

**Assessing Globally Competent
Teaching Using the *InTASC*
Framework to Address CAEP
Standard 1.1**

**Session Goal: Describe
collaborative pilot project to
guide and assess globally
competent teaching**

Project Goal:
**To build Teachers' Global
Competence so all students can
succeed in our interconnected
world**



Globally Competent Teachers have knowledge, skill, disposition to help students:

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

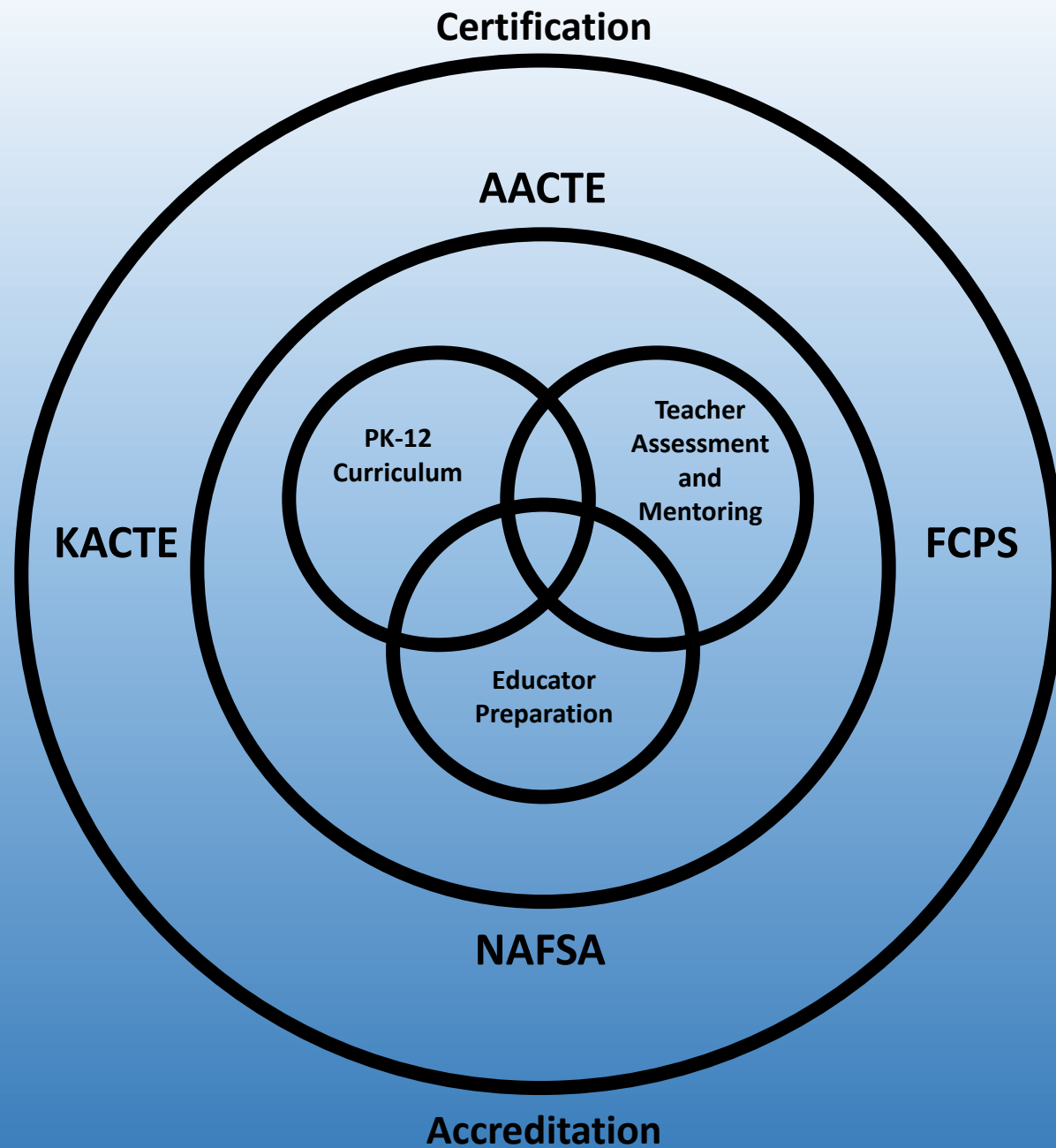


Kentucky's

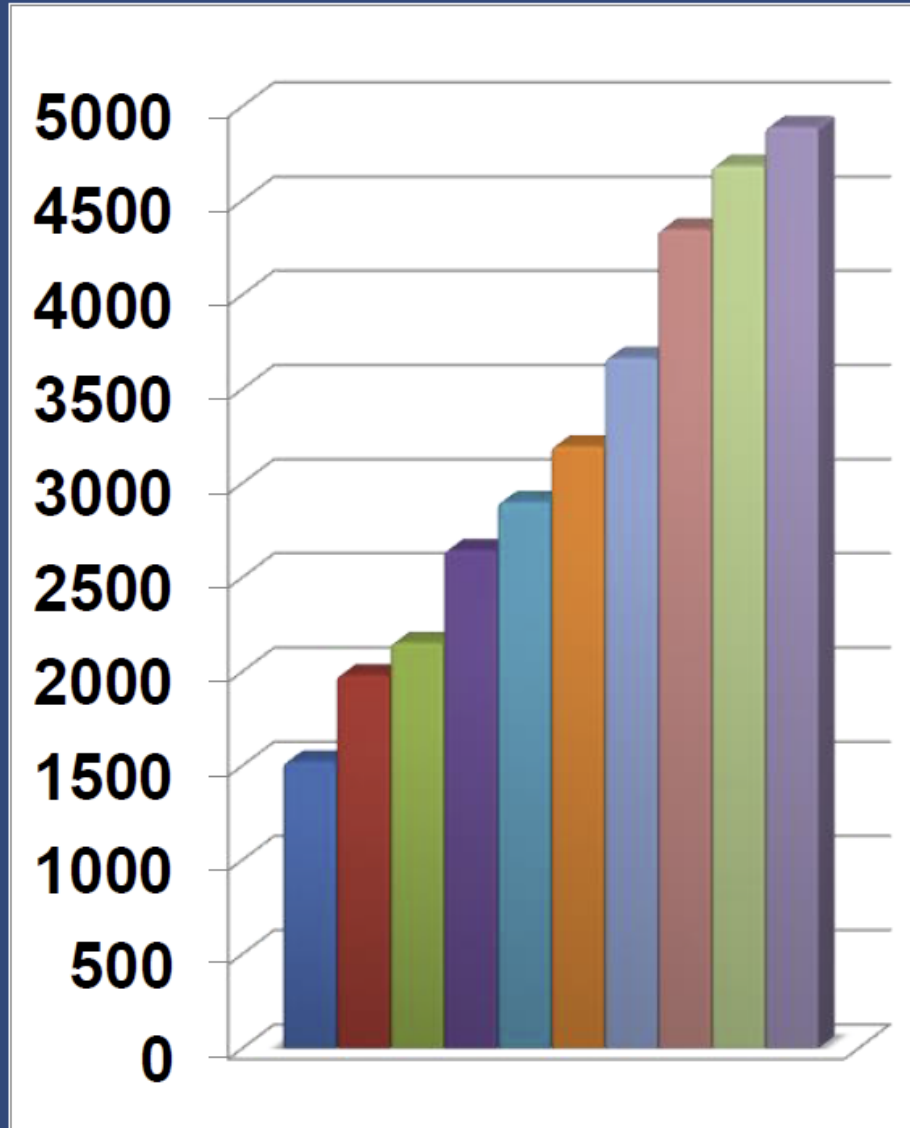


Initiative

Globally Prepared Students



FCPS ENGLISH LEARNERS



Year

#of Students

2005/6

1,520

2006/7

1,980

2007/8

2,151

2008/9

2,643

2009/10

2,899

2010/11

*3,195

2011/12

3,663

2012/13

4,346

2013/14

4,683

2014/15

5,150

2015/16

5,719*

Guideposts and Levers:

- **Teacher Learning Opportunities**
- **Teacher Performance Standards**
- **Student Learning Standards**
- **CAEP Accreditation Standards**



Sample of State Initiatives

- **Kentucky Education Professional Standards Board (EPSB)**
- **Kentucky Department of Education (KDE)**

Kentucky Teacher Internship Program (KTIP)

KRS 161.030

- All new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship.
- Supervision, assistance, and assessment provided by a beginning teacher committee.
- Internship shall be counted as experience for the purpose of continuing contract status, retirement eligibility, and benefits for single salary experience increments.

KTIP Structure

- **Beginning teacher committee: teacher prep program representative; principal; resource teacher**
- **Each committee member observes intern 3 times
(9 observations total)**
- **Internship year is divided into 3 cycles; includes formative feedback and summative decision at the end of Cycle 3**

Sampling of KDE Initiatives

- **World Languages Partnership with PBS/KET**
- **Visiting International Teaching Program**
- **International Business Presence in a majority of districts**
- **Global Learning Networks**
- **Global Learning Module Grants**
- **Global Teaching and Learning Symposia**

Scaffolding with Standards

***InTASC* Model Core Teaching Standards**

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf





Global Preparation Lens for the InTASC Model Core Teaching Standards

www.nafsa.org/GlobalPreparationLens



Foregrounding of Global Competence

- Foregrounds disciplinary / interdisciplinary knowledge of the world, current events, and issues of global significance
- *E.g. “Teachers must have a deep and flexible understanding of their content areas and the global dimensions of their disciplines”*

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

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

***InTASC* Standard 4:**

Content Knowledge

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

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

Global Competency Indicators

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

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



Investigate the World
Beyond the immediate environment

Recognize Perspectives
Their own and others

Communicate Effectively
With diverse audiences

Take Action
To improve conditions



My Cultural Awareness Profile (myCAP[®])

www.nafsa.org/myCAP

Three Dimensions of myCAP[®]

Understanding cultural and global contexts

Curricular integration of cultural and global perspectives

Responsiveness to influence of culture on teaching and learning

Key Considerations Cultural & Global Learning

- **Developmental**
- **Transformative**
- **Takes Time**
- **Requires a Safe Environment**

**myCAP[®] provides a dispositional
window for programs and
candidates**

Points to Ponder with Partner

- **How do you help candidates in your program develop strategies to promote intercultural understanding in the classrooms where they student teach?**
- **Describe three ways you do or might integrate these strategies into your program.**

Sample Tools and Activities:

myCAP®

Home Culture projects

Friendship Partners

“Stranger Experience”

Global Learning Units



Points to Ponder with Partner

- **What topics in the school curriculum do you think lend themselves to developing instructional units that address topics that have global and local significance?**
- **Name three and describe how you do or might weave them into your program.**

5th Grade Social Studies Unit: Immigration



Kentucky's Learning Goals & Content Area Standards



Historical Perspective

Students understand, analyze and interpret historical events, conditions, trends, Issues to develop historical perspective.



Culture and Societies

Students observe, analyze, interpret human behaviors, social groups, institutions to better understand people and relationships among individuals and groups.



Sample Lesson Activities

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





Steerage Deck of the Immigrant Liner S.S. Pennland, 1893 (photo by Byron)
Source: Freedman, R. (1980). *Immigrant kids*. New York: Dutton.

Lesson Activity Sample:

Study the photo carefully.

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

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

Lesson Activity Sample:

Think about this:

Except for Native Americans, we all are from immigrant families.

How do you think the Native Americans felt about the immigrants?

Do you know your family story? Where is your family from? Share with your partner.

Example of “Exit Slip”:

Describe immigrant experience from an immigrant’s perspective.



Points to Ponder with Partner

- **How you do or would assess globally-competent teaching to include strategies to promote intercultural understanding and collaboratively address topics that are globally and locally significant?**
- **Suggest two ways to accomplish this goal.**

CAEP Standard 1:1 –
**“Candidates demonstrate an
understanding of the 10 *inTASC*
Standards.” (p. 1)**



Questions?

Exit Slip

- **What challenges are you facing or might face to integrate globally competent teaching into your program?**
- **How does what we shared today fit with your goals and interests?**



The network of people and resources involved in providing educational opportunities to a child can be truly global.

21st Century Skills: Learning for Life in Our Times (Trilling and Fadel, 2009)

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General Resources:

- AACTE: www.aacte.org/
- Asia Society: www.asiasociety.org/education
- EPSB KTIP: www.epsb.ky.gov/internships/ktip.asp
- Global Teacher Education group: www.globalteachereducation.org
- InTASC Global Lens: www.nafsa.org/GlobalPreparationLens
- Internationalization in Teacher Education TAG of AACTE: aacte.org/professional-development-and-events/tags/440-internationalization-of-teacher-education
- KACTE: www.kacteonline.org
- Longview Foundation: www.longviewfdn.org/what-were-learning/resources/teacher-educators/
- NAFSA Global Learning Resources: www.nafsa.org/IZNCurriculum
- NAFSA Global Learning Colloquia Series: www.nafsa.org/Colloquia
- My Cultural Awareness Profile (myCAP[®]) Suite of Resources: www.nafsa.org/myCAP
- Preparing Globally Competent Teachers (LinkedIn Group): www.linkedin.com/company/global-teacher-education
- #globaledchat

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- Global Competency for an Inclusive World (April 12, 2017): http://aacte.org/professional-development-and-events/webinars/eventdetail/93/-/-?rp_id=96
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http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Social_Studies.pdf
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- Organization for Economic Cooperation and Development: <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>
- Teacher Preparation for the Global Age, Longview Foundation. (2009). www.longviewfdn.org/index.php/download_file/force/10/
- USDE report (November, 2012) <https://www2.ed.gov/about/inits/ed/international/international-strategy-2012-16.pdf>