Chapter 5

Leading for Global Competence: A Schoolwide Approach

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If you had to close your eyes and picture what success in schools should look, sound, and feel like, what would you envision? Would you picture students from different cultures working collaboratively, speaking multiple languages, and overcoming barriers of time and geography to accomplish their goals? Would you see students self-aware, self-motivated, and flexible in their thinking? Perhaps you would see students who are sensitive to the needs of others, who take action to solve complex problems and have a natural disposition to make the world a better place? Students like Eliza, a graduating senior at the Denver Center for International Studies, who shared the following:

> It is undeniable that the globally-focused education I received has prepared me for the challenges I will face both in college and eventually in my career. There are not enough people in the world today who are passionate about enacting global change and have the facilities and capabilities to do so. Going to my school taught me that it is not enough to simply understand world issues, you have to take action to rectify them. (Personal communication, E. Cummings, 2013)

These are not naive fantasies but tangible hopes for what schools of the 21st century can and should strive to represent.

Schools that focus on fostering the 21st century literacies must depart from the industrial model, where outcomes and success are defined in very limited ways. A

culture of standardized testing, rote memorization, limited student engagement, and a focus on basic skills acquisition are the norm in far too many schools. Preparing students with the skills, knowledge, and dispositions that will allow them to be successful in life should not be a lofty goal. It is, in fact, the promise made to every student who enters our school doors from the earliest age.

Although the responsibility to create a learning environment that promotes this type of success falls to school leaders and teachers every day, in every corner of the world, agreeing on what success looks like in the 21st century may conjure debate and speculation. Do test scores or grade point averages define success? Graduation rates or the number of students enrolled in postsecondary programs? As you can see, Eliza has a very clear definition of what constitutes success for her own life.

At the heart of preparing students to be globally competent is a desire to help them develop the skills and mindset necessary to compete, collaborate, and adapt in a changing world. By helping students investigate questions of local and global significance, understand various perspectives, communicate with diverse audiences, and take action to make a difference, schools prepare them for a world that is yet to be defined. This stance is quite different than the traditional belief that schools should teach a body of knowledge and expect students to perform on a set of uniform measures. Instead, it promotes the importance of curiosity, creativity, and innovation. It fuels students to want to understand the world around them more deeply with the hope of making it better than it currently is (Mansilla & Jackson, 2011).

While the term *global* may seem abstract or vague, schools around the world have begun to put concrete structures and practices in place to enable students to develop global competence, defined as the capacity and disposition to understand and act on issues of global significance. The four competencies or domains (figure 5.1, page 136) are students' ability to (1) investigate the world beyond their immediate environment, (2) recognize others' perspectives and their own, (3) communicate ideas effectively with diverse audiences, and (4) take action to improve conditions (Mansilla & Jackson, 2011). Through clear and purposeful leadership from both classroom teachers and school leaders alike, the school can gain an intentional focus on what global looks, sounds, and feels like. Schools can transform curriculum, instruction, assessment, and organization by developing a coherent vision and strategy to make global education and the incorporation of these four competencies a focus in your school.

The intent of this chapter is to provide explicit examples from schools around the world that are infusing global competence into their everyday practices. There is no cookie-cutter approach, nor is there a *best way* for this to occur. In many cases, global competence begins with one teacher or a group of teachers who are

passionate about opening their classroom doors to the world. I refer to *leadership* in the broadest sense possible. Leadership in schools can and should come from a variety of players—teachers, principals, students, and parents. It is the collective effort of all these constituents that truly maximizes a school's potential. However, the building administrator is likely the primary actor who can enable many of these practices and changes to occur.

Asia Society

Many of the examples will come from the work I am most familiar with as the director of the Asia Society's International Studies Schools Network. Since 1956, the international nonprofit Asia Society, founded by American philanthropist John D. Rockefeller III, has worked to bring about a shared future between the nations of Asia and the United States. The Asia Society is a global and pan-Asian organization working to strengthen relationships and promote understanding among the people, leaders, and institutions of the United States and Asia. More specifically, the organization serves as a connector, convener, and catalyst for discussion and innovation in the areas of the arts, business, policy, and education. For many years, the Asia Society's education department focused on the development of high-quality curriculum and content material about Asia for use in U.S. schools. However, shortly after the events of September 11, 2001, the organization began to take stock of the impact it was having on the field. Over the course of several years and under the leadership of Michael Levine, Vivien Stewart, and Anthony Jackson, the education department began to focus its attention on creating resources and opportunities to help U.S. schools develop their students' global competence.

Through the support of the Bill and Melinda Gates Foundation, the Asia Society partnered with several large urban school districts, the New York City Department of Education, the Los Angeles Unified School District, and the Charlotte-Mecklenburg Schools to create ten small, internationally themed secondary schools. The concept was to develop schools whose mission and purpose was to prepare high school graduates to be both globally competent and college and career ready. Since 2003, the Asia Society has worked in partnership with these and other school districts, charter authorities, and nonpublic schools to create the International Studies Schools Network (ISSN), a network of over thirty design-driven schools across the United States. Over a ten-year period, the ISSN has not only helped to create a number of new public schools in urban locations but has also partnered with existing schools in suburban and rural communities that are seeking to transform their educational approach and outcomes for students. While the network has diversified with respect to the types of schools

and geographic locations it represented, approximately 80 percent of all students served are minority, and 63 percent are from low-income families. In 2012, about 90 percent of our students graduated on time, with over 85 percent continuing on to postsecondary education.

The good news for school leaders and teachers is that you don't need to belong to a network like the ISSN or spend a great deal of money to globalize your school. You must, however, be intentional about your actions and attempt to create coherence within your school around the notion of global competence. The remainder of this chapter outlines six strategies you can use to do so.

Strategy One: Make the Case

Almost every school you walk into has a mission statement. It may be emblazoned on a plaque hanging in the main office or highlighted on the school website. Wherever the mission is displayed, the true test happens when you walk down the halls and visit classrooms. To what extent does the school personify that mission? Put differently, is everyone aware, invested, and committed to ensuring that the words on the plaque are actually realized? Unfortunately, in many schools not only is the mission ambiguous but the behaviors of the adults and students do not support or help actualize that mission. At other times, the "initiative of the day" or the latest mandate imposed on the school dilute the mission.

Developing a globally focused mission and vision is a critical first step in globalizing learning for students. All constituents must have an understanding of why students need to be globally competent for their future success, and that understanding does not arise without effort. Being global goes far beyond cultural festivals, flags hanging in the hallways, or family nights featuring international cuisine. Schools that have made a compelling case for global competence consistently use their vision, mission, and shared beliefs to guide daily decisions. They engage the community in the development of a mission statement that puts value on engaging, real-world learning and college readiness. When a school has a shared and fully realized mission, the mission is reflected in all aspects of that school, including its policies, culture, and quality of instruction.

The Elevator Pitch

Before creating a vision or mission, school leaders must develop their own *elevator pitch* when talking about the importance of global competence. Framing the importance of preparing students to thrive in an increasingly global society is paramount when school leaders speak to teachers, students, parents, or community members. In their chapter "Educating for Global Competence: Redefining Learning for an Interconnected World" in *Mastering Global Literacy* (Jacobs,

TWO SAMPLE MISSIONS OR VISION STATEMENTS

Ambassador School of Global Leadership

The vision of the Ambassador School of Global Leadership (ASGL) is to produce globally competent citizens who are prepared to meet all of the challenges of the 21st century. ASGL strives to create an environment for learning and development, in which every student is prepared to succeed in college, other post secondary education, or work and compete, communicate, and cooperate within an interconnected global community. Through this process, we facilitate the ability to embrace diversity and engage responsibly in the ongoing and emerging issues of the world with compassion, empathy, and tolerance. (Ambassador School of Global Leadership, n.d.)

Denver Center for International Studies

Denver Center for International Studies (DCIS) at Montbello prepares students in grades 6–12 for college, career, and life by helping them understand how to seize the countless opportunities the world has to offer. By graduation, every DCIS at Montbello student will be multilingual, interculturally competent, and prepared to solve problems and lead communities worldwide with knowledge and compassion.

To empower and equip students to thrive in our increasingly complex world, DCIS at Montbello offers a globally minded approach to education that combines rigorous academics, intercultural interaction, public service, travel opportunities, and extracurricular activities that are a whole lot of fun. Our students are specially prepared to tackle 21st-century challenges because they are outstanding communicators. DCIS at Montbello students receive intensive instruction in world languages and the creation and use of technology. They are regularly challenged to hone their communication skills through collaborative public-service projects at our school, in our city, across our nation—and around the world. (Denver Center for International Studies at Montbello, n.d.)

2014), Tony Jackson and Veronica Boix Mansilla (2014) make a very sound case as to why schools should put a greater focus on preparing students to be globally competent. Among their arguments, they explain the changing nature of the world economic stage and the type of skills students will need to be competitive. According to the Committee for Economic Development (2006), U.S. employers will "increasingly need employees with knowledge of foreign languages and

cultures" to work effectively with partners around the globe (p. 2). The nature of work itself is also changing. As more routine jobs become automated through technology or outsourced to cheaper labor markets, the economic advantage will go to people who can analyze and solve problems, recognize patterns and similarities, and communicate and interact with other people, especially those who do not share the same culture.

However, globalization is about more than employment. Virtually every major issue people face—from global warming to terrorism—has an international dimension. Communities throughout North America have reflected world trends in migration and immigration, generating enormous cultural and linguistic diversity in our schools. Meeting this challenge is necessary not only for the economic prosperity of our students but also their personal satisfaction and happiness as adults.

Student Voice

Besides all of these external factors, it is important to consider another voice in this discussion—the students.' Students are looking for meaningful, authentic learning experiences that ground them in the world. Yet evidence suggests that many of our schools are not engaging them in these ways. Take, for example, a 2012 World Savvy study. Since 2002, World Savvy has developed programs that address the critical need for youth to acquire global knowledge and 21st century skills. In their estimation, many K–12 education systems are not addressing the need to prepare students for an interconnected world and the increasingly diverse communities in which they live. Utilizing the *World Savvy Global Competency Survey*, they probed into the skills, knowledge, values, and behaviors of students between the ages of eighteen and twenty-four, all of whom had graduated from high school or earned a GED, to gauge the degree of global competency of the average U.S. high school graduate. Not only did the results highlight the perceived gap found in K–12 education, it also suggested a high demand among young adults for global competency education (World Savvy, 2012).

According to the study's findings:

- Eighty-six percent of those surveyed say they agree that a solid foundation in world history and events is crucial to coming up with solutions to problems in the world today.

- Six in ten say they would be better employees if they had a better understanding of different world cultures.

- Nearly nine in ten believe that developments abroad can have significant implications on the U.S. economy.

- Seventy-nine percent say that it is important in today's world to be comfortable interacting with people of different cultural backgrounds (on par with the perceived importance of writing skills [78 percent]), technical skills [76 percent], and math skills [77 percent]).

- Eighty percent believe that jobs are becoming increasingly international in nature. (World Savvy, 2012).

Despite this desire to develop global competence in school, respondents reported that a majority of their schools did not support this type of learning. Only 12 percent of respondents say they "agree completely" that in their sixth- to twelfth-grade education they received instruction that helps them to understand the roots of global issues that affect their current lives. The study also suggested that students who had regular exposure to a global curriculum and focus on world issues were more inclined to take part in their local communities, seek out information about local and world events, and vote. A majority of respondents expressed a wish that their schools had taken more of a global than a national view of instruction (World Savvy, 2012).

Challenges to Making the Case

Even though we know the importance of preparing students to be globally competent, and data suggest students want this focus, many schools still have not made the commitment to promote this type of learning. There may be several reasons for this gap. Harvard scholar Fernando Reimers, one of the foremost experts on global education, contends that two obstacles typically stand in the way of a school promoting global competence—lack of resources and an obsolete mindset (Reimers, 2009). As schools and systems try to deal with competing initiatives and reduced resources, they push global competence, not traditional literacies, to the back burner. Furthermore, the traditional focus on literacy, numeracy, and science is more reflective of a compartmentalized way of thinking and does not lend itself to the more interdisciplinary approach of global competency. In a survey Reimers conducted with 150 school principals, he asked if there were opportunities for students to develop global competency in their school. More than half of the respondents said "not much" or "not at all" (Reimers, 2009). This, of course, only confirms what the students have also reported.

Perhaps another basic reason for this gap is that many school leaders and teachers themselves have not been taught global competency. If you have not been taught content using a global perspective or by connecting a topic to a globally significant issue, you may not think of doing so in your everyday practice. Providing teachers with a concrete example of global competence in action shows how it does not diminish instruction but, in fact, can add rigor. The Asia

Society (http://asiasociety.org/education), TakingITGlobal (www.tigweb.org), and Primary Source (www.primarysource.org) offer a variety of rich resources and lesson ideas for all content areas.

In conversations with school leaders, I'm often struck by their notion that bringing a global perspective to school is an add-on, or something to get to when everything else is done. Another common obstacle is the reality of too many competing initiatives within a school at one time. For example, many school leaders are attempting to help teachers implement the Common Core State Standards, teacher effectiveness frameworks, and a number of other locally driven initiatives. The extent to which a school leader is able to demonstrate how teaching for global competence helps address these other initiatives and provide coherence for his or her staff is a critical factor in implementing a global stance in a school.

LEADER ACTION STEPS

- Engage all stakeholders to develop a shared mission and vision that supports global competence.

- Develop your elevator pitch. Determine how you will make the case for global competence, including how it ties to school and district initiatives.

- Begin to educate your community about global competence and the types of skills students will need beyond high school through community forums, board of education presentations, or World Café (www.theworldcafe.com) events.

- With your faculty, share resources about global education, such as *Education Week's Global Learning* blog (http://blogs.edweek .org/edweek/global_learning); articles from the Asia Society website such as "Global Competence: Prepare Youth to Engage with the World" (http://asiasociety.org/education/partnership -global-learning/making-case/global-competence-prepare-youth -engage-world); and links to global resources on the EdSteps website (www.edsteps.org).

- Engage students in advocating for more globally focused instruction in your school.

Strategy Two: Define Success

What would an entire school focused on preparing students for the world look like? How would it be structured? What type of learning would take place in such a school? These were the essential questions that guided the original development

of our ISSN school design. The team at the Asia Society began its research by conducting visits to high-performing international studies schools around the United States and Canada, such as the International School of the Americas in San Antonio, Texas; the Eugene International High School in Eugene, Oregon; and the Washington International School in Washington, D.C., in a quest to define what exactly would need to happen in a school to ensure that students developed their global competence. Team members catalogued the type of instruction they found, how teachers assessed student learning, the structures that supported learning, and the types of partnerships that helped schools develop students' global competence. Throughout their travels, one element stood out—the mission of every ISSN school must be to create an environment for learning and exploration in which every student has the opportunity and support to develop the skills necessary to succeed in college or in other postsecondary options. Additionally, the goal of every ISSN school—to prepare students to understand the world and how it works by learning *in* and *with* the world—would serve as the foundation for success.

To achieve this mission, the ISSN began with a definition of what success looks like. The result is a profile of an Asia Society International Studies Schools Network high school graduate (Asia Society, 2012a).

- ISSN graduates are ready for college. They:
    - 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
    - Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue
    - 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
    - Graduate with all options open for postsecondary education, work, and service
- ISSN graduates have the knowledge required in the global era. They understand:
    - Mathematics as a universal way to make sense of the world; solve complex, authentic problems; and communicate their understandings using mathematical symbols, language, and conventions

- 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

- How the geography of natural and human-made phenomena influences cultural development, as well as historical and contemporary world events

- The history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues

- Art and literature and use them as lenses through which to view nature, society, and culture, as well as to express ideas and emotions

- ISSN graduates are skilled for success in a global environment. They:

  - Are literate for the 21st century and 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

- ISSN graduates are connected to the world. They:

  - 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 the responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world

Written to articulate what students would know and be able to do at the commencement level, the graduate profile identifies the attributes students should

aspire to achieve. Undergirding the entire profile is the overriding belief that *all students* will be successful in acquiring the skills necessary to be globally competent and college and career ready. Maintaining high expectations is not enough, however. ISSN schools must also put certain supports and mechanisms in place to ensure success for all students. Schools that are able to develop their own graduate profile can design the types of instruction and supports necessary to scaffold all students to achieve those outcomes. Maintaining high expectations also means that students take an active role in goal setting and monitoring their progress. Student success is not left to the teacher alone or, worse yet, to chance.

Providing access to a college preparatory program of study is the first step in helping students toward global competence. High school graduation alone is not the goal. Providing rigorous learning experiences that allow students to produce college-ready work and include globally significant issues prepares them for the world in which they will work and live. They must also learn how to manage their learning, identifying strengths, weaknesses, and opportunities for exploration and growth. Helping students learn *how to learn*, including how to access, analyze, synthesize, and communicate information and ideas, is of greater importance than empowering them to guess correctly on a series of multiple-choice tests. In this model, schools still utilize standardized tests, but they do so in a way that allows them to create plans to address performance gaps and, in many cases, create individualized learning plans for those who are not on track for success. While success on standardized testing does still matter, it is not the ultimate or only goal. When reflecting on this shift, I'm reminded of the question, Are we preparing students for a *lifetime of tests* or for the *tests of life*? The answer is both but with greater emphasis on the latter.

LEADER ACTION STEPS

- Work collaboratively with your faculty to develop a graduate profile or adapt the ISSN profile of a graduate (pages 131–132) to define what success looks like for students by the time they leave your school.

- Engage faculty in conversations around high expectations and consistency.

- Facilitate collaborative assessment of student work to help faculty discuss expectations and what quality looks like.

- Promote a college-going culture through campus visits, college counseling, and information nights for families.

SCHOOL SPOTLIGHT: VAUGHN INTERNATIONAL STUDIES ACADEMY, PACOIMA, CALIFORNIA

Vaughn International Studies Academy (VISA) is the crown jewel of the Vaughn Next Century Learning Center, a network of charter campuses started by Yvonne Chan. Serving students in grades 9–12 in Pacoima, California, VISA is a shining example of what maintaining high expectations for students can mean, both for them and the local community. Located in a community rife with gang activity and a history of high school dropouts, VISA has provided a safe, nurturing, and supportive environment for students as a viable option to prepare them for college and careers. They do not set the bar low, however. The school requires students to take four years of Mandarin Chinese, provides rigorous coursework in STEAM (science, technology, engineering, arts, and mathematics), and exposes students to service and out-of-school learning. All of these learning experiences are viewed through a global lens and provide opportunities to investigate the world, weigh perspectives, communicate ideas, and take action. VISA has proven that setting high expectations, providing supports to catch students before they fail, and engaging the community in the process leads to positive outcomes. One additional indicator of success is continued academic growth and improvement on state assessments each year since the school has opened. By drawing students from the impoverished neighborhoods of Pacoima, San Fernando, and Sylmar, the school has left an indelible mark on its students and has been a positive influence on transforming the local community.

Strategy Three: Make Strategic Upgrades

The major shift necessary in most schools to promote global competence comes in the areas of curriculum, instruction, and assessment. Creating schools that are more student-centered and focused on personalization will be the hallmark of the 21st century. With the advent of online courses, virtual schools, and massive open online courses (MOOCs), we have seen that students do not need to come to the brick-and-mortar school to learn any longer. They are not waiting for their teachers to let them work with their peers, because they are already using social media to connect with peers halfway around the world. While there is still a great deal

of inequity in achievement and opportunity in the world, the world our students will inherit will require a heavy reliance on self-motivation, self-sufficiency, and self-actualization. The one-size-fits-all approach that the traditional education system has built will no longer produce enough students who can think at higher levels, solve problems creatively, and innovate for the future.

Creating blended learning environments, where students can engage in learning online and in person, will be in greater demand as technology improves. The perpetuation of requiring seat-time mandates and shackling students to their schools needs to evolve into greater opportunities for internships, service learning, and community-based inquiry. Providing multiple pathways for students will allow them to develop at their own pace and according to their own interests. Critics will argue that this is not sustainable or cost effective. Others will complain that it will require changes in both policy and practice for too many of our schools. To be competitive and productive citizens, students in the 21st century must be flexible and innovative. So, too, should the schools that develop them.

For a school leader, the challenge of creating an adaptive learning environment can be overwhelming. I would offer that it comes through gradual, purposeful upgrades to your curriculum, instruction, and assessment framework. Rome wasn't built in a day! Developing students' global competence is perhaps best achieved through a project-based curriculum, instruction, and assessment framework. Start with the assets you already have in place and identify the high-leverage changes that will move your learning environment closer to the innovative, globally focused program you seek. This next section will identify upgrades that you can make to the curriculum, instruction, and assessment framework in your school, as well as the types of learning experiences you can offer to students.

Curriculum

The primary framework schools should use when planning and developing curriculum is the framework for global competence (figure 5.1, page 136) that the Council of Chief State School Officers and the Asia Society developed (Mansilla & Jackson, 2011). Teachers must consider how and when they can provide opportunities for their students to investigate the world, recognize perspectives, communicate ideas, and take action in the classroom. While teachers must be aware of local, state, and national standards or curriculum requirements, they can easily apply this framework to any subject area. It starts by providing examples of what global competence looks like in each discipline area. For example, as a mathematics teacher, my goal is likely to help students think like a mathematician. How
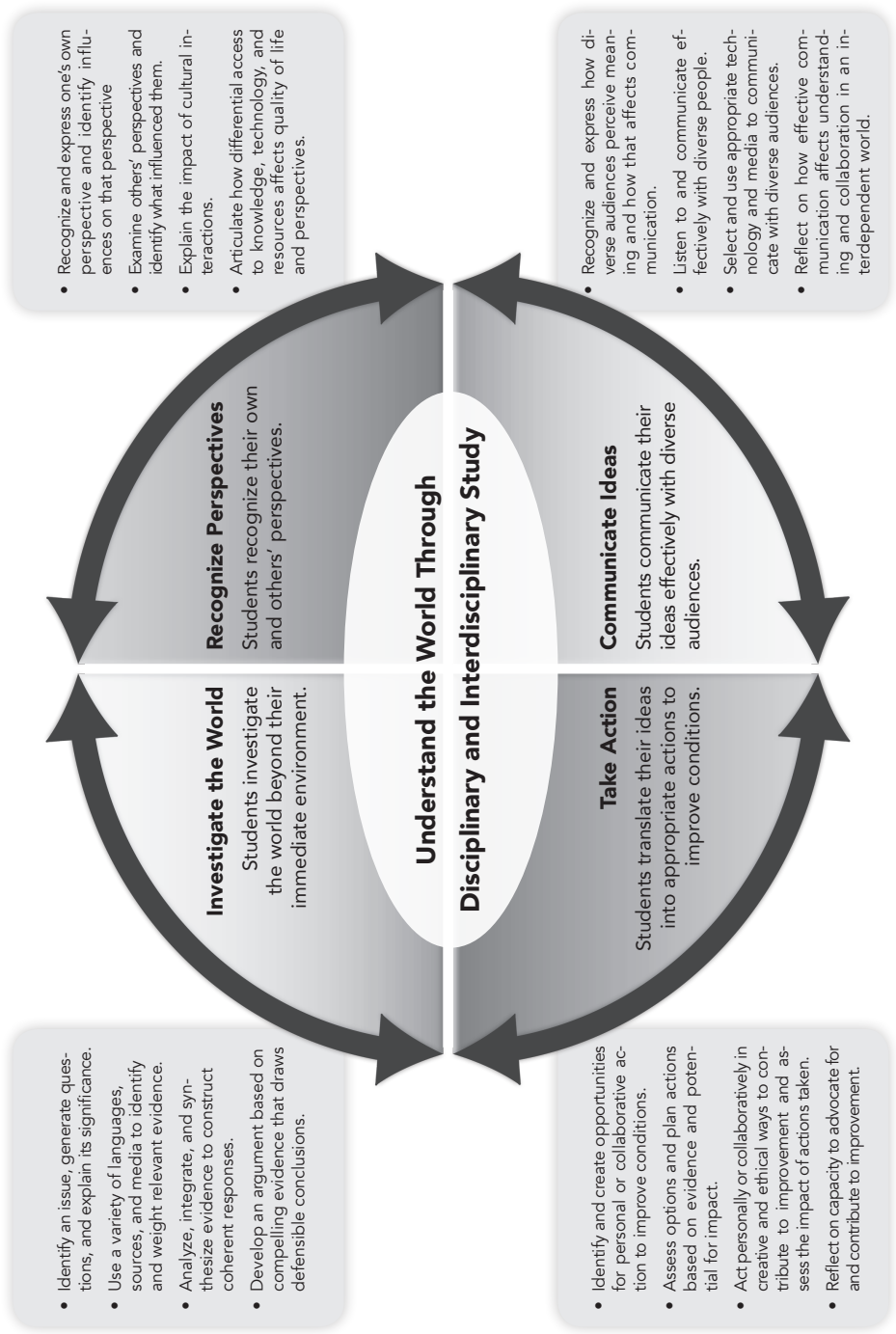
Figure 5.1: Framework for global competence.

Source: Reprinted with permission from Mansilla & Jackson, 2011.

do mathematicians use their skills and knowledge to communicate with one another? How might they use mathematics to take action or make a difference in the world? Is it possible that different people can look at the same data and come away with different understandings? These are the types of questions we must engage our teachers in when framing content.

One strategic upgrade in curriculum is to identify points where teachers can use globally significant issues to introduce or deepen content learning. The intent is not to teach everything all the time with global connections. That is not only unnecessary but can be exhausting. Teachers should instead consider their entire curriculum and attempt to make connections to global issues that are relevant and serve as entry points to content topics. Globally significant issues might include environmental sustainability, population growth, economic development, global conflict and cooperation, global health, and human rights. In almost every case, these issues are also interdisciplinary in nature and require deep knowledge and higher-level thinking to develop plausible arguments or solutions. To return to the mathematics classroom, a student might apply statistical analysis formulas to create a hypothesis about population growth in a third-world country and make recommendations to address resulting inequities. In the traditional classroom, those same formulas may have been taught in isolation, without context or a plausible application. The use of globally significant issues not only causes students to take a more active interest in the world but also provides them with authentic purpose and application for their learning.

It is a misnomer that teaching students to be globally competent focuses on the development of soft skills at the expense of deep content knowledge. Quite the opposite is true. To develop global competence, students must have a solid foundation in content knowledge. To investigate the world and weigh perspectives, they must be able to access key content, make decisions about its validity, and determine how to use the information. Unfortunately, the idea of promoting global learning is often an either–or proposition. How can you hold students to high expectations while covering large amounts of content knowledge *and* infusing instruction with globally significant issues? I would argue that, on the contrary, globally significant issues are the perfect entry point to engage students in any number of content topics. A shift must occur, however, from teachers worrying about covering content to teachers focusing on student learning and mastery, going deeper in fewer major concepts and topics. Unfortunately, many current assessment systems have not allowed teachers to feel as if they can afford to do this.

When making decisions about instructional time, teachers often face many challenges. Weighing the demands of external pressures (school, district, state,

and community) and the needs of the students can sometimes pose problems for teachers. Over time, teachers should collaborate to map the various times throughout students' careers that they will be engaged in the four domains of global competence (see page 136) or in global issues. Some schools adopt a thematic or conceptual approach, with each grade level taking on a particular issue and addressing it throughout the year in each content area. For example, the freshman-level experience may focus on the issue of identity. For a semester or the entire year, students would engage in ongoing projects and learning that help them identify a greater sense of self and understand what makes people similar and different. They may engage in in-depth studies of specific cultures, including typical rituals, practices, and norms found within a cultural group, and examine those practices against their own lives. An essential question that might drive such an ongoing study might be, "What is the American identity?" This open-ended, debatable question allows students an opportunity to reflect throughout their study, making connections to what they have learned throughout the year and challenging their preconceived notions of themselves and those around them. Schools that curriculum map as a practice often embed the global themes and performance tasks that students will complete each year. This type of coherence helps prevent redundancies in the curriculum and eliminates gaps in the students' learning experience. Ultimately, the goal is to build on previous learning while increasing rigor from one level to the next.

Instruction

Schools that focus on developing global competence take into account the diverse learners in every class. Across the school, teachers use project-based learning, higher-order questioning, and inquiry-based instructional strategies and student needs, learning styles, interests, and standards to guide them. Classrooms provide opportunities for students to learn and apply discipline-specific methods of inquiry. Woven throughout the curriculum are instructional strategies that enable students to demonstrate productive habits of mind, which include problem-solving, creative- and generative-thinking skills, the capacity to analyze issues of international significance from multiple perspectives, and the ability to direct their own learning.

A globally focused school needs to reconsider the roles of teachers and students in the learning process. As we attempt to prepare students to engage in the world and take ownership of their learning, teachers must reconceptualize their role and move away from being lead instructor toward the role of co-learner or facilitator. The process begins with teachers developing the capacity to design and utilize globally focused learning activities that are authentic and student-centered and

provide multiple opportunities to reach mastery. However, before this, hiring a highly qualified, diverse staff is helpful in giving the school a global focus. To promote diversity and unique perspectives, ISSN schools attempt to recruit faculty with varied backgrounds, both professionally and personally. Many ISSN schools have developed a teacher profile—a description of the type of educator they are looking for when hiring. The profile of an Asia Society ISSN teacher serves as a job description of sorts to highlight the types of skills, experiences, and dispositions of a valuable teaching staff. Visit **go.solution-tree.com/21stcenturyskills** for the complete profile, which includes the following characteristics (Asia Society, 2012b):

- They possess the knowledge required in the global era that serves student learning. Additionally, they:

  - Have a deep understanding of their individual content and connect their content area to authentic global issues and perspectives

  - Understand and stay up to date on world events, international issues, and global debates and help students gain understanding of these through daily interactions

  - Present balanced viewpoints on global issues and assist students in viewing issues from multiple perspectives

  - Have the capacity to integrate international content, issues, and perspectives into a standards-based curriculum

  - Understand that decisions made locally and nationally have international impact and that international trends and events affect local and national options

  - Are able or willing to learn to communicate in one or more languages other than English

  - Recognize, value, and respect the broad spectrum of ethnicities and cultures in the school community and teach students to collaborate effectively with individuals from different backgrounds

- They are skilled for success in a global environment. Additionally, they:

  - Demonstrate proficiency in and model the essential skills of reading, writing, comprehending, listening, speaking, and viewing of media necessary for student learning in their content area

  - Develop and present information in an articulate and persuasive manner, orally, in writing, and through digital media

- Use problem-solving skills to recognize and act on the needs of individual students, colleagues, and members of the school community

- Ask reflective questions about their practice and continue to be intellectually curious and demonstrate the habits of mind that lead to lifelong learning about their craft, their students, and their content

- Utilize new strategies to reach every student and find resources to maximize student learning

- Use an inquiry-based model of teaching that enables students to actively manipulate ideas in order to construct knowledge, solve problems, and develop their own understanding of the content

- Use instructional strategies to draw on the diverse cultural assets among students, families, and communities

- Use multiple forms of assessment and instructional strategies to evaluate ongoing student learning, monitor and accelerate student progress to higher levels of performance, and motivate students to manage their own achievement

- Create opportunities for students to analyze and reflect on their own learning and provide feedback about their learning experiences

- They are connected to the world. Additionally, they:

  - Are proficient in the use of essential digital media and communications technologies and use them to communicate and work across national and regional boundaries

  - Appreciate and respect diversity and work effectively with people from other cultures, backgrounds, and fields of expertise

  - Have traveled internationally or are willing to engage in international learning experiences

- They prepare all students to be ready for college and careers in the global age. Additionally, they:

  - Design and implement a college-preparatory, globally focused course of study for students that systematically builds students' capacity to demonstrate college-level work across the curriculum

  - Recognize the levels of students' literacy in academic and social language and help them build meaningful bridges between the two

- Facilitate learning opportunities that enable students to have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue

- Model and explicitly teach students 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

In addition to examining the role teachers play in the instructional process, schools must put greater emphasis on the role of student voice. Schools that want their students to be globally competent should provide them with a role in the development of course content and the direction of their learning. School leaders can use formal and informal structures to solicit student input and make connections between course content and current world events and to identify areas for interconnected research and study. Student input about what to learn, how to learn it, and how to demonstrate learning can be incorporated into the curriculum design.

Assessment

There are no standardized tests to measure a student's global competence. Indeed, globally competent students must demonstrate an array of higher-order skills and the application of knowledge to real-world issues and problems. Assessment of student learning happens throughout the entire learning process. As a precursor to designing and scaffolding instructional activities, teachers must *backward plan* (Wiggins & McTighe, 2005), determining what students must know and be able to do and which assessment strategies will demonstrate that learning. When developing curriculum, teachers must embed formative assessments throughout the learning to ensure that students are on track and are provided multiple opportunities for feedback.

When designing high-quality summative assessments, another framework teachers might consider is SAGE (*student* choice, *authentic* context, *global* significance, and *exhibition* to an audience (Asia Society, 2012c):

- **Student choice**—The task calls on students to plan and assess their work over time through reflection. Students make key decisions about the direction of their work, focus, and presentation. To support this, the task provides opportunities for teachers to deliver formative and summative feedback to the students throughout the learning process. Strategies include:

- Choosing a topic, theme, problem, or global issue
- Creating a hypothesis
- Selecting a person in the field to conduct research with
- Choosing a final assessment or product (slide show, text, or documentary film)

- **Authentic context—**The task provides an experience that resembles what adults do in the real world. Students are asked to communicate, collaborate, think critically, be creative, negotiate with other people, and use digital media in ways that support knowledge building. Strategies include:

  - Creating a piece of technical writing (for example, an instruction manual or how-to text)
  - Creating a piece of advertising or media for a marketing campaign (such as a flier, public service announcement, commercial, or website)
  - Curating an exhibition
  - Creating a prototype
  - Developing a business plan or a funding proposal

- **Global significance—**The task fosters the capacity and dispositions to understand and act on issues of global significance. Students investigate the world as a means to problem solve genuine situations. Ideally, the task stimulates students to build knowledge that is cross-disciplinary. Strategies include:

  - Reading texts by global authors
  - Studying a text to identify elements of culture used by the author or to discuss how the text has influenced culture
  - Collaborating on projects with students around the globe (for example, Flat Classroom Project or iEARN—see page 153)
  - Creating a "think globally, act locally" service learning project
  - Reading a nonfiction text such as *The World Is Flat* (Friedman, 2005); *Guns, Germs, and Steel* (Diamond, 1999); *Multicultural Manners* (Dresser, 2005)

- **Exhibition to an audience—**The task provides students with opportunities to showcase or present their work to an appropriate and relevant

audience beyond the teacher and classroom. Students are provided opportunities to discuss their work and receive feedback that holds them accountable for their claims. Strategies include:

- Present to a group who can support the idea (for example, the city council, principal, school board, teachers, parent groups, or nonprofit or business group).

- Publish in a magazine or online forum.

- Participate in a museum or library exhibition or a film festival.

The driving force behind the curriculum, assessment, and instruction model in ISSN schools is the Graduation Performance System (GPS). GPS supports an interdisciplinary, project-based approach, where teachers implement curriculum modules that last anywhere from one to three weeks at strategic points in the curriculum. In addition to the ISSN graduate profile, the Asia Society has developed a set of content-specific performance outcomes, as well as crosscutting performance outcomes for global leadership. We have also designed rigorous rubrics to ensure that students are truly progressing toward college readiness and global competence. These curriculum modules align the Common Core State Standards with the Asia Society's content-specific performance outcomes and graduate profile. These standards-based curricula are organized around enduring understandings and essential questions that reflect the four domains of global competence (figure 5.1, page 136). Each year, grade-level or interdisciplinary teams write new or refine existing course units to strengthen the global focus of the curriculum and deepen its connection to the ISSN graduate profile and performance outcomes. The faculty collaborates to align courses within and across grade-level teams and disciplines and, when appropriate, with out-of-school partners to provide well-articulated interdisciplinary and real-world connections.

The GPS performance cycle (figure 5.2, page 144) outlines the ongoing, recursive nature of the work. After teachers have designed curriculum modules that address standards, performance outcomes, and global significance, they implement the module and performance tasks resulting in student work. Once the work has been scored and feedback provided to students, they may choose items to include in their portfolios that demonstrate proficiency.
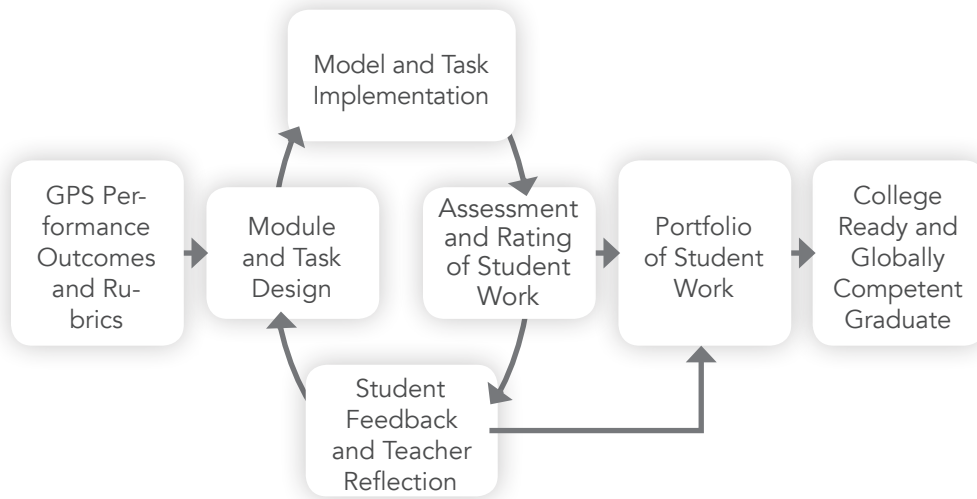
Figure 5.2: GPS performance cycle.

Because no one assessment can gauge a student's global competence, the collection of student work over time has proven to be a more authentic measure of growth and proficiency than any one standardized test. In many ISSN schools, for example, students develop and annually present a cumulative portfolio that demonstrates their reflective thinking or growth and the outcomes defined in the graduate profile (page 131) and GPS performance outcomes, which are a set of standards for global competence. In most cases, the school-based system for portfolio management is digital. Schools that commit to the use of a portfolio clearly communicate that student work and reflections are equally significant to other performance measures, such as standardized test scores. Although ISSN schools do not ignore standardized test scores, they also measure student achievement through public, communitywide exhibitions of portfolios or during student-led parent conferences.

In addition to portfolios, many schools utilize international capstone projects as a culminating activity that enables students to demonstrate expertise on an international issue, region of the world, or topic in which they are interested. Students select most capstone projects themselves based on their interests and highlight skills that demonstrate they are college ready. In many ISSN schools, capstones have replaced the traditional senior thesis or have required students to complete several smaller projects as a graduation requirement.

SCHOOL SPOTLIGHT: DENVER CENTER FOR INTERNATIONAL STUDIES, DENVER, COLORADO

Passages is a unique part of the DCIS curriculum that uses an outcomes-based approach, requiring students to develop individualized learning goals and design several research-based projects. These projects, which focus on international or intercultural topics, bring together a variety of skills and learning outcomes.

In her written reflections, DCIS teacher Darlene Rivera (Reflection entry, June 2012) describes the experience in the following way:

"Beginning in their junior year, students are challenged to test and develop high-level skills with research, writing, goal setting, time management, and leadership to obtain a deep understanding of an international or intercultural topic about which they are passionate. The academic rigor of Passages I focuses on the research and writing process that will enable students to succeed in college and in life. Its end product is a fifteen-page college-ready research paper that must connect to the DCIS graduate profile characteristics. Passages II and III require students to engage in an experiential learning activity that brings a deeper understanding of their topic to both themselves and their community. Students who are seeking to graduate with honors must complete a fourth passage independently anytime during their high school years.

"Passages at DCIS are the heart and soul of our students' progression to a higher level of being engaged in the world. Passages allow the student the opportunity to develop a deep passion about a subject. The skills and knowledge learned may guide them into adulthood and begin to shape their direction in life after high school."

Beyond the Core

In many schools, the core content areas focus on mathematics, English language arts, science, and social studies and history. In globally focused schools, equal attention is paid to the role arts and world language instruction play in developing students' global competence. This expanded definition of core courses reflects the importance of being a well-rounded individual in a global society. In addition to these areas, there are opportunities for students to find global connections in career and technical courses, health and physical education, and other interdisciplinary studies.

Increased diversity in our schools and communities raises the expectations that students will be able to communicate in multiple languages. Unfortunately, many American schools have not historically put a high priority on language instruction, especially in increasingly tough budgetary times. Only 50 percent of U.S. high school students study a world language, and 70 percent of those simply take one year of introductory Spanish, which is not sufficient to communicate. Moreover, opportunities for students in urban schools to study a world language are often more limited than they are for students in suburban or private schools (Asia Society, 2008). With regard to world language instruction, the United States falls behind most other industrialized nations; for many developed countries, world language instruction starts at the primary level and continues until students are proficient in the target language. While schools in most industrialized nations begin world language instruction in the primary grades and keep at it daily for years until students achieve proficiency, schools in the United States typically offer too little too late and students often do not attain proficiency. Moreover, U.S. schools do not pay attention to languages growing in global significance such as Chinese, Korean, Japanese, and Arabic (Asia Society, 2008).

Success in the 21st century will require students to communicate in multiple languages and with a contextual understanding of other cultures and belief systems. Learning languages goes far beyond the ability to communicate with people from other countries; it involves understanding their culture, beliefs, and practices. Students need opportunities to use their increasing language skills and intercultural knowledge in immersive experiences beyond the world language classroom. Through these experiences, students acquire at least intermediate-level proficiency in both oral and written language communication in their selected world language. In a high-functioning world language classroom, teachers conduct almost all instruction in the target language. Through these experiences, students gain the knowledge and ability to observe and analyze other cultures and use cultural competencies for successful cross-cultural interactions.

Visual and performing arts provide powerful and engaging ways to globalize the curriculum. Appreciating the global influences on contemporary art, music, and film allows students to understand their own culture and the culture of others more deeply. Most communities, including rural communities, offer opportunities for students to engage in the arts at local museums and theaters. The arts provide a unique way to motivate students and develop their curiosity about people who are different than themselves. Providing opportunities to experience live performance or learn alongside local artists, artisans, and musicians deepens students' understanding and appreciation of various cultures.

While the role of all ISSN schools is to assist students in developing the skills and dispositions necessary to succeed in college, we must also acknowledge the fact that some students will pursue a different pathway following high school. Career and technical education pathways allow students to follow areas of interest and in some cases earn technical credentials, certifications, and licenses for work beyond high school. Regardless of the pathway they choose, students in these careers will need to possess high levels of critical-thinking, problem-solving, and collaboration skills.

Travel

The use of technology is one way to bring the world to your students, but nothing can match the experience of bringing your students to the world. Providing opportunities for students to travel, either domestically or internationally, gives them the chance to not only learn about other people but also develop self-confidence and a deeper understanding of themselves. If possible, schools should attempt to provide all students with at least one school-sponsored overnight travel experience during their school career. While these trips can be expensive, schools can engage the community to help support students who cannot afford to travel. Exchange programs and school partnerships can also provide travel opportunities. In addition, schools should help students become aware and take advantage of travel opportunities outside organizations sponsor, such as Rotary International, People to People International, and the American Friends Service Committee.

The goal here is not to travel for travel's sake. In particular, school-sponsored travel should have a direct connection to the curriculum and assist in deepening the student's inquiry into content matter. Learning about water issues in a foreign country brings home the concepts taught in environmental science class. Visiting a mosque can deepen the appreciation of world religions taught in advanced placement world history. Visiting other countries allows students to reflect on their own culture, values, and beliefs. For many students, traveling outside their country causes an awakening, as they realize the luxuries and opportunities they have compared to less industrialized nations. For many, it is also the first time they realize that America is not the first or best at everything in the world. In most cases, their worldview, both locally and globally, begins to expand. However, it isn't always necessary to leave the United States to have this kind of learning experience. Students who live in rural communities or urban settings have often never been outside their town or city limits. In fact, there are students living in New York City, one of the most diverse cities in the world, who have never even been to another borough, where life looks different than where they call home.

SCHOOL SPOTLIGHT: ACADEMY FOR GLOBAL STUDIES AT AUSTIN HIGH SCHOOL, AUSTIN, TEXAS

Many schools in the United States take their students to visit Washington, DC. Teachers at the Academy for Global Studies (AGS) at Austin High School decided to turn a typical class trip into a powerful learning experience beyond simply seeing the sites. Modeled after a similar project of the International School of the Americas in San Antonio, the AGS teachers' interdisciplinary project asked students to work in teams to research a specific global topic related to the United Nations Millennium Development Goals or the Universal Declaration of Human Rights. Once in teams, students developed overarching questions to help them explore their topic more deeply and to guide their inquiry. Research took place prior to the trip but also was meant to continue while in Washington.

Prior to departure, teachers required each team to contact organizations the students felt would assist them in addressing their issue. They had to display diplomatic and superior communication skills to secure appointments at places such as embassies, U.S. governmental offices, and nongovernmental organizations (NGOs). Each team member played a certain role once the travel teams arrived in DC. The project required the team to investigate the topic from multiple perspectives, think about what stance it would take in addressing the problem, and decide how best to communicate its findings to a broad audience.

Upon returning home, teams made public presentations and defended their findings to a panel composed of their teachers and community members. One team, for example, studied human trafficking and asked a local member of the border patrol to serve on the panel to ensure that their findings and assertions were correct. The project addressed standards in science, English language arts, and social studies, demonstrating how travel and inquiry can provide powerful and meaningful ways to address curriculum demands.

Other School Structures

In my experience, schools focusing on global competence make a concerted effort to foster the development of adult and student relationships to promote students' personal, academic, and social growth. This can be accomplished through the development of formal structures, such as courses, electives, clubs,

or extracurricular activities that promote global competence. For example, some schools have turned Model United Nations, typically seen as an after-school club, into an actual course. Other schools have revamped existing courses to provide a more global focus, such as International Economics and Business, or have broken courses like world history into smaller minicourses such as Religions of the World, Conflict Throughout History, and Cultural Studies.

SCHOOL SPOTLIGHT: INTERNATIONAL STUDIES LEARNING CENTER, SOUTH GATE, CALIFORNIA

Imagine a time before computers, television, and phones, when we communicated only by talking with each other face to face. We signaled the beginning of our time together with a song or a statement. We remembered our traditions and discovered our values. We shared our strengths and acknowledged our challenges. We made decisions, explored conflicts, and shared our dreams. We told our stories. Sometimes we passed a talking piece from person to person, so the speaker was the center of attention. Finally, we signaled the closing of our time together with songs, silence, or an acknowledgment of what had been done and what remained.

Joe Provisor, director of the Ojai Foundation's Council in Schools program, helps teachers and students at the International Studies Learning Center (ISLC) share their innermost thoughts and ideas while building community using the council process. Based on indigenous, worldwide "cultural dialogical" practices, including Native American traditions, council is a formal, structured process that includes sitting in a circle and passing a "talking piece" in response to a prompt from the facilitator. In the classroom, teachers and students might develop their own intentions (guidelines) or use the "four intentions" of council, as developed by students and facilitators associated with the Ojai Foundation:

- To listen from the heart: practicing the "art of receptivity," suspending judgment, reaction, and opinion
- To speak from the heart and with the heart: learning to "speak into the listening"
- To speak spontaneously without planning and only when holding a "talking piece."
- To "keep it lean" or get to the "heart of the matter" so everyone has time with the talking piece. (Ojai Foundation Council in Schools, n.d.)

LEADER ACTION STEPS

- Assist teachers in identifying strategic points in the curriculum to embed global issues and go deeper with performance-based assessments.

- Create a schoolwide curriculum map that highlights when and how teachers will teach the different domains of global competence.

- Provide professional development to teachers to assist them in creating a more student-centered classroom that focuses on authentic learning experiences.

- Promote an interdisciplinary, project-based learning culture in which students work collaboratively with peers locally and globally.

- Evaluate the different courses and structures in your school for which you can adopt or create a global focus.

- Consider ways (other than test scores) to demonstrate and celebrate student learning, such as portfolio assessment, student-led parent conferences, or celebration of learning nights.

- Identify ways to create learning experiences outside the school walls through community-based projects, student travel, or internships.

Advisory

Advisory serves as a home base for students and allows them to discuss issues pertaining to their schoolwork or personal life or to engage in longer-term projects with their advisory teacher. Often these groups stay together and meet with the same advisory to create a safe, family-like atmosphere. This structure allows for mentoring, advisement, and support on things like student portfolios, long-term group projects, and personal goal setting. To keep the global focus, some advisories adopt global themes or refer to themselves as *embassies*. Often, this is the place where current events and timely global issues find their way into the curriculum and provide a place for discussion among students. The ultimate goal of this structure is to ensure that there are multiple adults in the school who know and care about the students and who can be readily accessible as needed. The advisory provides students with opportunities to develop and express themselves on personal, academic, schoolwide, and international issues.

One specific activity that is sometimes conducted in advisory is called *councils*. Schools often use the council process in their advisory program once a week, usually on Fridays. Council provides students with a safe, supportive environment to raise problems, concerns, and questions about their lives, school, and the world around them. Just as important, it has taught students how to listen to others, show respect for different opinions, and develop their voice. This process has served to give all students and teachers in a school a voice and a way to learn about and from each other. Time can range from twenty minutes to an entire class period one or more times a week. Besides training the staff to run councils, students in each advisory can be trained to lead or colead the process as well.

Strategy Four: Leverage Technology

Unlike any other time in history, the 21st century allows us access to information at the click of a button. While the immediate access to a wealth of knowledge is empowering, understanding how to find relevant and accurate information, make sense of that information, and use it in appropriate ways have created new challenges for 21st century students. The advent of mobile computing devices, including cell phones, video cameras, and iPads, has forever changed the landscape of classrooms around the world. The digital age has made "going global" instant, cheaper, and more personal. The question is, How will schools adapt to these rapidly changing innovations? The truth is that our students are already doing it.

Advances in technology change the way students learn and communicate about that learning. For instance, students asked to meet the demand of investigating the world now have access to endless information and resources at their fingertips. With the rise in mobile technologies, including smart phones, students have the ability to access information quicker and more conveniently than at any other time in history. However, helping students become discerning consumers of that knowledge requires refined skills. It has now become vitally important for students to be critical consumers of information, to understand where the information comes from, why it was created in the format it's in, and what potential issues exist involving accuracy.

The Internet provides students with the opportunity to interact with others who hold different perspectives on a number of issues, both local and global. By experiencing different perspectives, students test their own understanding of issues and personal beliefs. Expressing ideas and communicating with a global audience have become tremendously easier as well. Students can now share their learning, opinions, and understanding of world events through blogs, wikis, and social

networking tools like Facebook and Twitter. This creates a powerful shift for students from being the *consumers* of information to the *creators* of information. With this immediacy of sharing ideas and information comes certain responsibilities and the need to understand the perspectives of others; knowing how to share information ethically is more important for students than ever before.

An easy area in which students can engage with technology is the fourth domain of global competence—take action. Students are able to access any number of social and political movements. The current generation have developed a strong voice and an interest in influencing the world around them. One very tangible international example is the Arab Spring of 2010 (The Telegraph, 2011), which saw youth in several Middle Eastern countries launch protests and demand reforms in their countries. These protests and calls to action began largely through the use of social media. Learning about problems in faraway countries may have been part of the curriculum before, but 21st century technology allows students to actually connect with those problems, serve as actors, and do something about them. Alongside these authentic, real-world opportunities, the mundane and traditional tasks we ask students to do in many traditional classrooms pale in significance. It is hard for students to get excited about writing a book report in one classroom when down the hall they've been coordinating efforts with relief workers in Africa to install a well to provide drinking water to an entire village. And you must excuse students who don't get excited about yet another teacher-directed lesson when in another classroom they were just creating a budget and implementation plan for a community service project and getting estimates from vendors online. Technology has redefined the type of work we must ask our students to produce and changed the definition of the classroom.

Increasingly, teachers too are taking advantage of technology to engage with other educators from around the world. For example, teachers and administrators utilize the ISSN Ning (issnny.ning.com)—a closed, online community in which the sharing of resources, online chats, and group conversations allow colleagues to focus on pertinent topics and timely articles and where users post videos related to global education. This type of professional development extends learning beyond the faculty room and allows teachers from different geographic regions to collaborate and work toward a common goal. These approaches model the concept of *anytime, anywhere* learning that we hope to extend to our students.

Educators who are just getting their feet wet in the global education pool should investigate the Global Education Conference (www.globaleducationconference .com) each November. Since 2007, founders Lucy Gray and Steve Hargadon have

created a truly amazing interactive global conference that has served students, educators, and organizations committed to the notion of global education at all levels. The around-the-clock conference leads to education-related connections around the globe and further develops cultural awareness and diversity for all who participate. Thousands of practitioners from a variety of fields convene online for a week to share their expertise, ideas, and solutions to complex world problems. For educators just starting out, this free resource provides great models and potential projects to bring back to the classroom. Just as importantly, it currently serves as the largest virtual community discussing and promoting global education.

CLASSROOM-TO-CLASSROOM CONNECTIONS

One meaningful way to engage students in the use of technology is through formal classroom connections. Through virtual, project-based learning experiences, students collaborate with students in other locations (domestically or internationally) to learn about world issues and each other. The key is to engage students in learning *with* their international peers instead of *about* them. Following are several resources that can help you connect your students.

- **iEARN:** The International Education and Resource Network (iEARN) "is a nonprofit organization made up of over 30,000 schools and youth organizations in more than 130 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies. Over 2,000,000 students each day are engaged in collaborative project work worldwide" (iEARN, n.d.).

- **ePals:** ePals "offers elementary and secondary school administrators, teachers, students, and parents worldwide a safe and secure platform for building educational communities, providing quality digital content and facilitating collaboration for effective 21st century learning" (ePals, 2013).

- **UClass:** UClass.org is a global lesson-plan exchange that allows teachers to share high-quality lessons, thereby enabling students to collaborate with other students around the world who are learning the same lesson. UClass taps into the global wealth of experience and knowledge by gathering, sharing, and crowd-sourcing planning (UClass.org, n.d.).

- **Flat Classroom Project:** "The Flat Classroom Project is a global collaborative project that joins together middle and senior high

school students" (Flat Classroom Project, n.d.). The project allows schools that "embrace a holistic and constructivist educational approach to work collaboratively" through educational networking platforms with others around the world in order to create students who are competitive and globally minded (Flat Classroom Project, n.d.).

- **Challenge 20/20:** Organized by the National Association of Independent Schools (2013), "Challenge 20/20 is an Internet-based program that pairs classes at any grade level (K–12) from schools in the U.S. with their counterparts in other countries; together, teams of two or three schools find local solutions to one of twenty global problems."

School leaders must leverage the use of technology in these meaningful ways to engage students and faculty. Unfortunately, far too many schools and districts still lock down the use of technology for fear that students will use the tools for ill. My own view is that students will use technology appropriately only when schools offer opportunities to use that technology ethically and responsibly and provide clear expectations. Campuses moving toward BYOD and expecting teachers and students to engage in an online space such as a blog, wiki, or Moodle will better prepare students for the world they live in.

LEADER ACTION STEPS

- Prioritize the use of technology as a means to promote global competence for adults and students.

- Model the use of technology through your own use of a blog or social media application.

- Encourage student participation in online projects and competition.

- Support teachers' attempts to engage with educators throughout the world to improve their practice by improving the technology infrastructure in the school and opening the campus for more access.

Strategy Five: Grow Global Leaders

Schools that begin down the path of globalization often do so behind the leadership of a principal or administrator, whose position allows him or her to help set the vision, create some of the structures necessary to do the actual work, and serve as a conduit to the community. For the work to persist long-term, it is imperative to utilize a shared or distributive leadership model. While one principal or teacher can make a significant difference in a school, the power of many individuals working toward a common goal is obvious. All too often, these types of school innovations or reforms end abruptly with a change in leadership. Developing intentional ways to invest teachers, students, and community members ensures that the focus on global competence becomes part of the school's DNA. It says, "It's just the way we do business here."

Successful globally focused schools require teachers to be organized into high-performing, instructionally focused teams that have common planning time within the instructional day. Time for grade-level or discipline-specific teams to meet is critical in order for them to improve curriculum, instruction, and assessment. It is during this time that they can explore how to integrate global content and perspectives while developing plans to meet the individual students' or group needs. Teams engage in reflective processes to enhance the use of planning time. When possible, vertical planning and subject-matter discussions also take place during this time.

Teams create decision-making structures to support the efficient functioning of the school and ensure effective involvement of stakeholders from the community. For example, action teams composed of teachers, students, and community members can focus on key aspects of the school design, represent different perspectives, and provide the hands necessary to make change. The term *action teams* is purposeful; it indicates that a team meets for a purpose, makes decisions to move toward that action, and can theoretically be disbanded or reconvene around a new action once it has met the goal. Especially in small schools, teachers wear many hats, but they are also skeptical and tired of myriad meetings that do not result in action. Repurposing existing teams or committees will communicate new priorities and intentionality.

To help students develop global competence, faculty members too must be able to grow in this area. By working collaboratively and engaging in job-embedded, meaningful professional development, the collective capacity of the staff will grow (Croft, Coggshall, Dolan, Powers, & Killion, 2010). The faculty and administration must develop and model, over time, a school climate in which sharing, risk

taking, and curiosity are norms. Globally focused schools must encourage and provide support for faculty travel, language learning, and other experiences that will further develop their own global competence.

Educators who participate on learning teams within their school can collaborate and learn from others. The development of local, national, and international partnerships allows teachers to harness the collective knowledge of the profession. Using structures such as Critical Friends Groups (www.nsrfharmony.org/faq.html), lesson study, practitioner research, and peer observations provide various ways teachers can learn from and with one another. Selecting teachers to help lead some of these practices ensures that teacher leadership and capacity are spread among the faculty and not concentrated in the school administration. The use of international book clubs, for example, is a fun and affordable way to expand teachers' horizons, build a common vocabulary, and deepen thinking on issues and topics relevant to society.

Faculties in these settings focus on evidence of student learning in an effort to improve teaching and learning. For example, a major component of the Graduation Performance System is the collaborative assessment of student work. In these protocols, teachers analyze student work in an effort to find evidence of student learning measured against a rubric. This practice allows teachers to check their expectations of student learning against one another and find ways to provide students with rich feedback to improve their work. It also allows teachers to reflect on their role in students' learning and what to do differently next time. Active learner engagement, clear application to the classroom, and reflections on its effectiveness characterize professional development in these schools.

Of course, for this type of inquiry approach to take place, faculty members must have time and resources, while also having access to other relevant professional learning such as coursework, conferences, and school study tours. Providing teachers with frequent opportunities for reflection and a rich body of resources related to globalizing their classroom will increase the likelihood that those practices will be reflected in their instruction.

Sustaining a global focus in your school requires more than adults being on board. As mentioned previously, students should also play a role in the decision making and planning process for the school. For example, students can play a role in the development of curriculum, assessment, and overall school governance. This creates more buy-in from students and motivates them to be active participants in the school. A school that possesses a strong student voice makes decisions based more on the needs of its students than the needs of the adults.

LEADER ACTION STEPS

- Create time for faculty members to collaborate and develop global learning experiences for students.
- Distribute leadership and responsibility among all staff members to support long-term sustainability.
- Utilize high-quality professional development that differentiates the needs of adults.
- Formally involve students in helping to inform what is taught and how the school operates.

Strategy Six: Create Global Partnerships

Many of the strategies and approaches shared in this chapter do not necessarily require outside support or additional funding. Some initiatives, however, such as travel, internships, and providing real-world experiences, may permit opportunities for partnerships with entities outside the school. Partnerships with internationally oriented academic, business, and community organizations can assist in identifying financial resources and opportunities for students. Creating partnerships within the community is a key strategy for globalizing your school.

These community partner organizations serve as advocates for the school in the local community and beyond. In addition, they provide key resources for both students and adults. For example, partnerships with local higher education institutions may allow for dual enrollment or credit-bearing courses for students, as well as professional development opportunities for adults. Local colleges and universities also provide access to international students and expert faculty on a variety of world topics and help foster the college-going culture we hope to offer all globally competent students.

Schools can establish formal partnerships with any number of organizations—museums, international organizations or institutions, humanitarian organizations, labor groups, and volunteer organizations. Increasingly, schools are also fostering partnerships with schools in other places around the globe. Through organizations such as Sister Cities International and World Affairs Councils of America and websites like ePals, teachers are able to establish relationships with schools and colleagues in other countries. These relationships enable teachers to develop projects and learning experiences that connect students of different cultures and backgrounds.

LEADER ACTION STEPS

- Survey the local community to identify any organizations or businesses (including restaurants) that have an international focus or connection.
- Research grant and program opportunities at the state, national, and international levels to support your efforts.
- Invite international guests and delegations from different countries to visit your school and interact with students.

Conclusion

It is my hope that the six strategies presented in this chapter will help guide your thinking about promoting a schoolwide approach to global competence. Two final points are necessary to stress. First, while a schoolwide approach may allow for a deeper commitment and path to global competence, it is not the only way this can occur. If you are a teacher reading this chapter, you can and should think about how these principles might play out in your classroom, regardless of your school's disposition and interest in this work. In other words, creating globally focused learning experiences can happen one classroom at a time. Schools attempting to transform the teaching and learning within their school are more apt to be successful when focusing as an entire community, but over time, individual teachers can find ways to link their efforts together; by making interdisciplinary connections and opening their classrooms up to the world, they will empower their students to make richer connections and hold on to the learning longer.

Secondly, the strategies do not need to be done in a certain order or all at once. Furthermore, because of the needs of the community, financial limitations, or competing initiatives, not all pieces will work exactly as written for every setting. With that said, schools such as the ones in the ISSN serve as an example that this type of learning can be successful in all types of communities and with diverse groups of students. Whether you are starting a new school or hoping to transform one that has an existing faculty, culture, and way of doing business, it is critical to be purposeful about how to implement the changes over time. Learning from other examples, whether domestically or internationally, is a valuable step in making those decisions and underscoring the importance of networking. By learning *from* and *with* the world, your school will be better prepared to assist young people to succeed in the 21st century.

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