COMING SOON:

✓ August 17: Holmes Summer Virtual Learning Series Presents- Grant Writing 2.0 and Cracking the Code to Secure Funding to Support Your Research

✓ August 25: Webinar-Award-Winning Best Practices in Globalizing Teacher Education

✓ Sept 20: International Partnerships in Education Preparation Programs

✓ Sept 27: Lunch & Learn-Best Practices for Filling the CA Educator Pipeline

✓ Oct 11: EPP Registered Apprenticeships
Innovative Best Practices for Embedding Global Education in K-12 Classrooms

July 27, 2023
Housekeeping

• This webinar is being recorded. All those who registered will receive a follow-up email with a link to access the recording, slides, and any other resources the panel may want to share.

• This webinar has closed captioning (cc). You can set your preference of cc at the bottom in the Zoom toolbar at the bottom of your screen.
More Housekeeping

• **Engage with @AACTE** and our members during today’s webinar 🐦-face 🤘-post 📸-photo.

• **Questions** for the panelists may be typed in the Q&A section of your **Zoom toolbar**. There will be time after the speaker presentations for Q&A.

• For **technical issues** during this webinar, chat or email Brooke Evans (bevans@aacte.org)
Members of the AACTE Global Education Faculty PLC

Al Schleicher
Alina Slapac
Allison Witt
Amber Bechard
Astri Napitupulu
Beverley J. Bell
Carol Bruzzano

Christina Fields
Christine Spence
Deborah Boyd
Elina Lampert-Shepel
Katie Lawless Frank
Kelly C. Leon
Molly K. Sawyer

Natalia A. Ward
Novea A. McIntosh
Robin Dada
Stephanie Thomas
Tara Mathien
Today’s Moderator:

Shea Kerkhoff, Ph.D.
Associate Professor
University of Missouri-St Louis
Today’s Panelists:

Michael Kopish, Ph.D.
Associate Professor
Ohio University

Hillary Parkhouse, Ph.D.
Associate Professor
Virginia Commonwealth University

Pernille Ripp
Global Educator and Author
AGENDA

I. Generation Alpha: 2010-2025

II. Developing Global Competencies with Young People

III. The Globally Competent Learning Continuum: A Self-Reflection Tool for Professional Growth

IV. Questions
Generation Alpha:
2010-2025

How are our learning experiences aligning with these characteristics?

1. Hyperconnected - their attention to new technology is a way of life.
2. Independent - they expect their individual needs and preferences to be considered.
3. Visual creators and thinkers with video as a preferred format.
4. Diverse - not just in identity markers, but in lifestyle, point of view, and tastes.
5. Technological - tech tools are naturally integrated.
How are they already using technology to be heard?

Are we asking our students how they would like to impact the world?
It is easy to dismiss children’s social media usage as frivolous but social media has impacted all aspects of our lives.

Gen Z for Change - founded by high schooler Aidan Kohn-Murphy - is a coalition of 500 progressive social media influencers.

Combined they have close to 500 million followers.

“The world is handing us curriculum...”

Smokey Daniels

Are we taking it?
The Global Read didn’t start because I thought I would connect millions of kids, it started because I hoped I could connect two.
The very first tweet

Pernille Ripp
@pernilleripp

PLN - how about a global read aloud with a tied in wiki?
http://bit.ly/cBtxmS #edchat #ntchat #teacher #education

12:37 PM · Jul 5, 2010 · TweetDeck
Which lead to this….

2010: 150 kids
2011: 4,000 kids
2012: 30,000 kids or so
2013: 144,000 kids or so
2014: 311,000 kids or so
2015: 573,000 kids or so
2016: 1,000,000 and I stopped counting
Why Global Collaboration

- Urgency to break down stereotypes.
- A renewed sense of purpose.
- A renewed sense of pride.
- A renewed sense of community.
- A renewed understanding of their identity.
- A renewed understanding of technology and their digital footprint.
What do you already do that can lead to connections with others?
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity</th>
<th>Inquiry Question: How do we research well?</th>
<th>Dystopian Book Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 7th - November 22nd</td>
<td>Inquiry Question: How do we research well?</td>
<td>Resistance - how do we resist? How is power used to stop resistance? What inspires resistance? Focus on a person or movement who resisted? How was power used, how did they try to get power how was power used against them?</td>
<td>Yehara River Writer’s Contest, Short story, poetry, Editorial, cartoon</td>
</tr>
<tr>
<td>November 28th - December 20th</td>
<td>Inquiry question: Is America or has it been a dystopia?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 21st-24th</td>
<td>Watching the movies</td>
<td></td>
<td>Movies: Hunger Games and Wall-E/City of Ember</td>
</tr>
<tr>
<td>January 3rd - January 13th</td>
<td>Inquiry Question: How do we persuade?</td>
<td></td>
<td>Mock Caldecott and re-establishing independent reading</td>
</tr>
<tr>
<td>11 - 13</td>
<td></td>
<td></td>
<td>Creative writing - vignettes</td>
</tr>
<tr>
<td>14-17</td>
<td>FETCHING 28th - December 20th</td>
<td></td>
<td>Yahara Writing Contest</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td>Free choice independent reading -</td>
</tr>
<tr>
<td>18 - 19</td>
<td></td>
<td></td>
<td>Short texts and picture books:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Focus on what is left out of texts - the missing narratives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- How does this impact our understanding of our world? Of ourselves?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Work on MLK and what we are taught versus the whole facet of the man?</td>
</tr>
</tbody>
</table>
Ideas to help you determine your inquiry question

- Consider whose lives you are learning about.
- What are the conditions they face?
- How do historical events tie in with their current situation?
- How do current events tie in with their situation?
- Who holds the power and why?
- What is our role in current times?
- Whose voices are missing and why are they missing?
How does authentic collaboration help kids see themselves as something more than they were?
How are we using inquiry to combat hate crimes?

Approximately 15 percent of the people known to have committed hate crimes in 2019 were younger than age 18, according to the FBI.

During the same year, 22 percent of 12- to 18-year-olds reported being bullied on school property. Nearly 8,300 of these victimizations were attributed to identity-based bullying.
BECAUSE IT WAS NEVER ABOUT THE TECHNOLOGY
Developing Global Competencies with Young People

Prepared for AACTE
© Dr. Michael Kopish, Ohio University, 2023
Why we are here...

- To showcase examples of pedagogies, practices, and actions we can take with students in developing global competencies.
The Goal
Globally competent young people are prepared to...

- Develop deeper understanding through inquiry,
- Consider multiple perspectives,
- Communicate with diverse audiences, and
- Take actions that contribute in meaningful ways at local and global levels.
Asia Society

From: Teaching for Global Competence in a Rapidly Changing World
Asia Society’s Four Competencies

<table>
<thead>
<tr>
<th>Investigate the world beyond their immediate environment</th>
<th>Framing significant problems and conducting well-crafted and age-appropriate research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize perspectives, others’ and their own</td>
<td>Articulating and explaining such perspectives thoughtfully and respectfully</td>
</tr>
<tr>
<td>Communicate ideas effectively with diverse audiences</td>
<td>Bridging geographic, linguistic, ideological, and cultural barriers</td>
</tr>
<tr>
<td>Take action to improve conditions</td>
<td>Viewing oneself as players in the world and participating reflectively</td>
</tr>
</tbody>
</table>
How do you organize learning opportunities?
Global Citizenship Education

**Domains of Learning**

- Cognitive
- Socio-Emotional
- Behavioural

**Key Learning Outcomes**

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations.
- Learners develop skills for critical thinking and analysis.
- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity.
- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.
- Learners develop motivation and willingness to take necessary actions.
**Global Citizenship Education Framework**

<table>
<thead>
<tr>
<th>Cognitive Dimension</th>
<th>Goal is for students to be able to identify governance structures and decision-making processes and dimensions of citizenship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1: Local, national and global systems</td>
<td>Goal is for students to be able to investigate the reasons behind major common global concerns and their impact at national and local levels.</td>
</tr>
<tr>
<td>Topic 2: Issues affecting interaction and connectedness of communities at local, national and global levels</td>
<td>Goal is for students to be able to differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives.</td>
</tr>
<tr>
<td>Topic 3: Underlying assumptions and power dynamics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socio-Emotional Dimension</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 4: Different levels of identity</td>
<td>Goal is for students to examine different levels of identity and their implications for managing relationships with others.</td>
</tr>
<tr>
<td>Topic 5: Different communities people belong to and how these are connected</td>
<td>Goal is for students to be able to compare and contrast shared and different social, cultural and legal norms.</td>
</tr>
<tr>
<td>Topic 6: Difference and respect for diversity</td>
<td>Goal is for students to be able to cultivate good relationships with diverse individuals and groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral / Taking Action Dimension</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 7: Actions that can be taken individually and collectively</td>
<td>Goal is for students to be able to discuss the importance of individual and collective action and engage in community work.</td>
</tr>
<tr>
<td>Topic 8: Ethically responsible behavior</td>
<td>Goal is for students to understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life.</td>
</tr>
<tr>
<td>Topic 9: Getting engaged and taking action</td>
<td>Goal is to work with students to identify opportunities for engagement and initiate action.</td>
</tr>
</tbody>
</table>
In Practice:
Classroom, Community, and Technology
Classroom Approaches
Ideas for K-12 Global Activities -
*Engaging through the five senses*

- **Geography and map activities** - Show printable maps, map coloring
- **Books** - About world geography, cultures, landmarks, people, animals, etc..
- **Exploring books** - Picture books, chapter books, magazines, biographies, poetry, reference books
- **Cultural stories** - Examine or share folktales, fiction, and other stories
- **Music** - Listening to traditional or popular music, signing songs, learning lyrics
- **Exploring culture** - Looking at art, demonstrating dance and movements, making crafts
- **Famous characters** - Cartoon characters, characters in books, shows, toys
- **Famous people** - Brief biographies and pictures of famous people
- **Life in schools** - Image analysis of classrooms, school lunch, teachers, students
- **Families / communities** - How do people live? Explore houses, family size, jobs, traditions, holidays, celebrations, rituals, practices, values, etc.
Ideas for K-12 Global Activities –
Engaging through the five senses

- **World of food** - Taste tests, take home recipes, types of meals, menu for a day
- **Beauty of landscapes** - Water, mountains, deserts, etc. through virtual tours
- **Beauty of architecture and landmarks** - Image analysis, virtual tours
- **Language learning** - Letters, words, numbers, phrases (saying hello and goodbye), non-verbal communication
- **Plant and wildlife discovery** - Exploring flora, fauna, and habitats visually
- **Sports, games, and leisure activities** - Showcase of sports stars, play quick games, children's toys
- **Country information** - Representation of flags, colors, symbols, currency
- **Clothing, fabric, and tapestries** - Hands-on activities, image analysis, making paper dolls
- **Products and trade** - What does the country produce?
- **Current events** - Connecting age-appropriate news stories local to global

Link to additional ideas and resources
# Signature Pedagogies

## A Pedagogy of Travel

1. Finding Purpose  
2. Being There  
3. Making Sense  
4. Connecting Personally  

## A Pedagogy of Comparisons

1. Finding Purpose  
2. Creating Models or Frameworks for Comparisons  
3. Understanding Real Contexts  
4. Making Informed Decisions

From Veronica Boix Mansilla of Project Zero
How should you engage students in learning?

<table>
<thead>
<tr>
<th><strong>Global Teaching Practices</strong></th>
<th><strong>Global Thinking Routines</strong></th>
<th><strong>Global Action Projects</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Structured Debates,</td>
<td>● 3Y's</td>
<td>● Events and Celebrations</td>
</tr>
<tr>
<td>● Organized Discussions,</td>
<td>● Step in Out Back</td>
<td>● Peer Education</td>
</tr>
<tr>
<td>● Learning from Current Events</td>
<td>● How Else and Why</td>
<td>● Community-Focused Projects</td>
</tr>
<tr>
<td>● Learning from Play</td>
<td>● Beauty and Truth</td>
<td>● Online Exchanges</td>
</tr>
<tr>
<td>● Project-Based Learning</td>
<td>● Circles of Viewpoints</td>
<td></td>
</tr>
<tr>
<td>● Service Learning</td>
<td>● Circles of Action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Unveiling Stories</td>
<td></td>
</tr>
</tbody>
</table>

Links to: [Ideas for Teaching Aligned with Global Citizenship Education Framework](#)  
[After School Program Curriculum](#)
Community Collaborations: K-6 International Fair
Community Collaborations: 7-12 International Fair
Guidebook: Preparing Globally Competent Teachers Through Cross-Cultural Experiential Learning

Michael A. Kopish, Bahman Shahri, & Mohamed Amira
Ohio University

This work was made possible by generous support from the Longview Foundation.

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All rights reserved
What food represents your personal history and culture?
Technology
Investigating the World

**For Foodies** - Create a virtual resource, such as a virtual cookbook of global recipes. For this you could make recipes for your families and share their ratings - or - simply curate a listing of recipes that would offer others new ideas to spice up their cooking. Given that the foods you are sharing are global, you may also want to offer suggestions or recommendations for where or how to purchase ingredients or offer suggestions for substitutions.

- **Some examples to get you started are below:**
  - Global Table Adventure [http://globaltableadventure.com/](http://globaltableadventure.com/)
  - World Cuisine Recipes [https://www.allrecipes.com/recipes/86/world-cuisine/](https://www.allrecipes.com/recipes/86/world-cuisine/)

---

**For the Streamers and Bingers** - Netflix, Hulu, Prime, and YouTube are popular sites and apps to stream unlimited content for entertainment, but they also offer rich content about global issues. Develop a virtual resource to help others explore potential videos, shows, or documentaries of interest on global issues. This could be done for a specific streaming tool (i.e. create a YouTube channel or a recommended Netflix queue) where you can provide virtual access to others on topics of interest.

- **Here are some examples to help get you started:**
  - TED Talks on Global Issues - [https://www.ted.com/talks/topics%5B%5D=global+issues](https://www.ted.com/talks/topics%5B%5D=global+issues)

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**ADDITIONAL OPTIONS**

**For Language Learners**

**For Lovers of Music**

**For your Earbuds**

**For Travellers from a Couch**
We are all complex individuals with many aspects of our identities intersecting.

Ways of positioning ourselves in the social structure and the social organization of a culture: assigned roles and acquired roles

- Age
- Ethnic group
- Racial features: color of skin
- Physical appearance: thin, obese, short, ugly, healthy, sporty…
- Sexual orientation
- Social-gender/sex
- Social class
- Religion
- Political beliefs
- Educational level
- Status and roles: married, parent, son/daughter, widow, single parent
- Work profession
- Social affiliation/affinity groups: membership in political party, association, football team, fan of music, social club, gang
Culture is the learned behavior of people, including belief systems and languages.

Design opportunities through art, literature, and cross-cultural conversations.
Directions: Comparative Culture Project

1. **Food as culture**
   - What's in your fridge and pantry? - This is quite literally showcasing what is in your fridge and pantry at your current home. Through this you should be descriptive of different products you keep on hand and highlight the foods you enjoy most.
   - Share a recipe from your family or one that you currently enjoy making. Should you choose, you can also make the dish, but at a minimum you need to create a recipe card with ingredients and directions for how to make it.

2. **Childhood Experiences**
   - Showcase places you've traveled or unique experiences that you had as a child. Be sure to describe the experience and how it impacted you.
   - Share a children's story, song, poem, fable or other cultural artifact from your childhood. Showcase with visuals and audio (read the book, sign or share the lyrics, etc.) and describe why the artifact is an important memory or symbol of the time for you.

3. **Adolescent Experiences**
   - Showcase special moments in high school - performances, sporting events, hobbies, or other unique or family experiences. Showcase with visuals and audio and describe why the moment is an important memory of the time for you.
   - Jobs and other professional experiences you had as an adolescent. Showcase with visuals and audio to describe the job or professional experience and share why it is an important memory of the time for you.
Directions: A Day in the Life Directions

1. Create a video that chronicles your day as a student. It should be a personal account of a typical day or series of daily experiences from the first person perspective. The day should include time on and off campus to give an authentic perspective of what life is like.

2. Your video should include a brief biography of who you are and include descriptions of actions and thoughts as you engage in different activities for the day.

3. This brief project is a way to share experiences at your school from the perspective of a current student with international students who are considering coming for a study abroad experience.
Digital Tools for Culture and Language

A Day in the Life
- Chloe’s Video
- Daniel’s Video

Comparative Culture
- Katie’s Video
Collaborative Online International Learning (COIL)

- A type of virtual exchange that promotes cross-cultural development among professors and students without learners and instructors leaving campus.
- Collaborative in that faculty have constructed an online module within each course with shared learning objectives, learning tasks, and a culminating project.
- Shared syllabus approach - shared course assignments or tasks to promote the development of digital competence and intercultural competence.
Shared Inquiry - SDG Project

14 Life Below Water

Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Global Connections and Classroom Collaboration

- **ePals**: A community of collaborative classrooms engaged in cross-cultural exchanges, project sharing, and language learning. *(Free)*
- **Generation Global** – Online platform for connecting students to peers around the world. *(Free)*
- **Global Nomads Group** - Videoconferencing, virtual reality, and other interactive technologies bring young people together across cultural and national boundaries to examine world issues and to learn from experts in a variety of fields. Website includes lesson plans, videos, and other resources. *(Free)*
- **Global Read Aloud** - Classrooms around the world read books together every October. *(Free)*
Global Connections and Classroom Collaboration

- **GlobalSchoolNet.org** - Helps teachers find learning partners and projects to engage in international project-based learning. *(Basic services are free, membership also available)*

- **International Education and Resource Network (iEARN)** - A global network that facilitates online project-based collaborative learning in classrooms around the world. *(Small fee applies)*

- **Level Up Village** - STEAM curriculum that connects students to partners around the globe. *(Fees apply)*
Recommendations
Recommendation 1: The foundation for developing global competencies is establishing human connections.
Recommendation 2: As educators, it is upon us to teach various skills to support critical thinking and model dispositions.
Recommendation 3: Global citizenship is a journey not a destination.
OVERVIEW

1. Brief project history
2. Walk you through the tool
3. Illustrations of elements from globally competent teachers’ classrooms
4. Additional resources
TIMELINE & TEAM
2012-2019

Ariel Tichnor-Wagner, BU
Hillary Parkhouse, VCU
Jocelyn Glazier, UNC
Montana Cain, JMC Consulting
PROJECT HISTORY

- Longview Foundation Grant: Internationalizing Teacher Preparation
  - Partnerships with Learn NC and World View
  - Research project w/10 teachers across NC
  - Interactive self-reflection tool
  - Book

NAFSA
75 Years
Connecting People. Changing the World.

LONGVIEW FOUNDATION

UNC World View
DEVELOPING GLOBAL EDUCATORS
World View equips K-12 and community college educators with global knowledge, best practices, and resources to prepare students to engage in our interconnected and diverse world.
<table>
<thead>
<tr>
<th>Participant</th>
<th>Subject</th>
<th>Grade</th>
<th>School Location</th>
<th>School Context</th>
<th>Hours Observed</th>
<th># Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ally</td>
<td>All</td>
<td>1</td>
<td>Rural</td>
<td>Public PK-5 elementary</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Linda</td>
<td>ESL</td>
<td>1</td>
<td>Suburban</td>
<td>Public PK-5 elementary</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Shauna</td>
<td>All</td>
<td>1</td>
<td>Urban</td>
<td>Public Magnet, PK-5 IB world</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mike</td>
<td>Social Studies</td>
<td>7</td>
<td>Suburban</td>
<td>Public IB middle</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Simone</td>
<td>Science; Social Studies</td>
<td>8</td>
<td>Rural</td>
<td>Public middle</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chris</td>
<td>Math</td>
<td>6–12</td>
<td>Urban</td>
<td>Private Christian PK-12</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kate</td>
<td>ELA</td>
<td>6</td>
<td>Urban</td>
<td>Public middle</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Nelson</td>
<td>Music</td>
<td>6–8</td>
<td>Urban</td>
<td>Public Global Studies K-12 Magnet</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Alyssa</td>
<td>ELA</td>
<td>11</td>
<td>Urban</td>
<td>Public high</td>
<td>6</td>
<td>4</td>
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<tr>
<td>Marlene</td>
<td>Spanish for Heritage Speakers</td>
<td>10–12</td>
<td>Rural</td>
<td>Public high</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note. All participants’ names are pseudonyms.*
PHASES OF CONTINUUM DEVELOPMENT

1. **Systematic review of the literature**
2. Review by 57 practicing K-12 teachers, 7 teacher educators, and 8 global education field experts
3. Evaluated internal consistency and overall stability of through a pilot test with 111 practicing K-12 teachers
4. Final revisions through cognitive interviews with practicing teachers across grades & content areas
<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Empathy and valuing multiple perspectives (Eslami, 2005; Hanvey, 1982; Roberts, 2007)</td>
<td>• Global conditions and current events (Hanvey, 1982; Kirkwood, 2001; Merryfield, 2002; Selby &amp; Pike, 2000)</td>
<td>• Communicating in multiple languages (Landorf et al., 2007; Zhao, 2010)</td>
</tr>
<tr>
<td>• Commitment to equity worldwide (Merryfield, 2002; O’Connor &amp; Zeichner, 2011; Roberts, 2007)</td>
<td>• The ways the world is interconnected and interdependent (Kirkwood, 2001; Selby &amp; Pike, 2000)</td>
<td>• Creating a classroom environment that values diversity and global engagement (Banks, 2008; O’Connor &amp; Zeichner, 2011)</td>
</tr>
<tr>
<td></td>
<td>• Experiential understanding of multiple cultures (Cushner &amp; Brennan, 2007; Eslami, 2005; Kirkwood, 2001; Landorf et al., 2007)</td>
<td>• Providing content-aligned investigations of the world (Kirkwood, 2001; O’Connor &amp; Zeichner, 2011; Roberts, 2007; Selby &amp; Pike, 2000; Subedi, 2010)</td>
</tr>
<tr>
<td></td>
<td>• Intercultural communication (Deardorff, 2009; Zhao, 2010)</td>
<td>• Facilitating intercultural conversations (O’Connor &amp; Zeichner, 2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitating intercultural partnerships (Noddings, 2005; Roberts, 2007; Subedi, 2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessing students’ global competencies (Kirkwood, 2001)</td>
</tr>
</tbody>
</table>

Note. Derived from Tichnor-Wagner et al. (2016). These are select references for each competence.
**INTENDED USE**

- Self-assessment for continuous teacher development
- Dialogue for institutional improvement
- **Not** intended for external evaluation of teaching or global competence
## Domain 1: Dispositions

<table>
<thead>
<tr>
<th>Teacher Dispositions</th>
<th>Element</th>
<th>Nascent</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Empathy and valuing multiple perspectives</td>
<td>I have not yet explored how my personal beliefs have shaped my worldview.</td>
<td>I can identify my personal beliefs and experiences and recognize how they shape my view of the world. I recognize that I might hold stereotypes.</td>
<td>I understand that my beliefs and experiences are not universally shared. I can identify the influences that shape how others and I view the world. I am willing to explore the experiences and perspectives of people who challenge my beliefs.</td>
<td>I recognize biases and limitations of my own perspective and those of others’ perspectives. I recognize how my personal beliefs influence my decisions as a teacher. I empathize by seeking to understand the perspectives of others.</td>
<td>I challenge my personal assumptions to understand viewpoints that differ from my own. I value diverse perspectives, including those that challenge my own.</td>
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<td></td>
<td>2. Commitment to promoting equity worldwide</td>
<td>I have not yet considered local and global inequities.</td>
<td>I care about the well being of others. I recognize that inequities exist locally and globally (e.g., poverty and discrimination).</td>
<td>I understand that there are barriers to equity locally and globally. I seek opportunities to contribute to efforts to address inequities.</td>
<td>I engage in opportunities that address particular issues of local and/or global inequity (e.g., poverty and discrimination). I take responsibility for helping my students and others in my school to recognize inequities.</td>
<td>I actively seek to understand why inequities exist and challenge those underlying causes. I lead students and others in my school to act on issues of equity locally and globally.</td>
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<tr>
<td>STANDARD</td>
<td>Nascent</td>
<td>Beginning</td>
<td>Developing</td>
<td>Proficient</td>
<td>Advanced</td>
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<td>3. Understanding of the ways that the world is interconnected</td>
<td>I am not yet at the beginner level.</td>
<td>I recognize that our world is <strong>interconnected and interdependent</strong> (e.g., economically, socially, culturally, and environmentally), I recognize that the ways in which the world is interconnected are constantly changing.</td>
<td>I can describe at least one way that a global issue impacts my local context (including myself, my students, and my local community). I can describe at least one way that a global issue impacts at least one culture or nation aside from my own.</td>
<td>I can explain <strong>many ways</strong> that global issues impact my local context and individuals in <strong>other nations</strong>. I can explain <strong>global influences</strong> on local issues and <strong>local influences</strong> on global issues</td>
<td>I critically analyze global factors that contribute to inequities within and between nations. I participate in actions at the local, national, or international level that address inequities related to our interconnected world.</td>
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<tr>
<td>4. Competence in a Foreign Language</td>
<td>I am not yet at the beginner level.</td>
<td>I am interested in learning a foreign language.</td>
<td>I can communicate to some extent.</td>
<td>I can fully engage in conversation with native speakers of a foreign language (e.g., I can effectively communicate with students and families in a foreign language).</td>
<td>I am proficient in <strong>two or more</strong> foreign languages.</td>
<td></td>
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<tr>
<td>5. Understanding of Intercultural communication*</td>
<td>I am not yet at the beginner level.</td>
<td>I am aware that different cultures may have different ways of communicating (e.g., differences in language, gestures, and norms for communicating).</td>
<td>I can identify strategies that enhance communication with diverse audiences. I recognize the relationship between language and identity.</td>
<td>I can use <strong>multiple verbal and non-verbal</strong> strategies to communicate with diverse* audiences. I understand that learning another language has <strong>social, emotional, and cognitive aspects</strong>.</td>
<td>I have a critical awareness of how particular modes of communication are <strong>privileged</strong> and the <strong>effect that has on identity</strong>. I can address the social, emotional, and cognitive aspects of learning another language with second-language learners.</td>
<td></td>
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</tbody>
</table>
### Domain 2: Knowledge

<table>
<thead>
<tr>
<th>6. Understanding of global world conditions and current events</th>
<th>I am not yet at the beginner level.</th>
<th>I am competent in basic worldwide geography. I have a basic understanding that historical events influence current world conditions.</th>
<th>I can articulate historical political, economic, social and/or cultural influences on local conditions and current events. I can access multiple resources that describe historical and current world conditions.</th>
<th>I can synthesize multiple sources of information to illustrate historical, political, economic, social and/or cultural influences on world conditions/current events in multiple nations and/or cultures. I understand the antecedents to and the impact of events on present and future conditions.</th>
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</thead>
<tbody>
<tr>
<td>7. Experiential understanding of cultural perspectives</td>
<td>I am not yet at the beginner level.</td>
<td>I am aware of my own cultural practices, values, and norms in relation to other cultures. I am curious to experience other cultures.</td>
<td>I understand differences in practices, values, and norms across cultures. I understand that multiple perspectives exist within and across cultures. I seek opportunities to experience other cultures.</td>
<td>I demonstrate knowledge of various cultures through cultural immersion experiences (e.g., study abroad and local immersion). I reflect upon the immersion experience in relation to my own cultural constructs, perspectives, and educational practices. I critically relate multiple cultural immersion experiences to each other and to my own perspectives. I modify my educational practices and/or advocate for changing educational policies and practices based upon immersion experiences and understanding of multiple perspectives.</td>
</tr>
</tbody>
</table>
“You don’t have to travel the world”: accumulating experiences on the path toward globally competent teaching

Hillary Parkhouse, Ariel Tichnor-Wagner, Jessie Montana Cain & Jocelyn Glazier

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EXAMPLES OF SELECTED SKILLS

9. Integrate learning experiences for students that promote content-aligned explorations of the world

11. Develop local, national, or international partnerships that provide real world contexts for global learning opportunities
EXAMPLES FROM…”

SPECIAL ISSUE
Education for Global Citizenship:
Democratic Visions and Future Directions

education policy analysis
archives
A peer-reviewed, independent,
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Justice in K-12 Education: Fostering Global Citizenship
Across the Content Areas

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Hillary Parkhous
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&
Jessie Montana Cain

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RESOURCES

AACTE Webinar: Innovative Best Practices for Embedding Global Education in K-12 Classrooms
July 27, 2023

Globally Competent Teaching in K12 Classrooms
Dr. Hillary Parkhouse

References from Presentation


Additional Resources for Globally Competent Teaching

Smithsonian Learning Lab - “By encouraging users to create and share personalized collections of Smithsonian assets and user-generated resources, the Learning Lab aspires to build a global community of learners who are passionate about adding to and bringing to light new knowledge, ideas, and insight.”
Questions
Please Complete this 30 Second Survey:

https://forms.gle/NSgseY5o7pmooJ4g7
Thank you for joining us!

You will receive an email with the webinar recording and resources.
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