

**Summary Themes and Recommendations from Breakout Panel:
K-12 and International and Foreign Language Education:
Teacher Training and Resource Delivery Today**

Sara West Tully, Rapporteur, University of Wisconsin-Milwaukee

Overarching themes across panel's papers/recommendations emphasize the need for both programmatic and systemic change:

- Only by strengthening the international dimensions of teacher preparation programs will we better prepare teachers for the realities they'll encounter in today's multicultural classrooms, and better prepare students for the realities of today's world.
- Working through accreditation and certification structures to integrate global competencies into standards is an essential step toward strengthening the global dimensions of US K-12 education.
- Teacher preparation programs must allow time and opportunity to develop global competencies and global pedagogical knowledge.
- Today's language teachers require training in new pedagogies and new materials targeted to meeting heritage learners' specialized needs.
- Comprehensive approaches incorporating strategies to support preparation, ongoing professional development are key.
- Engaging partners and stakeholders – both on and beyond the campus – is essential for achieving systemic reform supporting global educators.
- A growing array of resources to support global educators' work is emerging, yet effective utilization is limited by deficiencies in pedagogical training and the piecemeal nature of these efforts.

Recommendations

1. **Make the case for global competence in teacher preparation:** Today's multicultural, language-rich classrooms present opportunities for strengthening global learning and advanced language competence, and challenges to teachers who are not prepared to make the most of these opportunities.
 - Create bipartisan state- and national-level coalitions to support integrating global competence and language study into both K-12 education and teacher preparation.
 - Build structures that support the recruitment, retention, and preparation of teachers to work in today's classrooms.
 - Build solutions to integrate heritage language speakers into larger roles in education settings and the local community.
2. **Focus on key elements of an internationalized teacher preparation program:** A review of successful programs shows that comprehensive approaches are key but typically include common, proven strategies.
 - Integrate global perspectives into general education and professional education coursework through targeted hiring, incentives, and professional development/networking opportunities.

- Partnerships (on campus and beyond) expand impact and foster economies of scale.
- Create student teaching placements in classrooms that provide rich intercultural learning environments.
 - Develop teacher mentors to serve as global educator placements.
- Consider models outside teacher education to develop new resources to support professional development and network building.

3. **Use technology as a tool and a resource – but ground it in sound pedagogy:**

Technology is being used in myriad ways to foster global competence and can be a powerful tool for teachers, but they need solid training to use it well for a range of purposes.

- Encourage local resource development while also taking advantage of excellent general resources being created elsewhere.
- Teach teachers and students how to create digital resources for themselves and others to transform them from consumers to creators of content.
- Use technology and make the resources open source and fully adaptable to other educational settings.
- Encourage incentives to be embedded in new programs whenever possible (e.g. college credit, professional development hours toward maintaining licensure).

4. **Integrate international experiences and language study into teacher education:**

Student teaching abroad builds solid global competency skills. Language study connects these experiences to prospective teachers' emerging teaching practice and cultivates global skills.

Facilitate at least one in-depth cross-cultural experience for every pre-service teacher.

- Promote study or student teaching abroad, or promote service-learning or student teaching in a multicultural community in the US.
- Offer creative financial support.
- Provide orientation, supervision, and debriefing to tie the experiences to prospective teachers' emerging teaching practice.
- Expand number of international students studying in college of education by creating relevant programs.
- Recruit internationally-minded students and faculty to teacher education through financial and other incentives.

Modernize and expand language programs for all teachers.

- Prepare more teachers to teach LCTLs and Heritage Languages so that entire programs are not endangered by staff turnover.
- Update language education pedagogy based on current research and best practice.
- Require language study within the context of revised licensure coursework requirements.
- Integrate language requirements into admissions criteria.
- Work with State Boards of Education, Chief State School Officers, and other licensure authorities to update and streamline requirements for teacher certification to allow for more flexibility in course-taking around language acquisition and building cultural perspectives.

5. **Strengthen heritage language instruction to build national capacity in critical languages:**
 - Make preparing heritage language teachers an integral part of language teacher preparation and in-service professional development programs.
 - Modify language teacher preparation program curricula to include pedagogies targeted at heritage learner and mixed learner classes.
 - Develop specialized teaching materials to support heritage language learning.
 - Take advantage of community resources.
 - Create professional networks and resources to support teachers and learners of these languages.

6. **Promote systemic change:** To change K-12 education, focus on the standards, which drive curricula, assessments of students and teachers, and resource allocation.
 - Look to standards and aligned assessments for systemic change in K-12 teacher preparation.
 - Embed global competencies into teacher evaluation standards.
 - Program accreditation requirements must address standards, too.
 - Develop integrated, comprehensive models that attend to both global proficiency and global pedagogical proficiency
 - Find ways to give pre-service teachers more flexibility in their coursework to study abroad and to study languages, geography, art, music, and other coursework they can use to engage children in rich learning environments.
 - Support strong institutional efforts, and be willing to make the hard decisions to close those that are dysfunctional.
 - Engage more diverse policy leaders in the effort to address larger policy concerns relating to the profession, using a collective approach to achieve more than piecemeal change.
 - Connect with charter school organizations to broaden influence of global educator professional standards.

7. **Foster partnerships to deepen and expand internationalization efforts:** Work with partners and stakeholders, including:
 - Campus partners
 - Colleges of education
 - Local, state, and national educational institutions, systems, agencies, and associations
 - International institutions
 - Charter School organizations
 - Parents
 - Businesses
 - Non-profits
 - Multi-partner initiatives to strengthen teacher education
 - Title VI centers