

K-16 and IFLE: Teacher Development and Resource Delivery Today

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Introduction

The past two decades have seen considerable efforts on university campuses in the United States to internationalize their programs and curricula in order to produce students who are globally competent. Many colleges and schools of education are also working to internationalize, but teacher preparation programs make their efforts unique because a teacher with a global perspective has the potential to impact generations of future Americans through their classrooms.

Institutions across the country are committing to internationalization as a campus-wide goal. The Center for Global Engagement (CIGE) at the American Council on Education (ACE) is a leader in defining and articulating campus internationalization. In a recent report assessing internationalization at more than 1,000 American campuses, CIGE reported that 51% of institutions refer to international/global education or internationalization in their mission statements, and 52% cite internationalization in their top five strategic goals. Twenty-six percent have campus-wide internationalizations plans, and 41% have task forces addressing internationalization. Despite the articulated institutional commitment, however, the report notes that “the data indicate that this reality is complex, with advancements in some areas, a notable lack of progress in others, and substantial variation by institutional sector.”¹ This research indicates that not every discipline embraces internationalization and, in fact, many teacher education programs place internationalization of their coursework and faculty practice as a lower priority in their programs, despite larger efforts in the United States. This is not comprehensively

true – many other teacher education programs are deeply committed to ensuring their students graduate with global understanding and more and more programs are following their lead.

Almost a decade ago, Ann Imlah Schneider interviewed deans and faculty in nearly 400 teacher education programs and found that education, specifically teacher preparation, tends to be one of the sectors less willing to embrace internationalization goals. She noted, “Despite significant attention to internationalization in higher education in recent years, teacher training programs are often among the least internationalized programs on American college and university campuses.”²

Trends in the past decade indicate that the priorities of the new generation of teacher educators are changing. Established membership organizations like AACTE have committed resources to supporting topical action groups around internationalizing teacher education. Nearly 50 campuses and member associations have been funded by the Longview Foundation for Education in World Affairs and International Understanding (Longview Foundation) to internationalize campuses individually and collectively and to build internationalization activities, resources, and strategies. Strong leadership in internationalization in colleges of education have led more programs to take up this charge and build partnerships, programs, and efforts that are influential and producing teacher candidates prepared for the rigors of today’s classrooms. This progress is a positive step, but it is not enough to meet the demand to prepare today’s students for their future.

At the same time, today’s students and student teachers are vastly more digitally connected, more globally savvy, and more likely to engage in complex networks of friends and colleagues without geographic boundaries.

This paper first makes the case for global competence, identifies and discusses key elements in an internationalized teacher preparation program, examines effective partnerships both with Title VI Centers and beyond, and identifies areas for policy application.

The Demand for Global Competence in the United States: A Case for Internationalizing Teacher Education

The Longview Foundation and the Asia Society recently collaborated with SAS Statistical Software Company in Cary, North Carolina to address the question: Why do we need to prepare our more-diverse-than-ever U.S. student population for global competence and 21st Century skills, and what are the data indicators we need to represent this? Together they created an interactive online resource, Mapping the Nation,³ with almost 1,000,000 data points making the case for why global competence matters for people (demographics), local, state, and nation economies (economics), and students everywhere in the U.S. (education). The data validated the assumption that there are myriad ways in which this country is globally connected in urban, suburban, and rural counties.

Demographic changes illustrate that there are 40 million Americans who are foreign-born – more than in any other time in our history. There is a correlating increase in numbers of languages spoken within our borders. Some surprising demographic statistics exist, too:

- Adams County, Washington, has the same percentage of people speaking a language other than English at home as has Dallas, Texas.
- Hudson County, New Jersey, has a higher percentage of foreign-born population than has Los Angeles, California.

According to a 2012 report from the U.S. Census Bureau,⁴ nearly 70% of the population was non-minority in 2000, but that number is projected to shrink to 45% by 2050. Data from the National Center for Education Statistics (NCES)⁵ illustrate that these projections are becoming a reality. In 2008, 67% percent of students in Washington, DC were minority children – primarily African-American. More than 50% of students in school systems in California, Hawaii, New Mexico, and Texas were Hispanic and Asian. In the same year, more than 20% of students in the United States spoke a language other than English at home, and 5% of these reported difficulty with speaking English. Diversity, some of which can be attributed to migration, is changing the demographic fabric of our communities, bringing us into daily contact with people from different cultures and countries.

These data from MappingtheNation.net and Census underscore that the United States is rich in human capital – a strength we should continue to leverage and build upon since languages and cultural understanding can help to fuel the global economy and build greater understanding among people. Research will be presented during the panel that shows that an area for growth specifically within education is the integration of heritage language speakers as greater language resources within schools and communities.

Utah County is the second largest county in the state of Utah. The county's approach to education at both the elementary and secondary level demonstrates an understanding that languages are a critical element in preparing students for the globally oriented workforce. There are higher numbers of postsecondary language enrollment within this county as would be expected. The statistics beyond the 11,000-plus students studying a variety of languages – Arabic, Korean, Persian, Tagalog, and Russian, to name a few – tell a far more compelling story.

Utah County exports an estimated \$1.2 billion in goods and services, with almost 2,300 jobs in the county directly related to services exports and more than 14,000 related to goods exports. Almost 60,000 residents – about 12% – speak a language other than English in the home, with Korean, Chinese, and Spanish being the most common.

Utah understands the power and value of second language fluency and underwent a massive bipartisan effort in the past five years to build their immersion programs. What began in 2008 with 20 programs has now grown to 98 programs in 100 schools with 20,000 students spending at least half of their day learning subject content in another language. The five languages identified for Utah's future were Spanish, German, Portuguese, Mandarin, and French. Clearly, there are huge implications for teacher preparation, recruitment, and professional development when there is the demand for fluency at this scale. Their goal is to have students pass the AP exam in the language of study by their sophomore year of high school, enabling students to obtain college-level credit for language study in their junior and senior year of high school. An initiative of this magnitude requires strategic development of the teacher force and the state of Utah is partnering with six universities to do that. They are also recruiting native language speakers with teaching credentials to their classrooms as well.

Utah is not an especially wealthy state, and it doesn't have a significant foreign-born population lobbying for heritage language instruction; rather, state leaders, education advocates, parents, and teachers all grasped the flat world implications and worked to apply a policy solution sooner and more comprehensively than has the rest of the United States. Now Utah is working to mentor other states attempting their own language learning revolutions. With another language comes cultural understanding, the ability work across teams, and experience in life, career, and technology skills critical to success in today's world. Utah is not the only state to

consider the value of languages – Washington became the latest state (joining Wisconsin and others) to establish a seal of bi-literacy, with the governor signing legislation in March 2014 “to recognize high school students who have attained a high level of proficiency in speaking, reading, and writing another language.”⁶

The United States government also understands the importance of developing global competence in our schools and is strategically working to address this growing need. In its first-ever international education strategy, the U.S. Department of Education⁷ recognized four major objectives intended to strengthen education in this country and to advance international priorities to enhance diplomacy and engagement outside the U.S. The first goal of the strategy is to “increase the global competencies of all U.S. students, including those from traditionally disadvantaged groups.”⁸

In looking toward the future, a stark realization is that Americans are entering a workforce that is globalizing at a rapid pace, taking us outside of our boundaries. In 2009, nearly 22% of jobs in the United States were tied to international trade,⁹ illustrating that the economy is highly interconnected with the rest of the world. Employers in business, government, community, and non-profit organizations recognize that it is foolhardy, if not impossible, to work in isolation from the rest of the world, and they take this into consideration in their hiring practices.

In “Becoming Citizens of the World,”¹⁰ Vivien Stewart, former vice president for education at the Asia Society and Longview Foundation board member, outlines the importance of creating more globally competent citizens: “Every major issue that people face – from environmental degradation and global warming, to pandemic diseases, to energy and water shortages, to terrorism and weapons proliferation – has an international dimension. Solving these

problems will require international cooperation among governments, professional organizations, and corporations. Also, as the line between domestic and international affairs blurs, U.S. citizens will increasingly vote and act on issues – such as alternative energy sources or security measures linked to terrorism – that require a greater knowledge of the world.”

Policy Considerations/Recommendations

- Create bipartisan coalitions at state and national levels to support integrating global competence and language study into both K-12 and teacher preparation.
- Build structures that support the recruitment, retention, and preparation of teachers to work in these language-rich classrooms.
- Collectively build solutions to integrate heritage language speakers into larger roles in education settings and the local community.

Global Competence in the Context of Teacher Education

The Asia Society Partnership for Global Learning and the Council of Chief State School Officers (CCSSO) are leaders in articulating the meaning of global competence and how the associated skills can be nurtured and developed by teachers. The two organizations partnered and commissioned a task force that met for a year to develop a better understanding of what global competence looks like when demonstrated by students in their classrooms. They define a globally competent student as one who can: (1) investigate the world, (2) recognize their own perspectives and that of others, (3) communicate effectively with diverse audiences, and (4) take action on global issues.¹¹

The U.S. Department of Education identifies understanding and appreciating different points of view, religious beliefs, and cultures as elements of global competence. A recent report on the importance of developing these skills in school maintains that students from all levels – early elementary to postsecondary – “gain this knowledge by studying the arts, civics, geography, history, and foreign languages.”¹²

The U.S. Department of Education has modified and adopted the work of the Asia Society and CCSSO¹³ to provide specifics related to curricular and programmatic internationalization, including specifics for teacher preparation. The agency concludes that global competence is best seen as an integrated outlook on the world – not a collection of independent skills. An internationalized teacher education program produces teachers and learners who demonstrate global competence through awareness and curiosity about how the world works – informed by disciplinary and interdisciplinary insights.

In its 2008 report on internationalizing teacher preparation,¹⁴ the Longview Foundation contends that a globally competent teacher is one who possesses the competencies, attitudes, and habits of mind necessary for successful cross-cultural engagement at home and abroad. Longview identifies fundamental characteristics of globally competent teachers, arguing that those educators who experience an Internationalized Teacher Education program demonstrate the following characteristics and guide their students to do the same:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. Recognize perspectives, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.

3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

Elements of an Internationalized Teacher Education Program

Infusing international and global dimensions into curricular design and programming greatly enhances teacher education programs. The definitions of an internationalized teacher education program can vary, but several scholars have developed research and literature to help to advance understanding of what these programs look like and how they operate. Jane Knight defines internationalization of university general education courses as “the process of integrating an international, intercultural, or global dimensions into the purpose, functions, or delivery of post-secondary education.”¹⁵ This definition, whether applied to university-wide curriculum or specifically to teacher education, emphasizes the importance of *integration*. Internationalization of teacher education is not an add-on, a frill, or an extra. It is not a priority, competing against other educational outcomes. It is integral to the fabric of a program and produces teachers who are globally competent and who can help their students to learn to be globally competent. It supports and enhances student achievement across all content areas, at all levels.¹⁶

Merry Merryfield, a retired social studies education faculty member at the Ohio State University, was a pioneer in providing global perspectives in teacher education. She identifies four elements of internationalization that provide a framework for “infusing global perspectives into ongoing teacher education programs.”¹⁷ Those elements include (1) Conceptualization – outlining a conceptual framework relevant to a specific department or program; (2) Acquiring

Global Content – determining what teachers need to know and how they will obtain the knowledge, including the courses they will be required to take; (3) Cross-Cultural Experiences – providing opportunities for student to interact with individuals of different cultural backgrounds, both at home and abroad; and (4) Pedagogy for Global Perspectives – modeling global pedagogy so future teachers understand how to apply their learning to their classrooms.

NAFSA: The Association for International Educators advocates for building global competence in teacher candidates. It offers webinars and a colloquium on internationalizing teacher preparation in conjunction with its annual conference. According to Kerstin Sorensen, associate director of internationalization services at NAFSA, through this work, the organization has determined that internationalized teacher preparation programs share the following components:

- Global vision and culture
- Internationally-oriented educators
- Curriculum and instruction that integrates international content
- Foreign language proficiency
- Expanded intercultural experiences¹⁸

These components offer valuable insights into what internationalization looks like when it trickles down to teacher education programs.

The Longview Foundation provides a closer look at the elements to consider when internationalizing teacher preparation programs. Teacher preparation programs that have been comprehensively internationalized ensure that the following actions occur:

1. General education coursework helps each prospective teacher to develop deep knowledge of at least one world region, culture, or global issue, and facility in one language in addition to English.
2. Professional education courses teach the pedagogical skills to enable future teachers to teach the global dimensions of their subject matter.
3. Field experiences for faculty and students support the development of pre-service teachers' global perspectives and contribute the broader research base of the aligned strategic plan.
4. More teachers are prepared to teach less commonly taught languages and language education pedagogy is updated based on current research and best practice.
5. There are incentives, not barriers, to faculty at all levels engaging in this work.
6. Programs and courses are creating and utilizing formative and summative assessments to evaluate the effectiveness of new strategies in developing the global competence of prospective teachers.¹⁹

In addition, the following elements have been identified as critical to comprehensive, sustainable internationalization for today's teacher education programs:

1. Technology is integrated into the student experience to enhance instructional practice and to facilitate connections to the world.
2. Prerequisites for language study are in place and opportunities to build further proficiency and language application exist during students' course of study.
3. Key partnerships locally, regionally, and nationally exist and larger reform initiatives tie back to campus and college's strategic plans.
4. All work aligns to the global aspects of the college and campus strategic vision.

While these definitions and conceptualizations offer insight, it is difficult to truly understand an internationalized teacher preparation program without experiencing one on the ground. The University of San Diego (USD) is one strong example. As a private school, the dean and faculty at USD give great thought to presenting themselves in a strategic manner when formulating their program. The tuition commitment alone is a significant investment for any aspiring educator, and the university has been positioning itself to ensure the student experience is worth it. One area where USD differentiates itself is the integration of international perspectives into all stages of the program. Another factor that sets USD apart from its counterparts is its rich history as a Jesuit institution. Because the Jesuits have been dispersed around the world for centuries, USD has established relationships globally and does not need to encourage its leadership to integrate international perspectives into the institution. Finally, the geography of USD has an important impact on the university's ability to make international experiences completely accessible during student learning. Other campuses and programs can learn from and how USD has used these advantages to transform its program and can apply these lessons in their own colleges of education. Global Teacher Education (GTE) offers six other examples of schools and colleges of education effectively working to internationalize.²⁰

General Education Coursework

General education coursework requirements provide institutions the opportunity to infuse all graduates with global perspectives by requiring that some of the coursework have an international or global focus. As stated earlier, more than half of the institutions in the United States cite international or global objectives as part of their strategic plans.²¹ This often leads to a global requirement as part of the university's general education plan. Colleges of education,

unfortunately, do not always leverage these requirements or integrate them into their own missions. One exception is the Miami University in Ohio. The university requires all students to follow the Global Miami Plan, which identifies five major areas of study for all students. Global Perspectives, one of the five areas, requires that all students take nine hours of approved global courses, “specially designed to have a global perspective and help students develop the ability to communicate and act respectfully across linguistic and cultural differences,”²² or complete six hours of credit through university-approved study abroad programs. Carine Feyten, the dean of the College of Education, Health, and Society, embraced the Global Miami Plan and forged partnerships across campus and abroad to provide courses and study abroad opportunities relevant to majors in her college that provide global perspectives within the context of education as a career.²³

Students majoring in education, like their peers in other disciplines, are required to fulfill general education requirements in order to graduate. Teacher education programs face a unique challenge because often those courses reside outside of the college of education. In the *Handbook of Research in Teacher Education*, A. Lin Goodwin and Celia Oyler note, “[H]istorically, general education requirements or ‘academic’ courses consume the majority of credits (as much as 75%) required for elementary or secondary teacher certification, and reform in university-based teacher preparation curricula over the past 50 years has consistently resulted in more academic courses and fewer education courses ... and these academic courses are offered by Arts and Sciences faculty, not those in teacher education.”²⁴ Deans and faculty in colleges of education have the responsibility to collaborate with their peers in other departments and to seek out those who are effectively providing their students the opportunity to learn global

competency skills. They also have the responsibility to consider how campus core education requirements can be developed within their own college, like at Miami University.

Professional Education Courses

Social studies and language methods tend to be the natural home for courses that provide global perspectives in teacher education, but faculty can infuse courses in any discipline with international perspectives. Myriad resources and strategies exist for internationalizing the higher education curriculum, many of which can be applied to teacher preparation courses.

The SUNY Global Workforce Project (GWP), for example, provides comprehensive resources for internationalizing undergraduate courses, including a faculty professional development program and a 10-module globalization curriculum called Globalization 101.²⁵ Each of the curricular modules focuses on a different theme – such as Global Health and Gender and Globalization – that can be incorporated into any course. The modules were developed in partnership with more than 50 faculty on two SUNY campuses. The GWP also offers an annual conference on internationalizing undergraduate curriculum, open to all disciplines. The Center for Global and International Engagement (CIGE) offers an “Internationalization Toolkit,” that provides both general and discipline specific examples of how faculty may provide global perspectives in their courses.²⁶

Teacher education is unique in that its ultimate goal is to prepare educators for classrooms. Therefore, some of the strategies and resources used to provide opportunities for global interactions and learning in K-12 classrooms also act as resources for teacher education programs. There is a wealth of resources available to help teachers to bring the world into their classrooms, including tools to sort and reference these resources. Outreach World, for instance,

brings together work from various National Resource Centers in the United States to provide on one website resources and supporting documentation for providing global perspectives in today's classrooms (including background information and lesson plans). The site allows users to filter by grade level, topic, region, and several other variables.²⁷

In addition to publications and websites, in-service teachers of all subject areas come together to share how they are internationalizing their classrooms. The Asia Society's "Partnership for Global Learning" annual conference brings together both policymakers and practitioners concerned with developing globally competent learners, ready for the 21st century.²⁸ The Asia Society also works with a group of public and charter schools called the International Studies School Network (ISSN) to produce globally competent graduates. The ISSN schools are models for teacher education programs as examples of schools successfully internationalizing every subject within their curricula.²⁹

Select pre-service programs have begun to globalize their instructional methods courses systematically through collaborative efforts with support from administrators. Kent State University (KSU) led a three-campus consortium between KSU, the University of Akron, and Miami University of Ohio to support Global Learning Scholars – a group of faculty working to internationalize their courses. Faculty in all methods areas applied for small grants and participated in collaborative sessions. The results of the scholars' efforts are available on Teacher Education Goes Global – a website rich with resources on internationalization and examples of activities and syllabi of participating faculty.³⁰

Other campuses have recently started similar efforts. Faculty, instructors, and graduate students from the colleges of education at George Mason University and American University partnered to create the Global Education for Teachers (GET) Collaborative to internationalize

methods courses through collaborative groups, established by interest area, with the support of presentations, a virtual book club, and blog.³¹ Additionally, individual faculty (often working in isolation) work to integrate global perspectives into their teaching and learning practices in methods courses.³² In spite of significant resources in a few places, there are too few examples of systematic efforts to internationalize instructional methods courses for pre-service teachers. In this instance, it is worth looking at innovative practices within other areas of education professional development. World Savvy and Teachers' College are collaborating to create an online Global Competence Certificate³³ program for in-service teachers to apply toward their graduate studies. Courses are attended virtually and are organized around a Think/Learn/Do model. Every student will participate in a field placement prior to completion. The model is asynchronous and highly adaptable to teacher's interests. A similar model could be developed and offered to faculty at universities around the country as well.

Policy Considerations/Recommendations

- Integrating global perspectives into general education coursework and subject-specific coursework doesn't magically happen. Hire the right people, offer incentives, and regularly give them the opportunity to interact with peers and to improve their course offerings.
- Determine if there are partnerships or economies of scale – both internally and externally – that can be achieved by working with universities with a similar culture or mission or in the same geographic region.
- Student teaching placement matters – find classroom placements that are rich learning environments that allow children and their teachers to interact with the world.

- Consider models outside teacher education to develop new resources to support professional development and network building within colleges and schools of education

The Role of Technology in Developing Pre-Service Teachers' Global Competence

Technology not only plays an important role in supporting internationalization in colleges of education, it is solid practice in general. Technological tools have the power to bring the world to future teachers and to connect them with pre- and in-service educators around the world, especially for campuses with limited resources to travel abroad. A handful of campuses are pioneering efforts and embracing all that technology has to offer. The aforementioned work of Kent State University, Miami University Ohio, and the University of Akron, for instance, resulted in Teacher Education Goes Global,³⁴ a free online resource of internationalized coursework from professors at each institution cutting across all major disciplines. While some promising trends have emerged among universities and nonprofit organizations to integrate technology as a holistic approach to the internationalization of teacher preparation, there is still much to be done to encourage use of existing tools to forge global partnerships or to introduce international perspectives.

One recent technology trend is specialized social media platforms, intended to develop online communities of practice around specific interest areas, and the education sector is joining the wave. GTE³⁵ – a nonprofit with a mission of developing globally competent teachers by supporting internationalization of teacher preparation in the United States – maintains a website and online community. The site includes interactive features such as private discussion forums for deans and professors, document sharing, and a member directory with messaging system. American Field Services (AFS) is also developing a social media platform to support study

abroad and language learning. Other member-based organizations, such as NAFSA and the American Association of Colleges for Teacher Education (AACTE), have featured discussion forums to encourage member collaboration and information sharing, including an Internationalizing Teaching, Learning, and Curriculum Network at NAFSA and a Topical Action Group through GTE at AACTE³⁶ (mentioned in the introduction and described at length below).

Some campuses are also using technology in innovative ways to develop global competency in their teacher candidates. The aforementioned consortia of teacher educators internationalizing courses use blogs, conference calls, and web-based tools to facilitate collaboration across multiple campuses.³⁷ Other efforts of note include Worlds of Words (WOW), developed and maintained by Kathy Short, a teacher educator at the University of Arizona. WOW is an online journal embedded within an interactive website, which includes searchable lesson plans and features children's literature from around the world, making it accessible to both pre- and in-service educators.

Technology has great potential, but it is not without challenges. Teacher educators and their students need to be provided the necessary training to effectively utilize these tools. They may not always realize they need this training, however. Jason Harshman, a social studies educator who has used many technological tools – including Skype and Tumblr – to connect his teacher candidates with global content and to educators around the world, notes, “pre-service teachers are good consumers of technology but they are not effective producers of technology.” He argues that they need adequate training and practice in order to use them effectively to promote global learning.³⁸

The Globalizing Teacher Education³⁹ website is a project of the Department of Learning and Teaching in the School of Leadership and Education Studies (SOLES) at the University of

San Diego. The site uses a familiar type of technology, but in an innovative way – it features a series of video case studies that are designed to encourage conversation among teachers, aspiring teachers, and teacher educators about the role of global education in K-12 classrooms. The videos provide a record of examples of internationalized coursework in all subjects across the K-12 spectrum. Some of the examples are excellent while others demonstrate some room for growth. There are additional videos about what it means to be globally competent, and USD urges viewers to consider their own definition of global competence.

Social media increasingly plays a role in internationalizing teacher education. Most universities have a strong social media presence, and equal numbers of schools of education do the same. Individual departments and specialized programs also use common platforms such as Facebook and Twitter to attract students, share events and updates, and highlight program accomplishments. Specific to international efforts, some campuses stand out. Michigan State University hosts a Global Educators Cohort Program – a two-year internationally focused certificate program for pre-service teachers – GECP encompasses the entire 5-year teacher preparation program. The program effectively uses multiple platforms such as Twitter, Flickr, Pinterest, Facebook, and YouTube to feature student accomplishments, connect participants and stakeholders, share events, and educate students on global issues.⁴⁰ Many deans in programs recognized for their internationalization efforts use social media, as does Paula Cordeiro from USD,⁴¹ who maintains a Twitter account and regularly tweets on her international initiatives.⁴² Blogs are becoming more common among deans and often serve as platforms for sharing internationalization efforts.⁴³

Technology and In-Service Teachers

Teachers are connecting to the world through their classrooms in a manner that is supportive to standards, content acquisition, and the personality of the teacher and classroom. Many teachers are using traditional social networking sites, but, beyond the utilization of technology, some teachers are requiring students to create technological solutions to build their learning communities. Allan November of November Learning continues to highlight the work of great teachers through case studies and the sharing of ideas through his website.⁴⁴ The New York Times in Education, Skype in the Classroom, and Google Cultural Institute are a few examples of major companies that have made significant resources available for teachers. Other organizations like National Geographic and Pulitzer Center on Crisis Reporting have been building accompanying educational resources for years.

Still other non-profits focus on specific areas of service. iEARN connects classrooms around the world through a project-based learning approach. EPals brings teacher and students in the United States together with classes across the globe in a modern-day pen pal relationship. World Savvy and Primary Source provide both in-person and virtual professional development for today's busy teachers. Both organizations are offering a range of global competency coursework that can be applied to master's degrees.

The state of Utah is also offering online professional development for teachers around building their global understanding and 21st century skills. The eight-week online course addresses connections to the Common Core, mastering multiple perspectives, teaching controversial topics, economics, religion, and more. This course also counts for professional development hours and has been very popular among the online course offerings within the catalogue. Utah made this resource open source, so other states could access the course outline

and create their own model for an online professional development course focused on global understanding for in-service teachers.

Policy Recommendations/Implications

- Encourage local resource development, while taking full advantage of the excellent general resources being created to connect educators to the world.
- Teach teachers and students how to create digital resources for themselves and others to transform them from consumers to creators of content.
- As much possible, utilize technology and make the resources open source and fully adaptable to other educational settings.
- Encourage incentives to be embedded in new programs whenever possible, such as college credit and professional development hours toward maintaining licensure.

Intercultural Learning: Integrating International Experiences and Language Study into Teacher Education

Teacher preparation programs have opportunities to provide international and intercultural learning experiences for their candidates. Student teaching abroad, for example, is often recognized as a concrete strategy for internationalization of teacher preparation. These experiences are easily quantifiable, provide clear research opportunities, and give pre-service teachers the opportunity to develop global competency skills abroad in a setting directly related to their career goals. It is also one of most heavily researched internationalization strategies.⁴⁵ This research reveals that pre-service teachers develop solid global competency skills as a result of their participation in these programs. Global Teacher Education recently conducted an

extensive research project on international field experiences. The research included survey findings that revealed that more than 120 campuses provide international student teaching opportunities, either through individual campuses or third-party providers.

In addition to overseas student teaching, colleges of education should incorporate flexibility into their programs to encourage pre-service teachers to go abroad. Crafting opportunities to study abroad or even teach abroad specifically tailored to education majors provides a fundamental opportunity to compare the education model within the United States with others. The teaching abroad is ideal because those experiences usually provide future educators extended exposure to schools and educational models abroad, and they offer clear connections to their educational experiences – a benefit that helps to justify the expense. Several campuses provide such opportunities, such as the University of Maine, Elon University, and Michigan State.⁴⁶

International field experiences are an effective approach for colleges of education to offer pre-service teachers the exposure to additional languages. Unfortunately, few of these programs integrate language learning. Language learning is often treated as an add-in, or avoided all together, by placing pre-service teachers in international schools where they can teach in English, with English teachers, in classrooms where they can teach subject matter in English, or in English speaking countries. One notable and innovative exception is Bridge, which has so far partnered with two colleges of education to provide student teaching internships in Latin America that include an intensive Spanish language component, complete with one-on-one tutoring.⁴⁷

Providing pre-service teachers the opportunity to study another language (both in-country and abroad) is another means to connect these experiences to prospective teachers' emerging

teaching practice and will further cultivate global skills, including intercultural communication. The overall state of foreign language study in higher education in this country is discouraging and access to relevant language coursework is particularly challenging for students within education programs. Fewer than 40% of higher education institutions require foreign language study to graduate. In education, 70% of elementary education programs have no foreign language requirement, and 90% do not require foreign language study for certification.⁴⁸

Some colleges of education are raising the bar, illustrating that language study and teacher education are not mutually exclusive. The SOLES program requires all teacher education students to achieve third semester competency in one of nine languages.⁴⁹ Some colleges have strong program entry requirements for foreign language study – an example of this is UNC Charlotte where the requirement is three years of language study prior to admission into the College of Education. Access and coursework incorporating language learning for instructional practice is a particularly challenging issue due to the rigid course requirements for education licensure and realistic expectations for student load within any semester.

Given the fact that many teachers are entering classrooms with some or many students not having English as their first language and wanting to ensure their new teachers are prepared to facilitate learning for all students, some deans are taking creative approaches to address this issue. Leslie Fenwick, dean of the College of Education at Howard University, is initiating a Spanish certification program geared toward education majors and with plans to expand to Arabic in the future. The intensive summer program is open to any teacher education student.⁵⁰ Carine Feyten, dean of the College of Education, Health, and Society at Miami University, offers all students and faculty within the college the opportunity to study any of a dozen languages online through a third-party provider. These are creative leaders looking for solutions to the

challenging and complex issues surrounding course overload, student teacher placements, and licensure requirements that are entrenched in a historically cumbersome model of teacher certification. Michigan State University is another institution that has developed a model of globally minded teaching as a specific track within the College of Education. Students selecting the Global Educators Cohort program travel abroad and are strongly encouraged to continue language study as a part of their elective coursework.

Global perspectives must also be considered in domestic student teaching placements. The leadership in the College of Education at USD, for example, realized that if all of the learning around an internationalized classroom happened in a conceptual manner, the chance of truly impacting a teaching career was significantly diminished. They determined to place their teacher candidates in classrooms and buildings where there was a commitment to the idea of global competence and where there would be living, breathing professionals integrating understanding the world into their own classrooms in a regular manner.⁵¹

In addition to international and language study, colleges of education can recruit students with a broader global perspective. Recent research suggests that American students gain global competency skills as a result of interacting with international students, more so than their peers who do not;⁵² however, international students rarely study education (especially when compared to other disciplines) and educator majors have minimal interaction with these students.⁵³ Colleges of education can intentionally seek out students with intercultural experience. The American Council on Education reports that 61% of incoming students to higher education have traveled to another country, and 51% have family in another country⁵⁴ – these students need to be attracted to teacher education programs by offering them scholarships and by training advisors to identify these students and get them interested in teaching as a profession. Intercultural learning

can take many forms – both at the institution and abroad – and it is up to administrators to provide these opportunities to enrich the learning environment for their students.

Faculty with international perspectives cannot be underestimated. The University of San Diego, for example, sees its faculty as one to differentiate and truly reflect global perspectives. Faculty are asked outright during the interview process how they will contribute to the efforts within SOLES. The school also recruits from around the world, and the administration favorably considers language fluency and significant time abroad in its hiring criteria. As with most campuses, USD faculty submit their peer-reviewed research in accordance with their tenure requirements. Unlike most campuses, however, the dean gives financial rewards in amounts reflective of the prestige of the publication. Faculty can use the incentive in any way they choose, and many of them use it to support their travel and research projects abroad.⁵⁵ Peer reviewed international journals, books, and conferences receive support equal to domestic opportunities, and faculty are encouraged to build their CVs with research studies and article placements in international journals and conferences. The international nature of the faculty's research over time impacts course syllabi, descriptions, and assignments. Other campuses have offered financial or other incentives to faculty for international work, including the Global Awareness in Teacher Education (GATE) Fellows program at the University of Maryland⁵⁶ and internationalization grants for faculty at Indiana University.⁵⁷

Policy Recommendations/Implications

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

- Promote study or student teaching in another country, or promote service-learning or student teaching in a multicultural community in the United States.

- Offer creative financial support for such experiences.
- Provide appropriate orientation, supervision, and debriefing to tie these experiences to prospective teachers' emerging teaching practice.
- Learn from other disciplines, and encourage more international students to study in colleges 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 less commonly taught languages.
- 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 criteria for admission.
- 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.

Key Partnerships & Initiatives - Title VI Centers, U.S. Department of State, U.S.

Department of Education

Partnerships that promote internationalization within the community at large domestically or with colleges around the world can present colleges of education with many challenges. The benefits of such activity, however, can far surpass the effort when it comes to building deep relationships in the interest of internationalizing teacher education. Campus partnerships can be

instrumental in building programs that are internationalized and represent the extension of relationships that have historically existed between colleges and their communities for decades. These partnerships take on many forms – between colleges of education, between institutions of higher education and nonprofits, through associations, and into the K-12 space.

Partnerships between multiple colleges of education, both formal and informal, provide myriad benefits. Because teacher licensure programs face unique challenges regarding state certification requirements and assessment standards, sharing across institutions is quite beneficial. These partnerships, however, require well-defined roles, respect for deadlines, agreement on a common approach for assigning workload, and often formal agreements such as memoranda of understanding. When it is done well, the learning shared across institutions can be significant. Below are examples of effective multi-institutional partnerships in this country:

- The Teacher Education Goes Global project (mentioned earlier) includes a Global Learning Scholars program for faculty to internationalize courses, and it created a template for a global education certificate.
- To internationalize New Jersey teacher education programs, Rutgers University is leading an institutional collaboration to create a model for networking, professional development, curriculum design, and diffusion of international and global content and connections with multiple institutions.
- In North Carolina, the University Council on International Programs (UCIP) and Council of Education Deans have brought together deans and faculty from nearly 20 institutions to create working groups to support internationalization of courses, provide more international opportunities, use technology for intercultural learning, and increase local immersion.⁵⁸ The group works to provide practical experiences and facilitate research on

the effects of international experiences on teacher candidates. This group is also working with the Department of Public Instruction in North Carolina to ensure global competence is embedded in pre-service programs and in-service teacher evaluations within the state. Together over the course of a year, the group is exploring teaching as it relates to economic competitiveness for the state.⁵⁹

- In 2013, AACTE introduced a new initiative – Topical Action Groups, which function similarly to special interest groups. GTE and the Longview Foundation facilitated the application and creation of a new group focused on internationalizing teacher education that includes more than 70 members from nearly 60 institutions. The group met for the first time at the 2014 AACTE Annual Meeting and is working to facilitate collaborative research to advance the study of the effects of internationalization on teacher preparation.⁶⁰
- Thirteen institutions across the country created the Consortium of Overseas Student Teaching (COST) to pool their resources and expertise to better provide overseas student teaching opportunities to their students.⁶¹
- GTE and Longview feature webinars that bring together teacher educators to share best practices.⁶²

Colleges of education also look to nonprofit organizations outside of higher education to establish partnerships and to provide programs and opportunities to advance internationalization efforts. Two major initiatives of note have emerged recently in the field. The first is the Global Competence Certificate program, which is a partnership between World Savvy, Asia Society Partnership for Global Learning, and Teacher College at Columbia University. The innovative program, aimed at in-service teachers, emphasizes developing solid skills for the 21st century and

provides graduate or continuing education credits.⁶³ NAFSA recently collaborated with the University of Connecticut to create My Cultural Awareness Profile (myCAP),⁶⁴ a cultural awareness self-reflection tool for use by and with pre-service teachers. NAFSA also partnered with CCSSO and several faculty to overlay a global lens to the InTASC standards.⁶⁵

Teacher preparation does not exist in a bubble. The purpose is to prepare educators to go into classrooms and teach. All colleges of education must form K-12 partnerships in order for their candidates to be able to student teach, but these partnerships can also be used to promote global competence – showcasing globally competent teachers and promoting 21st century skills in both in- and pre-service teachers. Several institutions have leveraged their partnerships to promote global learning. Michigan State University and the University of Maryland host annual internationalization conferences and bring together educators, faculty, pre-service teachers, graduate students, administrators, and policy makers to share and collaborate around internationalization. Title VI National Resource Centers provide another avenue for K-12 and other partnerships.

Title VI centers have been a key resource to communities and institutions since they were introduced in 1965. The centers were intended “to establish, strengthen, and operate language and area or international studies centers that will be national resources for teaching any modern foreign language.” Title VI grants support education outreach to communities and within campuses for instruction, research and training in international studies, and work in the language aspects of professional and other fields of study.

Each of the 125 Title VI centers share current scholarship on Africa, Canada, East Asia, Eastern Europe, Latin America, Middle East, Russia, South Asia, Southeast Asia, Western Europe, and international studies. Many of these centers have collaborated with colleges of

education by building resources, addressing gaps in teacher preparation programs, responding to new standards, and serving as experts in program planning.

An example of a comprehensive Title VI contribution to teacher preparation and in-service professional development is the World History Initiative at the University of Michigan. This initiative is a collaboration between the Title VI centers on campus and the School of Education, with the goal to equip new teachers and in-service teachers with the skill set they need to teach to the new World History standards adopted in Michigan a few years ago. The centers work with graduate students from the School of Education to plan a three-day workshop. The workshop itself takes a unique approach – breaking the Michigan World History standards into distinct eras and having faculty members and graduate students present on a topic related to their research within world region during their assigned era. The hypothesis is that World History is not linear but is rather a global story (not a local story only), and the presentation to teachers and students should reflect this accordingly. This approach appears to be working as more and more teachers participate in the training. Participants in the workshops receive online access to all materials, papers, presentation slides, and lesson plans.

A project in Ohio involving the Ohio State University School of Teaching, the Title VI area studies centers on campus, and the Ohio Department of Education provides another concrete example of Title VI centers and teacher education collaborating around a specific product. In 2005, the three entities developed a website for K-12 educators with resources on five world regions. Teachers all over the country still actively use the resource, now operated by Indiana University.⁶⁶ An offshoot of the original web resource project is an active listserv of educators and the non-profit community engaging to build global competence in students. The listserv is

still actively managed by Merry Merryfield, who allows practitioners to query one another on resources and to highlight and discuss new tools as they become available to the field.

Indiana University's nine Title VI centers collaborate with the School of Education to provide resources and workshops for practicing teachers. For example, the African Studies program provides speakers, presentations, and artifacts for teachers, a lending library, and summer institutes on African dance and music. The Center for the Study for Global Change offers numerous resources for educators, including as a series of booklets that provides teachers with guidance on how to internationalize their curricula.

Outside of the 125 Title VI centers, direct grants to universities also support internationalization of teacher education. In 2011, the University of Maryland, College Park, was awarded a two-year Title VI grant to internationalize several components of its undergraduate teacher education program. Leadership within the school of education reached out to other schools on campus and engaged key faculty of the History Department, English Department, Spanish Department, and Center for Latin American Studies with College of Education elementary education faculty specialists in English language arts, social studies, and foreign language education. In Assistant Dean Steve Koziol's words, this particular collaboration set the goal(s) to

(a) revise the content of 3-4 key courses in each of the academic areas that are part of the required Academic Area of Emphasis for Elementary Teachers with enhanced attention to international dimensions and global awareness;

(b) as appropriate, focus revision on courses that are also available to all undergraduates and could be usable to meet University-wide General Education requirements, and

(c) design a new specialization/minor in Latin American Studies that would be an option for elementary education teacher preparation students⁶⁷

Dean Koziol went on to articulate, “The intent here was to have a direct impact on the way our prospective teachers learn and understand the disciplinary content they study and use in their teaching.” Partnerships within different colleges on the same campus can be a powerful lever of sustained change in practice and program.

Policy Directions

This paper has intentionally integrated policy recommendations into each of the sections to illustrate that good policy can allow campuses the freedom to shape their programs to reflect complex pedagogical skills – and to cast teachers in the role facilitator of learning, rather than the oracle of all that is known.

It would be a mistake to not address larger policy concerns as they relate to the profession and the process of teacher preparation, teacher licensure and institutional licensure, ongoing professional development, non-traditional routes to the classroom, and more. We live in a complex time – and our models of recruiting, training, certifying, and further developing teachers and leaders are undeniably complex. Many excellent policy intentions work against the improvement of the system because they are not comprehensively informed. For a nation that prides itself on local control and states’ rights, our approach to oversight of teaching is comparatively bureaucratic and one-dimensional. Policymakers have specifically singled out teacher education for some time, advocating for a disruptive approach. Realistically, it is imperative that a more diverse representation of policy leaders become involved in this effort. Governors, State Boards of Education, accrediting agencies, standards writers, and teacher

unions all impact the education and licensure process for every new teacher that enters a classroom. It is only through a concerted, comprehensive effort that teacher candidates can obtain the skills and experiences needed for today's classrooms.

In reviewing the entire system, it is clear we are still taking some of the best and brightest and producing rigorous, competitive, globally minded teachers. Some of our education programs around the country have a more competitive admissions process than their law schools across campus. At the same time, the number of great teachers we produce, and the number of great institutions is disappointingly small.

Considering these challenges, we have to ask: How do we craft policy recommendations that continue to allow already-great institutions to pursue excellence? How do we improve those that can be improved and close those that should have closed some time ago? How can global competence be integrated into standards review? How should global competence be considered in teacher reviews? Why are teacher assessments such as PRAXIS offered only in English? We can all agree with the dozen institutions that sent a letter to CAEP⁶⁸ during the standards review process:

Educators must have a global perspective of new knowledge in their content area, and also understand the global dimensions of their content area and pedagogical approaches developed by international researchers.... New standards are an opportunity for teacher educators to recognize their role in affecting public policy by sharing ideas and practices from other advanced educational systems when the standards hold them accountable in this way.⁶⁹

But standards are just the beginning.

If we only take the backward approach and use accrediting agencies to influence tomorrow's generations of teachers, we will never adequately address the challenges facing our education system. We will always be one step behind. We must support systemic change, support strong institutional efforts, and be willing to identify those that are not serving children (or their teacher candidates) well – and either reform or close dysfunctional institutions.

It is also critical to look at the coursework we are requiring of new teachers – the number of courses overall and within each area. While it is important to continue to align to the InTASC standards, we still need to find a way to give student 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. Embedding global competence into teacher evaluation standards is one way to ensure that teachers are aware of the need for sustained professional development experiences and to raise the bar overall.

It is possible to challenge the system – and more and more states and institutions are doing so every day. North Carolina, for instance, is placing student teachers statewide with seasoned leaders who already demonstrate global competence in their classrooms and in their teacher communities.⁷⁰

We cannot, however, rely piecemeal on a small number of states leading the way or on dozens among the hundreds of teacher education institutions to raise the global competency skill set for our whole nation. Using the policy recommendations integrated throughout this paper, universities, K-12 educators, and organizational, philanthropic, and policy leaders at the local, state, and national level must employ a collective approach. Together we must work to systematically improve our teacher preparation programs and provide further professional development opportunities to in-service teachers and to our education system overall to build

global competency and provide access to language study and mastery. All of our children deserve to be prepared to embrace the opportunities the 21st century has to offer.

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