 2015
International Journal of

Downloaded from

https://scholarscompass.vcu.edu/tedu_pubs/17

This Article is brought to you for free and open access by the Dept. of Teaching and Learning at VCU Scholars Compass. It has been accepted for inclusion in Teaching and Learning Publications by an authorized administrator of VCU Scholars Compass. For more information, please contact libcompass@vcu.edu.



FROM LOCAL TO GLOBAL: MAKING THE LEAP IN TEACHER EDUCATION

Hillary Parkhouse

University of North Carolina at Chapel Hill, United States

parkhous@live.unc.edu

Jocelyn Glazier

University of North Carolina at Chapel Hill, United States

jocelyng@email.unc.edu

Ariel Tichnor-Wagner

University of North Carolina at Chapel Hill, United States

arielt@live.unc.edu

Jessie Montana Cain

University of North Carolina at Chapel Hill, United States

jcain@live.unc.edu

ABSTRACT

As the world becomes increasingly globalized, teachers must prepare a diverse group of students with new skills and mindsets necessary to engage in this global environment. This requires changes in teacher education, including expansion of instructional lenses from the local to the global. This case study examined how one teacher educator attempted to incorporate global competency into her course on culturally responsive teaching. Using surveys, document analysis, observations, and interviews with both the instructor and her students, the researchers found that some global competencies were developed. Ultimately, however, many areas of global competence were not addressed, due to the course's focus on personal dispositions over practices and on local issues over global ones. We recommend that teacher education programs include a separate course on global competency, as well as more training for teacher educators on how best to develop globally competent pedagogy in pre- and in-service teachers.

Keywords: Local, Global, Teacher Education

As the world becomes even more interconnected through technology, market globalization, and new patterns of migration, teachers must prepare an increasingly diverse group of students to live in a globalized society (Darling-Hammond, 2010; Zhao, 2010). This is not only a moral obligation (Landorf, 2009) but also a professional one, as detailed in such things as the Common Core standards and various teacher evaluation materials (e.g., The Danielson Group and NCATE). Curricula and teaching standards around the nation are increasingly including language calling for global awareness, global citizenship, and preparation for a globalized job market (Zong, 2002).

For teachers to impart global competencies—the knowledge, skills, and mindsets necessary to engage in a global environment—to all of their students, teachers themselves must be prepared to do so. Most U.S. teachers score in the ethnocentric range on Bennett's Developmental Model of Intercultural Sensitivity, which raises the question of how these teachers might move toward ethnorelativism (Cushner, 2012). Preparing teachers for global competence is a relatively new responsibility for teacher education programs. While the primary focus in the field of global education has been identifying the knowledge, skills and dispositions our K-12 students need (The Asia Society, 2011), little attention has been given to what *teachers* need to know. This is troublesome, not only because teachers cannot impart global competence without first having it themselves (Mikulec, 2014), but also because in addition to preparing students for the world, teachers are finding the world in their classrooms—in terms of their student populations. More than 28% of the K-12 student population in the US are now the children of immigrants



(Passel & Cohn, 2009). These transnational students need teachers with cultural intelligence (Earley & Mosakowski, 2004), perspective recognition (Hanvey, 1982), and at least some knowledge of the current sociopolitical/economic conditions, educational practices, and multiple cultural traditions of their students' home countries (Apple, 2011).

Many teachers, however, are not adequately prepared in these regards, (Kenreich, 2010; Zhao, 2010), in part because Schools and Colleges of Education are often the least internationalized units of U.S. universities (Cogan & Grossman, 2009; O'Connor & Zeichner, 2011). Several of the recent most notable handbooks on teacher education made no mention of global education, international education, or globalization (Zong, 2009). This demonstrates the lack of research on preparing globally competent teachers as well as the lack of practices at the pre- or in-service level that would cultivate this competence (O'Connor & Zeichner, 2011). As a result, teachers tend to lack confidence in teaching for global citizenship (Rapoport, 2010), even when the desire is present.

This study is a first step at exploring what could happen in a teacher education course on social foundations, when the instructor commits to integrating global competence into her curriculum. We investigated both the supports the teacher educator herself needed in order to cultivate global competencies in K-12 teachers, as well as the opportunities and limitations the K-12 teachers perceived in their own growth. Although broader institutional changes in teacher preparation programs are needed, such as globally-focused course requirements and opportunities for cross-cultural interaction (Longview Foundation, 2008), on a smaller scale teacher educators also need to reposition and expand their instructional lenses and dispositions from the local to the global (Apple, 2011; Zhao, 210). This is not to suggest *replacing* the local with the global, but rather recognizing that, in our globalized world, the two are rarely separable. If teacher educators expand their instructional lenses, teacher candidates may then become better prepared to help their students see local-global connections as well.

This study examined how one teacher educator revised her instruction in a course on culturally responsive teaching in order to incorporate global competencies. Specifically, this study addressed the following questions: 1) What were the impacts of this integration on in-service teachers' evaluations of their own global competence? 2) What structures and supports benefited and/or challenged the teacher educator in incorporating global competencies into her instruction?

Literature Review

Arguments for Global Competence

Those who believe that the purpose of schools is to serve the economic interests of the society tend to define global competence in terms of the skills needed to be competitive in a globalized job market (Wagner, 2008; Zhao, 2010). On the other hand, if the purpose of education is to develop reflective, empathetic citizens with the problem-solving skills to improve society, then global competence is more often defined as the skills necessary to act for the well being of all people (Noddings, 2005; vanBalkom, 2010). The tension between these two outlooks on the purpose of global education parallels the "double crisis of American education in the last decade, as caught up in the demands of both the new global economy and the multicultural realities in the United States" (Agbaria, 2001, p. 64). However, the latter conceptualization more closely approximates the aims of global education when it originated in the 1960s (Becker, 2002; Gaudelli, 2003; Kirkwood-Tucker, 2009), as well as our own perspectives as we conducted this study.

Globally Competent Teaching

The Longview Foundation (2008) defined global competence as: "a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment." O'Connor and Zeichner (2011) added to this the dispositional components of reflexivity and sociopolitical and cultural consciousness. They characterized globally



competent teaching as requiring that teachers view themselves “as cultural, political and social beings situated in local and global contexts” (p. 524-5). Among other things, U.S. teachers need critical self-awareness of their own privileges, as well as the desire “to seek out and explore viewpoints contrary to their own” (p. 525). This reflects Hanvey’s (1982) notion of perspective consciousness, which includes awareness that one’s beliefs are not universally shared and that worldviews are “shaped by influences that often escape conscious detection” (p. 162).

Education scholars have identified several practices of globally competent teachers. They engage students in cooperative and authentic learning, which requires the construction of knowledge, disciplined inquiry, and value beyond school (O’Connor & Zeichner, 2011). Globally competent teachers use varied and interdisciplinary methods, reflecting the ways in which the world is interconnected (see Merryfield, 1998 for examples from global educators’ practices). They address the relationships between local and global issues and deconstruct us/them binaries, in part so that students develop empathy and solidarity with those from other nations (Gaudelli, 2010; Mangram & Watson, 2011). They draw on funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992) and teach subaltern perspectives without speaking for or romanticizing marginalized groups (Subedi, 2010). Finally, they engage students in transformative action so that their raised critical awareness of social issues does not leave them feeling helpless (Gaudelli, 2003). In order to do this, teachers must build students’ sense of efficacy, critical hope, and capacity to question the underlying structures that create inequality (O’Connor & Zeichner, 2011).

Global Competence in Teacher Education Programs

Teacher education programs have traditionally been more oriented toward their local contexts than global ones (Zhao, 2010). Instances of an explicit global education focus in teacher education—as evidenced, for example, by coursework specifically in global education—are few and far between (Kirkwood-Tucker, 2009). Several of the recent most notable handbooks on teacher education made no mention of global education, international education, or globalization (Zong, 2009). More often included in programs are study abroad experiences for pre-service teachers where they have opportunities to observe and, in some cases, teach in another country (Cushner & Mahon, 2002; Pence & Macgillivray, 2008).

Programs that do not offer immersion experiences or courses on global education have incorporated global elements in methods and social foundations courses, among others. Ukpokodu (2010) recommended specific areas in which teacher educators could integrate global perspectives into their coursework: a) course descriptions and objectives, b) content integration, c) instructional resources and materials, d) delivery strategies, and e) assessment of self-transformation. Within these areas, instructors can also assign contrapuntal literature, design local cross-cultural learning experiences for students, and model global perspectives (Merryfield, 2000; Ukpokodu, 2010).

Gaudelli (2010) described a pedagogical strategy he used in his teacher education courses, wherein students used the local to understand the global. He argued that by ignoring instances of oppression and cultural conflict in our own neighborhoods and exoticizing those in other nations, we risk that students will see global problems as abstract and distant when in fact they are present in our immediate surroundings. This is echoed in Apple’s (2011) argument that globally competent teacher educators must be organic intellectuals, acting in the local community and widening access to their institutions for the marginalized.

Preparation for global competence does not end at the pre-service level. In fact, it becomes increasingly important as teachers are being assessed more formally on their incorporation of global awareness in their classrooms (e.g., The Danielson Group). However, the limited research available on professional development for global competence suggests that teachers believe they need more educational philosophy, varied educational methodology, and opportunities for collaboration with other



teachers in order to develop global competence (Tuomi, 2004). Beyond these studies however, the research on the preparation of teachers for global competence is scant (Zong, 2009).

Teacher Educators' Global Competence

There is growing literature on the training teacher educators need in order to prepare pre-service and in-service teachers in general (Loughran, 2011; Ben-Peretz et al., 2013) and specifically with regards to diversity (Cochran-Smith, 2012). However, little research has addressed teacher educators' global competence (Zong, 2009). Based on her review of teacher education reforms, Futrell (2008) recommended that teacher educators model pedagogies gleaned from their international colleagues to prepare candidates for our changing world. In their self-study, Rios, Montecinos and van Olphen (2007) promoted international experiences for teacher educators as a means to ensure faculty are able to (a) question their epistemological assumptions, (b) understand teaching as a political activity, and (c) seek authenticity in experiences, without trivializing or stereotyping. In her study of 80 successful global teacher educators, Merryfield (2000) added that international experiences are not enough: "it is the interrelationships across identity, power, and experience that lead to a consciousness of other perspectives and a recognition of multiple realities" (p. 440). Other than these studies, there are few that investigate how to develop teacher educators' abilities to prepare globally competent teachers—pre-service and in-service. Hence, the present study may broaden this knowledge base.

Can Local Lead to Global in Teacher Education?

Few teacher education programs in the U.S. have specific courses in global education. Instead, global competence is often included within courses focused on culture and diversity, such as culturally responsive teaching (Gay, 2002) or multicultural education (Banks, 2007). Typically, these courses focus on the topics of diversity, race, and culture within the United States. The question remains, to what extent can we expect these courses to help students develop *global* competence as well? Does cultural competence necessarily translate to global competence? The literature suggests teacher education programs often treat the two as interchangeable or expect lessons gained in the area of multicultural education will somehow transfer to global perspectives and skills (Ukpokodu, 2010). However, there are few studies that explore whether this actually occurs, and the ones that do exist are primarily self-studies (Gaudelli, 2010; Reidel & Draper, 2013; Rios, Montecinos, & van Olphen, 2007). In this study, we sought to better understand teaching simultaneously for both local and global awareness and the challenges that the teacher educator faced in doing so.

Conceptual Framework

Following an extensive literature review and initial work done with NAFSA: Association of International Educators, the Asia Society, and the Longview Foundation, the authors developed a framework of global competence for teachers and teacher educators called The Globally Competent Teaching Continuum (see Figure 1 for the early version of the GCTC used in this study. Since that time it has undergone initial validation and subsequent revisions. The final version can be found at [blinded for review]). The GCTC was created as a self-reflection tool for teachers and teacher educators to use to better understand their current level of global competence and gain ideas on how to progress. The framework emphasizes a teacher's desire to obtain knowledge about the world, understanding of multiple perspectives, facility in intercultural cooperation, and capacity to act on global issues (Hanvey, 1982; Gaudelli, 2013; Longview Foundation, 2008; Merryfield, 1998; 2000; Noddings, 2005; The Asia Society, 2011; Subedi, 2010).

The GCTC is divided into three domains: dispositions, knowledge, and skills, beginning with dispositions as these are foundational to the knowledge and skills. Dispositions include *commitment to social justice worldwide, social consciousness and critical reflection, and respecting cultural differences and multiple perspectives* (Kirkwood, 2001; Merryfield, 1998; Noddings, 2005; Selby & Pike, 2000). The



next domain, knowledge, includes *globalism, intercultural communication, world conditions and current events, perspectives of one's own and other cultures and foreign language proficiency* (Longview Foundation, 2008; Roberts, 2007; Shaklee & Baily, 2012). Skills elements consist of *creating a classroom environment that promotes global engagement, diversity, and conflict resolution; designing learning experiences that promote investigations of the world; developing local, national, or international partnerships that provide authentic opportunities for global learning and communication; facilitating intercultural/international conversations; and employing appropriate methods of inquiry to assess students' global competence* (Gaudelli, 2003; Merryfield, 1998; O'Connor & Zeichner, 2011; Subedi, 2010). Lest this laundry list suggest a simplified conceptualization of a complex phenomenon, we should add that we agree with Shaklee and Baily (2012) who contended that global competence "is a complicated, messy configuration" (p. 5) of many interconnected components that involve citizenship, awareness, and perspectives at both the local and global levels. Additionally, there is no endpoint to global competence; it is a process of lifelong learning.

Context and Methodology

We conducted a case study (Yin, 2009) of a culturally responsive teaching course required as the first course in a Master's of Education for Experienced Teachers program at a university in the southeast United States. The Master's program provides practicing teachers with coursework that includes teacher leadership, culturally responsive teaching, research methods, content area pedagogy and curriculum, and experiential education and other progressive pedagogies. The focal course for this study, a course in culturally responsive teaching, was selected because the instructor wanted to better understand how her teaching in this course, which focused on issues of diversity, could incorporate global competencies. The course instructor (Author 2), has been a teacher educator for approximately 15 years, with a history of teaching courses related to multicultural education and diversity. Because Author 2 wanted to investigate her ability to incorporate global competence, she demonstrated "inquiry as stance," which has been identified as an important prerequisite for educating teachers (Cochran-Smith, 2003). In contrast to other studies, this study incorporated both self-study by the course instructor, [Author 2], as well as a case study of the class conducted by three doctoral student researchers who were not taking the course, [Authors 1, 3, and 4]. In tandem, these components allowed for a unique perspective on the teacher educator's and practicing teachers' perceptions of developing global competencies in a course that, like many others in teacher education, is not explicitly focused on developing global competence.

Course and Teacher Educator Context

The class on culturally responsive teaching met biweekly for twelve 3-hour sessions over a six-week period in the summer. According to the syllabus, the student objectives were to:

1. Relate and reflect on their own experiences of learning and teaching to scholarly discourses that uncover the complicated history and conditions of teaching and schooling
2. Read and interrogate texts in order to reimagine and reinvent their own teaching practices and philosophies
3. Examine the social, cultural and historical constructions of identity
4. Examine what (curriculum, language, etc.) and who is privileged in school contexts

The weekly topics, readings, assignments, and class discussions reflected these objectives. The course included readings and discussions that forefront issues of privilege. Assignments included both analysis of theoretical readings and personal reflections on experiences as students and teachers in schools. Topics in the course included: culture, race, gender, privilege, culturally responsive teaching, multicultural education, social class, and language. Authors of class readings were diverse in terms of gender, race, class, and sexual orientation. While many of the authors presented research done in the United States,



some authors discussed research and experiences in other countries including Canada, England, and China. In addition to traditional readings, the instructor incorporated TED talks, creative reading and writing activities including personal and theoretical reflections, and the French film *The Class* by Lauren Cantet, which depicts a French middle school teacher and his students. The course was designed to help teachers develop knowledge and dispositions related to diversity, rather than help teachers develop particular skills and practices. The latter area was covered in a subsequent required course in the program.

Participants

[Author 2] has had extensive experience teaching about diversity in teacher education. She has taught multiple courses in cultural diversity over the past fifteen years, teaching in both pre-service and in-service teacher education programs. In addition, her research interests were focused on “helping teachers think about how to be more innovative or reform-minded in their teaching in ways that would support all students, particularly students who are consistently marginalized in schools” (Instructor Interview, June, 2013). [Author 2]’s commitment to diversity runs from local to global. In addition to spending time abroad as an undergraduate, she conducted her dissertation research in Israel where she spent one year at a bilingual school studying the experiences of the Jewish and Arab students and teachers.

The class consisted of 34 in-service K-12 math, science, and social studies teachers from local counties and 9 Chinese teachers involved in a Master’s of Education exchange program. The students ranged in age from 22 to 45. All had at least two years of teaching experience. The nine Chinese teachers were from a single private school in China, where they taught some classes using English as the language of instruction. Many of the United States teachers had traveled abroad at least for short periods of time. Nine of the 34 students in the class were male. One student was African American; the remaining U.S. students were Caucasian. For the U.S. based students, this was the first course in their degree program. Although the population in the course was reflective of the predominantly Caucasian, female, and middle class teacher population in the United States (NCES, 2009), there was a higher proportion of male teachers and international teachers than generally encountered in teacher education programs.

Data Collection and Analysis

Data collection was conducted by the other three authors of the study, who observed the class, collected and analyzed course-related documents and artifacts (e.g., syllabus, course readings, assignments), conducted five post-class reflection interviews and one in-depth (one hour and a half in length) semi-structured post-course interview with the instructor, administered a pre-post survey to students, and conducted follow-up interviews with three students. Although all class members were invited to participate, only six completed both the pre- and post-survey, and only three agreed to be interviewed (see Table 1 for participant details). All were teaching full-time during the study and taking demanding graduate courses; thus we hypothesize that the low participation was probably a result of busy schedules. We recognize that the small number of participants is a limitation of the study; however, given the dearth of literature on this topic, we offer the student data alongside the teacher educator’s in order to begin considering how teacher education programs might consider expanding curricula, for instance from culturally relevant pedagogy as perceived locally to culturally relevant pedagogy for nationally diverse students in a globalized society.



[Insert Table 1 about Here]

Written consent was obtained from all participants, IRB approval was obtained, and pseudonyms were assigned to participants to preserve anonymity. Students took a pre-survey in the first two weeks of the course and the post-survey when the course ended, both based on the original version of the GCTC. For each of the thirteen global competency standards, the survey asked students to rate themselves on a five-point scale: nascent (0), beginning (1), developing (2), proficient (3), advanced (4). The pre-and post surveys were used to capture any changes in students' self-perceptions of their global competencies. Following the course, teachers were invited to participate in an interview regarding the aspects of the course that influenced their ratings on the survey.

After transcribing all interviews, the researchers organized the data along separate interview questions. Analysis of the qualitative data was an iterative process, involving multiple rounds of independent and collaborative coding (Coffey & Atkinson, 1996). Initial analysis of the data was done by the three doctoral student researchers, followed by member checks with the instructor to enhance credibility of their initial interpretations. For research question 1, we primarily used data from student surveys and interviews, while we used the teacher educator interviews and written responses to elucidate question 2. However, we also kept in mind the interrelatedness of the two sets of data and the two research questions as we coded. Our first step was for each researcher to independently read all of the data and identify emerging codes and themes. The research team, including the instructor, then met to discuss the codes/themes each member had independently identified to create agreed-upon categories for a second round of focused coding. Emerging themes from student data included "awareness of biases in teaching" and "appreciation for intercultural interactions." After agreeing upon categories and themes, we then independently conducted focused coding (Emerson, Fretz, & Shaw, 2011). One example of a focused code under the category of "supports for teacher educator" was "who's in the class" (e.g., students from China). Finally, we coded the interview data with attention to the identified links between teacher change and the teacher educator's practice.

Results

The study was divided into two components. The first investigated the extent to which students perceived growth in their global competence through the culturally responsive teaching course. In other words, did students transfer their learning of local multicultural issues to the knowledge and skills of an internationally-minded educator? Further, what elements of global competence were *not* addressed in the course? These results are presented in the first section below. The second component explored the instructor's perceptions of the ways in which she was and was not able to address global competence in a course focused on culturally responsive teaching. This data shed light on the depth of global competence that teacher education programs may realistically expect a general culturally responsive teaching course to reach, given the vast content within both fields and the typical time constraints of a single-semester course.

Impact on Students' Global Competence

Survey results. Given the low number of survey participants, we cannot make claims about the overall effectiveness of the course in terms of developing global competencies. However, we present the survey results here (both the quantitative and qualitative survey responses) to show how at least these six individuals perceived changes within specific elements, and as context for the interview responses, the data from the latter constituting the core of the analysis. When pre and post survey responses were compared, students had rated themselves higher on average on six of the thirteen standards, lower on four, and the same on three. Based on ratings from 0-4, the highest average increases were in the following three standards: *social consciousness and critical reflection* (+0.50); *respecting and valuing cultural*



differences and multiple perspectives (+0.83); and creating a classroom environment that promotes global engagement and valuing diversity (+0.50). These findings were consistent with interview responses of selected participants, which are presented later in this section. They are also not surprising, given that the purpose of the course was to “to develop in students some critical consciousness, or further develop students’ critical consciousness about issues of culture, class, race, sexual orientation, gender, language” (Instructor Interview, June, 2013).

Students rated themselves lower on average on the following elements: *commitment to social justice issues worldwide (-0.33)* and *facilitate intercultural and international conversations (-0.33)*. Stacy, an elementary school teacher, wrote that she rated herself as *progressing on commitment to social justice issues worldwide* because “After the course, I feel better prepared to participate in or initiate the conversation but still feel I have a lot to learn about how to discuss it appropriately with elementary students.” In regards to facilitating international conversations, Kristi rated herself *beginning* and wrote, “Need to become more aware of the options in my area before saying if this could occur more frequently.” Thus we hypothesize that some may not have necessarily believed they decreased in these areas but rather had become more critically self-reflective through this course and therefore tended to rate themselves lower overall. For all other standards, students either had no or only slight change (+/-0.17), on average. Our interpretations of this minimal change can be found in the discussion section below. Given the small sample size, however, we recognize that inferences cannot be made from these survey results in isolation. For this reason we analyzed interview responses alongside survey results in order to approach a fuller understanding of the data.

Interview data. *Growth in globally competent teaching.* Interview data suggested that the course did result in some students placing greater emphasis on global competence in their teaching. For instance, Stacy stated:

I would definitely say that the classes that I just finished made me you know, put [global competence] at the forefront. You know before that sometimes I think I did it without thinking, but now I’m consciously thinking about how much I put it in there.

In terms of developing specific elements of globally competent teaching, students perceived themselves as having improved in critical self-reflection and awareness of the many forms of privilege. Julie, who was a high school social studies teacher, said she had a greater recognition of the need to interrogate personal biases while teaching. She explained,

this is something I learned in this class—Because I try really hard to show the kids you know an unbiased observation of what’s going on . . . and I think [Author 2] made me realize that even . . . when you don’t think you’re doing it, something is showing that has your opinions and beliefs . . . So I’m more aware of that now than I was before . . . So I try to stay, I try to be aware of [my bias].

When students were asked which course experiences prompted growth in the areas identified, they cited the film *The Class*, writing and discussing personal reflection poems (see Christensen, 1998 for details on poem activity), and opportunities to engage with colleagues from another country. Stacy spoke at length about her incorporation of “Where I’m From” poems in her classroom:

One of the things I’ve pulled into my classroom is the “Where I’m From” poems that [Author 2] recommended. And I was surprised how much [the students] had in common, you know the food that the kids eat. They have different names but when you talk about them in the classroom, how similar they are.

Kyle, a high school math teacher, explained that engaging with his Chinese classmates in this course had an influence on him: “I have an appreciation for authentic experiences after hearing the international students in our course explain how our topics applied to their lives in China.” Julie mentioned that she



and one of her Chinese classmates had plans “to try to get our kids together at some point, like through Skype.” This suggested that the course impacts might last into the following year and benefit their upcoming students, although the presence of the international students may have played a larger role in this case than the instructor’s efforts did.

Evident in responses was that the course shared Gaudelli’s (2010) pedagogical strategy of placing focus on the local as a basis for the global. As Stacy explained,

Before I really thought [global competence] had to be from some other part of the world. It could not be anything American, but I feel like that’s changed. For all I know I could be wrong, but I feel like [global competence] is any culture, any difference, comparing them. . . . Global competence is knowing that we’re not in an isolated area and that the students aren’t either. They’re going to come into contact with people from all over the world and, even if they don’t for some reason, they should be aware of it.

Areas of little or no growth. Interview data and open-ended survey responses revealed that the lack of change between pre and post surveys was, in some cases, due to students’ beliefs that they had already developed those aspects of global competency through other experiences, such as high school language classes, previous abroad experiences, ESL training, regular engagement with friends and colleagues from other countries, school context (e.g., teaching at an International Baccalaureate school), and subject-area placement (e.g., teaching social studies versus math). For instance, Julie’s position teaching IB Psychology and Civics led her to rate herself *proficient on social consciousness and critical reflection*, as a result of “the nature of the courses I teach” (survey open-ended response). Kyle cited his upbringing and personal curiosity, along with experiences interacting with people abroad and taking students to Guatemala on a service trip, as the main sources of his international-mindedness.

Although the participants had already developed some degree of global competence prior to the course, they explained that further advancement was in some ways hindered by institutional or professional constraints. The combination of frequent changes to curricular standards along with other demands placed on teachers led Kyle to explain that he did not have time to design global learning experiences for his students:

I can’t take the time to research the new curricular standards, incorporate literacy because that’s a directive from my school that they want to incorporate literacy in the classroom, and be a globally aware citizen who incorporates global competency into the classroom and creates a lesson around that. There’s not time for all of that. I just can’t do that. It’s frustrating. . . . They’re intentionally keeping us off balance—we as educators. First it’s the common core and then it’s [new online database] and incorporating technology—sure. There’s constantly something that’s consuming our time and our efforts instead of doing something as worthwhile as a lesson on global competencies and global experiences.

We were pleasantly surprised to learn that Kyle did not view global competence as tangential or irrelevant to math courses. When asked if the math standards were too constraining to incorporate global awareness, Kyle answered, “Given time, I’m quite confident I could make brilliant lessons that incorporate and address global competency, and perhaps even transform students from observers to participants.” Although most global education research has been conducted in social studies or world languages classrooms, this suggests it is compatible with other disciplines such as math.

In other cases where students rated themselves on the lower end of the continuum, this limited growth seemed to result from the course’s focus on local before global issues. For example, when asked about the impact of the course in his teaching about the world in his classroom, Kyle commented in his interview:



The problem there is the word *world*. I'm definitely bringing in, as a result of [Author 2]'s course, more local and community issues that are current and in the discussions around or building around our community, but not in world conditions, no.

To summarize, the course did indeed enhance some teachers' desire to incorporate global awareness into their instruction, as well as some of the dispositions and knowledge required to do so. For example, Stacy reported that following the course she tried "to pull in different people who have contributed different things to math or literacy, or different authors from all over the world." In other cases, like that of Kyle, the course's impact was limited as a result of his prior global awareness as well as current time constraints and difficulties finding resources that connect his math lessons to global issues. While there was growth in critical self-reflection, attention to community issues, and valuing multiple perspectives on a local level, the students needed more support to make the leap from the local to the global.

Opportunities and Challenges for the Teacher Educator

Opportunities. The instructor reported that her efforts to incorporate global competency were supported by the presence of international students in the course. These students had a significant impact on both class discussions and [Author 2]'s incorporation of global perspectives in the course readings. She noted, however, "It wasn't that I was changing my practice to be more globally competent, I was changing my practice to be student-responsive, right? So those just happened to match in this case" (Instructor Interview, June 2013). For example, in an effort to provide relevant literature to the international students, [Author 2] added several texts to her syllabus that discussed issues such as race, class, gender and diversity in China. She intended these readings to help all of the students "think more globally about these notions," which were critical cornerstones of the class (Instructor interview, May 2013). She explained,

I've made a conscious effort to use materials that – to incorporate readings that show the experience of Chinese schools and the Chinese experience more broadly. So looking at disability in China for example or looking at gender in China or – and because all students have had to read those texts they now can understand, they have a better understanding of these more global realities. (Instructor interview, June 2013)

In addition to diversifying the readings to encompass the global in addition to the local, [Author 2]'s structuring of class sessions allowed for regular interactions between diverse students. This allowed for the development of perspective consciousness (Hanvey, 1982; Kirkwood, 2001). For example, students learned about the perspectives of others through sharing their "Where I'm From" poems. [Author 2] explained,

just a sharing of personal stories ... and personal narratives helped them to, I think, increase or value cultural differences and multiple perspectives and move towards valuing cultural pluralism. And I think these sorts of experiences that help them value diverse cultures locally and globally [are important]. (Instructor interview, June 2013)

One of the things that [Author 2] valued in these collaborative conversations were opportunities for students to hear one another's perspectives and to recognize, for example, that the Chinese perspective is not a singular one. She explained,

So in the classroom you probably noticed that [when we discussed]...sexual orientation--so Jeremy [one of the students from China] was saying it's something that's totally taboo [in China]—we don't talk about it—and Nina [another student from China] was like, 'Yeah we do.' . . . And so, so I think having those conversations is helpful because otherwise you end up with this very limited singular perspective of a context. And I think that it is also true to a certain extent in



terms of looking at issues in the US like social class. There's not one perspective on social class, for example. (Interview, June 2013)

Challenges. On the other hand, teaching for global competence did not come automatically or deliberately for [Author 2]. As she stated, "It's not ingrained in who I am and what I'm about, so I don't quite own it yet"(Instructor interview, June 2013). Consequently, she did not recognize teachable moments to expand on global issues and did not address all elements of global competency in the documents we analyzed or classes we observed. She was unsurprised to learn that in the post surveys, students did not perceive growth in areas that focused either on pedagogical skills or specifically on the global. She explained, "the global competency stuff is so new to me; I don't really think about it" and suggested, "I should have a poster on my wall that references global competencies to have visual aids that really prompt me and prompt my students to consistently think about it" (Instructor interview, June 2013). Having the Chinese students in her room did remind her to address global issues; however, this made her wonder whether she would neglect to do so if no international students had been in the class.

Another challenge [Author 2] identified was a lack of clarity as to the difference between cultural competence and global competence and whether attention to the latter detracts from the former:

I think one of the issues that I'm wondering about is this relationship between global competencies, and helping students develop those, and cultural competence . . . Does [infusing global competencies] make less significant looking at the issues that are pertinent to what happens here in the United States? So if I'm totally honest, that's one of the things that I wonder about. Does it lessen the emphasis on some issues that I think we haven't quite figured out, right? (Instructor Interview, May 2013).

Finally, [Author 2] cited time constraints as a challenge to instilling global competencies in teachers. As she said, "in this course I teach so many different things. And it's already too short a course for teaching all of the things I want to teach so how do I add in these other components?" She further explained:

Global is huge. How do you – like I can give four articles on social class, on different perspectives of social class, different kinds of experiences with social class, but what does social class look like in Brazil versus Kenya versus China versus – I mean it's like it's the same issue our teachers come up against. How do I teach it all?(Instructor Interview, June 2013)

This concern highlights the immense amount of time needed to adequately address the breadth and depth of global issues, time which teacher education programs are already short on (Banks, 2001; Gonzalez, 2008).

Discussion and Implications

Incorporating some aspects of global competence into instruction is not a radical departure from what teacher educators attuned to issues of diversity already do (see Banks, 2001 for one example). In many ways, discussions related to equity, language, identity, and culture are deepened, extended, and complicated when global dimensions are included. Simultaneous attention to these issues on both a local and global scale support Gaudelli's (2006) contention that "We are witnessing a time of convergence in teacher education, where ideas that were previously viewed separately are beginning to be seen in light of each other" (p. 98). This may be a primary reason both the instructor and several students saw this research project as pertinent to a class on cultural responsiveness and were interested in joining the project.

Indeed, the students in this study drew some connections between ideas presented in their course and global competence, such as reflecting on personal biases (Hanvey, 1982; Noddings, 2005; Selby & Pike, 2000) and cross-cultural competence (Kirkwood, 2001, Merryfield, 1998; Reidel & Draper, 2013). Several also expressed a greater interest in global connections as a result of the class. However,



some of this interest may have arisen from interactions with the international students in the course or the adaptations the instructor made as a result of the international students' presence. One potential implication is that education courses that attract international students may be more likely to enhance students' global competence. Indeed, Cushner (2012) noted that interaction between international and U.S. college students is rare especially for student teachers, so he recommended domestic-international student partnerships as a way to enhance intercultural communication. This would allow for more cross-cultural interactions in cases where study abroad is cost prohibitive or unavailable. Instructors of such courses would need to structure sessions to facilitate constructive cross-cultural dialogue for this to be beneficial, however (Ward, 2001). The session we observed in which students shared "Where I'm From" poems in small groups provides one such example. The instructor would also need to be aware of the fact that one person does not represent an entire culture and explicitly remind students not to essentialize or generalize based on one interaction (Noddings, 2005; Subedi, 2010).

Both the instructor and students recognized that many standards were not—and perhaps could not—be addressed, given the time constraints and objectives of the course. We recognized at the outset that global competence development is a lifelong process and far too complex to accomplish in only six weeks. However, we were interested in what aspects could change, if any, in this period, and what students might perceive as enhancing this change. Also, given other scholars' contention that global awareness should be infused in all areas of teacher education (Shaklee & Baily, 2012), this study presented one small attempt to implement this recommendation. The standards that explicitly highlighted global knowledge, such as "understanding fundamental concepts of globalism," were among the standards that students believed were least enhanced by the course. This is not surprising, given its lack of emphasis in the syllabus and course assignments. The standards that focused on classroom skills, such as "Facilitate intercultural and international conversations" were also among the lowest ratings. Because the course objectives were to lay the foundations for culturally responsive teaching through self-reflection and challenging of assumptions, specific pedagogical skills and classroom practices were ancillary.

These findings convey the limits of a course on cultural responsiveness to expand the local to the global. It is also important to note that the students were K-12 teachers taking the course while finishing the school year. Thus they were concerned about the feasibility of incorporating global awareness among the numerous other demands placed on them, and were unsure of their abilities to do so, with or without this supporting coursework.

Ultimately, both the students and instructor in this study indicated that global competence development requires its own time and space. The best time may be following a foundational course such as one on culturally responsive teaching. Such a foundational course can promote critical consciousness and critical self-reflection, which are in some ways prerequisites to developing the other elements of global competence (Banks, 2001; Gaudelli, 2003). From this foundation, students can delve into topics like global social justice and the many local impacts of globalization (Apple, 2011; Gaudelli, 2013). This would address both the time scarcity, and more importantly, concerns that focusing on global justice may detract attention from local and national issues. We should note, however, that both culturally responsive teaching and global awareness should not be treated as discrete components of teacher education but infused throughout all courses and experiences. In other words, "international elements should be integrated across all course work, from foundations through pedagogy and practice" (Shaklee & Baily, 2012, p. 9). In reality, most programs are falling short of this goal (Shaklee & Baily, 2012).

While institutional structures, such as expanded courses and teaching abroad programs (Cushner & Mahon, 2002; Pence & Macgillivray, 2008), are needed, teacher educators also need the time and space to build the capacity to own and then impart the knowledge, skills, and dispositions of global competency to teachers. International research or teaching experiences for teacher educators is one promising approach,



particularly for middle-class, white educators who may not have had many experiences feeling outsider status (Merryfield, 2000; Rios, Montecinos, & van Olphen, 2007). If travel is not possible, teacher educators could be trained locally on the elements of global competence, how it varies from culturally responsive teaching, and how they can help teachers develop these competencies. This is already being done in places like the University of Maryland, for example (GATE - Global Awareness in Teacher Education, 2014), and there are free online resources faculty could utilize (e.g., www.globalteachereducation.org; www.learnnc.org/lp/editions/global-continuum).

The above recommendations are made with the understanding that budgets may restrict the number of courses and international experiences that various teacher education programs are able to offer, to their students and faculty alike. When these are available, budget constraints can also result in insufficient preparation for participants studying or teaching abroad or reflection opportunities when they return (Ward, 2001). Cost-conscious solutions could be to offer a short course, a workshop series, or to establish partnerships with universities that already have these structures in place.

We should note that the class studied here was a more ideal setting for infusing global awareness than may be possible in many programs. First, the teacher educator had a strong interest in weaving global competence into the course and was reminded of her goal by the observing researchers' presence in the back of the room. Second, this class had nine international students who also served as both a reminder and an additional motivation for the instructor to include global perspectives. These students, through their mere presence as well as their contributions to class discussions, prompted their American peers to consider international perspectives. Finally, the students who volunteered to participate in the study likely had more personal interest in international education and therefore drew more connections between the course content and global competence than other class members might have. The three participants interviewed had entered the course feeling relatively confident in their global knowledge, skills, and dispositions, which may also explain their willingness to participate in the study. This suggests that, as might be expected, students enter these sorts of courses with a wide range of expertise. Thus differentiated instruction is required to develop global competence, further supporting our argument that substantial time should be reserved for this goal.

Considering the atypical characteristics of these students and instructor, we might reasonably expect multicultural education courses taught by less globally minded faculty, or with less globally minded students or no international students, may yield even smaller changes than this course did. Even [Author 2] wondered, "How do you do this...if you don't have a sort of globally diverse group of students? How do you present multiple perspectives, because the world is huge?" (Interview, June 2013). More studies are needed in different contexts, such as within more homogenous classes or with less globally minded teacher educators.

Conclusion

The findings of this study lead us to question the feasibility of developing global competence through culturally responsive teaching courses not specifically designed to address global issues. The teacher educator in this study stressed that time should be allocated for global competence, and she repeatedly made recommendations similar to those made in the literature on internationalizing teacher education (Kirkwood-Tucker, 2009; Ukpokodu, 2011). She argued,

Why couldn't the next step be [a] global competency course, so that we move from the local to the global, and then that becomes the foundation, which will hopefully then be brought up in subsequent courses as well? So I'm not saying it needs to be a separate course, as in separate and



different. It needs to be a separate course as a way to lay some foundation. (Instructor interview, June 2013)

Unfortunately, as Shaklee and Baily (2012) highlighted, “internationalizing teacher education has often been a conversation on the fringes of teacher education or historically associated with specific subject matter such as social studies” (p. 11). Despite these and other constraints, teacher education for global perspectives remains necessary to ensure tomorrow’s teachers instill in their students such crucial dispositions and knowledge as perspective consciousness and a commitment to social justice worldwide (Rios, Montecinos, & van Olphen, 2007; Zhao, 2010). For the sake of our K-12 students, who are becoming increasingly diverse and in need of teachers who will help them develop their own global competence, we must move this conversation from the fringes to the center of teacher education programs.





References

- Apple, M.W. (2011). Global crises, social justice, and teacher education. *Journal of Teacher Education*, 66(2), 222 – 234.
- Banks, J. A. (2001). Citizenship education and diversity implications for teacher education. *Journal of Teacher Education*, 52(1), 5-16.
- Banks, J. A. (2007). Multicultural education: Characteristics and goals. In J.A. Banks & C.A.M. Banks (Eds.), *Multicultural Education: Issues and Perspectives* (6th ed., rev.), pp. 3-30). New York: Wiley.
- Ben-Peretz, M., Kleeman, S., Richenberg, R., & Shimoni, S., Eds. (2012). *Teacher educators as members of an evolving profession*. Lanham, MD: Rowman & Littlefield.
- Blevins, D. M. (2011). *New Directions in Citizenship Education: Globalization, State Standards and an Ethical/Critical Social Studies Curriculum*. Doctoral dissertation. The Ohio State University.
- Christenson, Linda. (1998). Where I'm from. *Rethinking Schools*, 12(2), 22-23.
- Coffey, A. J. & Atkinson, P. A. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.
- Cushner, K., & Mahon, J. (2002). Overseas student teaching: Affecting personal, professional and global competencies in an age of globalization. *Journal of Studies in International Education*, 6, 44-58.
- Cushner, K. (2012). Intercultural Competence for Teaching and Learning. In B. Shaklee and S. Baily (Eds.) *A Framework for Internationalizing Teacher Education*, 41-59. Lanham, MD: Rowman Littlefield.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.
- Deardorff, D. K. (2006). The identification and assessment of intercultural competence. *Journal of Studies in International Education*, 10, 241-266.
- Earley, P. C., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, 82(10), 139-146.
- Emerson, R.M., Fretz, R. I., & Shaw, L.L. (2011). *Writing Ethnographic Fieldnotes* (2nd ed.). Chicago: University of Chicago Press.
- Futrell, M. H. (2008). America and 21st-Century Global Challenges: The Role of Teacher Education. *Teacher Education and Practice*, 21(4), 441-445.
- GATE--Global Awareness in Teacher Education. (2014). University of Maryland. Retrieved February 25, 2014 from <http://www.education.umd.edu/international/CurrentInitiatives/GATE.html>
- Gaudelli, W. (2003). *World class: Teaching and learning in global times*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Gaudelli, W. (2006). Convergence of technology and diversity: Experiences of two beginning teachers in web-based distance learning for global/multicultural education. *Teacher Education Quarterly*, Winter, 97-116.
- Gaudelli, W. (2010). In B. Subedi (Ed.), *Critical global perspectives: Rethinking knowledge about global societies*(pp. 143-160). Charlotte, NC: Information Age Publishing, Inc.
- Gaudelli, W. (2013). Critically theorizing the global. *Theory & Research in Social Education*, 41(4), 552-565.
- Gay, G (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.
- Gonzalez, G. M. (2008). Challenges to 21st-century teacher education. *Teacher Education and Practice*, 21(4), 438-440.
- Kirkwood, T. F. (2001). Preparing teachers to teach from a global perspective. *Delta Kappa Gamma Bulletin*, 67(2), 5-12.
- Kirkwood-Tucker, T. F. (Ed.). (2009). *Visions in Global Education: The globalization of curriculum and pedagogy in teacher education and schools: Perspectives from Canada, Russia, and the United States* (Vol. 29). New York: Peter Lang.
- Landorf, H. (2009). Toward a philosophy of global education. In T.F. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools: Perspectives from Canada, Russia, and the United States* (pp. 47-71). New York: Peter Lang.
- Loughran, J. (2011). On becoming a teacher educator. *Journal of Education for Teaching*, 37(3), 279-291.
- Longview Foundation. (2008). *Teacher preparation for the global age: The imperative for change*. Retrieved from <http://www.longviewfdn.org/files/44.pdf>
- Mangram, J., & Watson, A. (2011). US and them: Social studies teachers' talk about global education. *Journal of Social Studies Research*, 35(1), 95-116.
- Merryfield, M. M. (1998). Pedagogy for global perspectives in education: Studies of teachers' thinking and practice. *Theory & Research in Social Education*, 26(3), 342-379.
- Merryfield, M. M. (2000). Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural and global educators. *Teaching and Teacher Education*, 16(4), 429-443.
- Mikulec, E. (2014). Internationalization and teacher education: What dispositions do teachers need for global engagement? *Education in a Changing Society*, 1, 5-13.



Moll, L.C., Amanti, C., Neff, D., Gonzalez, N. (1992) Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31, 132-141.

Morais, D. B., & Ogden, A. C. (2011). Initial development and validation of the global citizenship scale. *Journal of Studies In International Education*, 15(5), 445-466.

National Center for Education Statistics. (2009). The Condition of Education 2009 (NCES 2009 – 081). Washington, DC: U.S. Government Printing Office.

Noddings, N. (2005). *Educating Citizens for Global Awareness*. New York, NY: Teachers College Press.

O'Connor, K., & Zeichner, K. (2011). Preparing US teachers for critical global education. *Globalisation, Societies and Education*, 9(3-4), 521-536.

Pence, H. M., & Macgillivray, I. K. (2008). The impact of an international field experience on preservice teachers. *Teaching and Teacher Education*, 24(1), 14-25.

Reidel, M., & Draper, C. (2013). Preparing Middle Grades Educators to Teach about World Cultures: An Interdisciplinary Approach. *The Social Studies*, 104(3), 115-122.

Rios, F., Montecinos, C., & van Olphen, M. (2007). From a collaborative self-study in international teacher education: Visiones, preguntas, y desafios. *Teacher Education Quarterly*. 34 (1), 57-74.

Roberts, A. (2007). Global dimensions of schooling: Implications for internationalizing teacher education. *Teacher Education Quarterly*, 34(1), 9-26.

Selby, D., & Pike, G. (2000). Global Education: Relevant Learning for the Twenty-First Century. *Convergence*, 33, 138-49.

Shaklee, B. D., & Baily, S. (Eds.). (2012). *Internationalizing Teacher Education in the United States*. Lanham, MD: Rowman & Littlefield.

Subedi, B. (Ed.). (2010). *Critical global perspectives: Rethinking knowledge about global societies*. Charlotte, NC: Information Age Publishing, Inc.

The Asia Society (2011). *Global Awareness. Framework for 21st Century Learning. Partnership for 21st Century Skills*. Retrieved from <http://www.p21.org/overview>

The Danielson Group. (2013). Framework for Teaching Evaluation Instrument. Retrieved from <http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf>

The Globally Competent Teaching Continuum. (2014). Retrieved from <http://www.learnnc.org/lp/editions/global-continuum/>

Ukpokodu, O. N. (2010). Teacher preparation for global perspectives pedagogy. In B. Subedi (Ed.), *Critical global perspectives: Rethinking knowledge about global societies* (pp. 121-142). Charlotte, NC: Information Age Publishing, Inc.

Ward, C. (2001). *The impact of international students on domestic students and host institutions*. Report prepared for the Export Education Policy Project of the New Zealand Ministry of Education.

Zhao, Y. (2010). Preparing Globally Competent Teachers: A New Imperative for Teacher Education. *Journal of Teacher Education*, 61, 422-431.

Zong, G. (2009). Global perspectives in teacher education research and practice. In T.F. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools: Perspectives from Canada, Russia, and the United States* (pp. 71-89). New York: Peter Lang.

Table 1. Survey and Interview Participants

Participant Pseudonym	Pre & Post-Survey	Interview	Subject Area	Grade Level	International
Liu	Yes	No	Chemistry	9-12	Yes
Kristi	Yes	No	Math; Science	K-5	No
Ted	Yes	No	Social Studies	6-8	No
Stacy	Yes	Yes	Elementary	K-5	No
Kyle	Yes	Yes	Math	9-12	No
Julie	Yes	Yes	Social Studies	9-12	No



Figure 1

Globally Competent Teaching Continuum: A Self-Reflection Tool for Professional Growth

*This is an earlier version of the tool. Since the study was conducted, the tool has been revised. See <http://www.learnnc.org/lp/editions/global-continuum/> for revised tool.

	<i>Teacher Dispositions*</i>				
	Nascent	Beginning	Developing	Proficient	Advanced
Commitment to issues of social justice worldwide	Not yet at the beginner level. Specified disposition is not yet evident.	Feels a moral responsibility that extends beyond self Desires to be locally and globally involved Believes that self and students can and should take action	Recognizes individual, social, systemic, institutional barriers to justice (issues of prejudice, oppression, and racism) worldwide Seeks opportunities to act locally and globally	Challenges barriers to the aims of social justice worldwide Guides students and others in formulating realistic opportunities to act	Rethinks possibilities for a more equitable world by analyzing power and privilege from diverse perspectives Involves students and others to act on issues of social justice locally or globally
Social consciousness* and critical reflection*	Not yet at the beginner level. Specified disposition is not yet evident.	Understands and articulates personal value system Understands that personal value systems include biases and prejudices	Evaluates and thinks critically about personal value system Demonstrates humility by recognizing limitations and willingness to access resources	Challenges personal assumptions in order to reframe understanding of diverse perspectives Has an awareness of how teacher's decisions are related to personal beliefs	Evolves personal value system based on critical reflection Critically reflects on the influences on and impacts of decisions made at the personal, societal and global level
Respect and value cultural differences* and multiple perspectives	Not yet at the beginner level. Specified disposition is not yet evident.	Has authentic* experiences with diverse cultures locally or globally Acknowledges the legitimacy of cultural pluralism*	Increases knowledge of self and others through experiences Values cultural pluralism	Values authentic experiences with diverse cultures locally and globally Incorporates of multiple perspectives within subject matter	Seeks authentic experiences with diverse cultures locally and globally to broaden perspectives and deepen knowledge Fosters linguistic, literate, and cultural pluralism within classroom

**see glossary for definition of this term*





Teacher Knowledge					
	Nascent →	Beginning →	Developing →	Proficient →	Advanced
Understand fundamental concepts of globalism*	Not yet at the beginner level. Specified knowledge has not yet been acquired.	Recognizes that our world is interconnected and interdependent (e.g., economically, socially, culturally, and environmentally)	Illustrates at least <u>one way</u> that globalism affects the teacher's life/local context . Illustrates at least <u>one way</u> that globalism affects at least one culture or nation aside from his/her own .	Illustrates how multiple dimensions of globalism affect teacher's life and multiple cultures and/or nations . Illustrates the global implications of local issues and local implications of global issues Uses content area (e.g., English language arts, math, and social studies) to examine the effects of globalism on diverse countries and/or cultures.	Critically analyzes global factors that contribute to inequities within and between nations. Discusses potential transformative actions at the local, national, or international level to address inequities related to globalism.
Competent in a Foreign Language	Not yet at the beginner level. Specified knowledge has not yet been acquired.	Is interested in learning a foreign language.	Demonstrates developing knowledge in a foreign language.	Demonstrates proficiency in a foreign language.	Demonstrates proficiency in two or more foreign languages.
Understand fundamental concepts of intercultural communication*	Not yet at the beginner level. Specified knowledge has not yet been acquired.	Demonstrates awareness of cultural barriers to communication (e.g., language differences, interpretations of information and actions).	Articulates strategies that enhance communication with diverse audiences at the local, national, and international level. Recognizes the relationship between language and identity .	Recognizes the efficacy of multiple verbal and non-verbal strategies to communicate with culturally and linguistically diverse audiences.	Demonstrates understanding of social, emotional, and cognitive dimensions of language acquisition. Has a critical awareness of how particular modes of communication are privileged and the effect that has on identity.





Understand global world conditions and current events.	Not yet at the beginner level. Specified knowledge has not yet been acquired.	Demonstrates competency in basic worldwide geography. Demonstrates a basic understanding that historical events influence current world conditions.	Articulates historical political, economic, social and/or cultural influences on local conditions and current events. Recognizes multiple resources that describe historical and current world conditions.	Synthesizes multiple sources of information to illustrate historical, political, economic, social and/or cultural influences on world conditions/current events in multiple nations and/or cultures. Demonstrates an awareness of the interaction between one's personal lenses and perceptions of world conditions. Illustrates connection between current world conditions and his/her content area(s) .	Understands the antecedents to and the impact of events on present and future conditions. Knows how to advocate for changing inequities in world conditions.
Understand constructs and perspectives of one's own culture and other cultures (includes norms, customs, values, beliefs, practices, products, and perceptions unique to different cultures.)	Not yet at the beginner level. Specified knowledge has not yet been acquired.	Articulates awareness of own cultural practices, values, and norms in relation to other cultures. Recognizes factors that influence his or her perspectives.	Recognizes differences in practices, values, and norms across cultures. Understands that multiple perspectives exist within and across cultures.	Demonstrates knowledge of various cultures through immersion experiences (e.g., study abroad). Reflects upon the immersion experience in relation to his/her own cultural constructs, perspectives, and educational practices. Appropriately articulates multiple perspectives of global issues (e.g., education, healthcare)	Critically relates multiple cultural immersion experiences to each other and his/her own perspectives. Incorporates changes to his/her educational practices and/or advocates for changing educational policies and practices based upon immersion experiences and understanding of multiple perspectives.

Teacher Skills					
	Nascent	Beginning	Developing	Proficient	Advanced
Create a classroom environment that promotes global engagement*, valuing of diversity, and conflict resolution*	Not yet at the beginner level. Specified skill has not yet been developed.	Models global engagement, valuing of diversity, and conflict resolution	Engages students in learning about other cultures and about strategies and techniques for conflict resolution through modeling passion for cultural pluralism* and/or global engagement.	Models and purposely communicates the importance of passion for cultural pluralism and global engagement is able to engage students in learning about other cultures and to facilitate conflict resolution.	Consistently models and communicates the importance of passion for cultural pluralism and global engagement Engages students in learning about many cultures and directing their own conflict resolution
Design developmentally appropriate learning experiences for students at appropriate points in a standards-based curriculum that promote content-appropriate or interdisciplinary investigations* of the world	Not yet at the beginner level. Specified skill has not yet been developed.	Designs and implements global learning experiences based on content area standards.	Designs and implements global investigations based on knowledge of students' interests and the teacher's content area standards.	Designs and successfully implements authentic* and rigorous global investigations based on knowledge of students' interests and the teacher's content area standards.	Designs and successfully implements interdisciplinary, authentic and rigorous global investigations based on a balance between deep knowledge of students' interests and the teacher's content area standards.
Develop local, national, or international partnerships* that provide authentic* audiences and real world contexts for	Not yet at the beginner level. Specified skill has not yet been developed.	Presents students with opportunities to contact local, national, or international organizations or individuals.	Presents students with opportunities to communicate with local, national, or international organizations in connection with classroom content.	Develops local, national, and/or international partnerships through which students can communicate in order to present their global learning to authentic audiences.	Guides students to develop local, national, and international partnerships, direct their own communication with these partners, and develop their own global learning opportunities to present to these authentic



global learning opportunities and communication					audiences.
Facilitate intercultural and international conversations that promote active listening*, critical thinking, and perspective recognition, using technology as appropriate	Not yet at the beginner level. Specified skill has not yet been developed.	Provides at least one opportunity for students to converse with individuals from other cultures or nations, in which students demonstrate active listening, critical thinking, and/or perspective recognition. May or may not use technology.	Provides occasional opportunities for students to converse with individuals from other cultures or nations, in which students demonstrate active listening, critical thinking, and/or perspective recognition. May or may not use technology.	Provides many opportunities for students to converse with individuals from other cultures or nations, in which students demonstrate active listening, critical thinking, and perspective recognition. Uses technology if and when appropriate and available.	Uses technology (if available) to provide frequent opportunities for students to converse with individuals from across cultures and nations, in which students consistently demonstrate active listening, critical thinking, and perspective recognition.
Develop and employ appropriate methods of inquiry to evaluate students' global competence* development	Not yet at the beginner level. Specified skill has not yet been developed.	Uses resources* to identify standards for students' global competence development. Provides students feedback.	Develops and employs developmentally appropriate assessments of students' global competence development. Provides students feedback and analyzes students' performances.	Develops and employs frequent, authentic, developmentally appropriate, and differentiated assessments of students' global competence development. Provides students constructive feedback and analyzes students' performances to inform subsequent instruction.	Develops and employs frequent, authentic, developmentally appropriate, and differentiated assessments of students' global competence development. Provides students rich and constructive feedback and analyzes students' performances to inform and differentiate subsequent instruction. Develops students' ability to evaluate their own global competence development.

