

WISE – 2016

February 3-5

Badges, Seals, and Endorsements: Digital Documentation of Intercultural Competence and Capacity

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Agencies and Organizations Involved with Global Education

U.S. Department of Education International Strategy (2012):

“ an effective domestic agenda must address global needs and trends and aim to develop a globally competent citizenry.”

Two main goals:

“strengthen U.S. education and advance U.S. international priorities” and “increase global competencies, learn from other countries, engage in education diplomacy through integrated and coordinated activities and programs.”

Primary Purpose of an International Strategy:

“ . . . To build awareness of the importance of a world-class education for all, international collaboration, and cross-cultural exchange.”

Global Competence Task Force (Council of Chief School Officers’ EdSteps Initiative and the Asia Society Partnership for Global Learning)

“Global competence is the capacity and disposition to understand and act on issues of global significance.”

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Educating for Global Competence: Preparing Our Youth to Engage the World, 2010

Veronica Boix Mansilla & Anthony Jackson

Council of Chief State School Officers' Edsteps Initiative and the Asia Society Partnership for Global Learning

Chapter One outlines three forces shaping lives on the planet that citizens need to recognize have an impact on their future:

1. A flattened global economy & changing demands of work
2. Unprecedented global migration and the changing nature of neighborhoods, identities, and citizenship
3. Climate instability and the growing need for global environmental stewardship

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EdSteps Initiative (2010):

Created a global competency matrix with four main categories of what students should know and be able to do:

investigate the world – recognize perspectives – communicate ideas – take action

Putting the World into World Class Education (2004):

Created through a collaboration between Council of Chief State School Officers and the Asia Society.

This document:

Describes the need to: “produce workers who can be competitive in the 21st century global economy”
and

Defines global competence as:

“Knowledge of other world regions, cultures, economies, and international issues; skills to communicate in languages other than English, to work in cross-cultural teams, and to assess information from different sources around the world, and values of respect for other cultures and of civic engagement”

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National Education Association (2010):

Global competence is a “21st Century Imperative” defined as “international awareness, appreciation of cultural diversity, proficiency in foreign languages, and competitive skills.”

“To succeed in this new global era, we need not only to increase the number of high school graduates and improve the rigor of our math and science curriculum, but also to ensure that our graduates are globally competent.”

Partnership for 21st Century Skills (2011):

21st Century Outcomes define global awareness as:

- using 21st century skills to understand and address global issues
- learning from and working collaboratively with individuals representing diverse culture, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- understanding other nations and culture, including the use of non-English languages

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National Education Association. (2010). Global competence is a 21st century imperative.

<http://www.nea.org/home/37309.htm>

Mansilla, V. and Jackson, A. (2011). Educating for global competence: Preparing our youth to engage the world.

<http://asiasociety.org/search?s=preparing+our+youth+to+engage+the+world&x=0&y=0>

North Carolina State Board of Education. (2013). Preparing students for the world: Final report of the state board of education's task force on global education. <http://www.ncpublicschools.org/global/>

Partnership for 21st century skills. (2011). Framework for 21st century learning. <http://www.p21.org/our-work/p21-framework>

Reimers, Fernando M. (2010). Educating for global competency. In J.E. Cohen and M.B. Malin (Eds.), *International perspectives on the goals of universal basic and secondary education*.

http://isites.harvard.edu/icb/icb.do?keyword=fernando_reimers&pageid=icb.page298663

U.S. Department of Education International Strategy 2012-2016 (2012). Succeeding globally through international engagement. <http://www2.ed.gov/about/inits/ed/international/international-strategy-2012-16.html>

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Where does the development of an inter-culturally and globally competent citizenry begin?

Where is this happening in K12 schools?

How are teachers prepared to help students develop into globally and inter-culturally competent citizens?

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Global Education Programs for Educators

Columbia Teachers College: <http://globalcompetencecertificate.org/>

Global Teacher Education Programs: <http://www.globalteachereducation.org/global-certificate-programs>

Kentucky Department of Education:

<http://education.ky.gov/curriculum/conpro/glocomp/Pages/World-Language-and-Global-Competency-Program-Review-Support.aspx>

ACE/CIE Global Education Programs: <http://www.usglobalcompetence.org/index.html>

NC Global Education Programs: <http://www.ncpublicschools.org/global/>

Culture, Language, Service Learning in Guanajuato, Mexico: an intentional program

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Program Components

- Conference on Human Rights and Migration
- Visit Migrant shelter
- Conference on Education System in Mexico
- Visit to private, public, rural, urban and industrial schools
- Observe final presentations for service learning projects at a High school
- Homestays at a town where the War of Independence started
- Language learning
- Volunteering at orphanage
- Teaching classes at local Mexican school

<http://yyed508.weebly.com/>

Program based on values, skills and abilities

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Self awareness: Understanding own values	Instrument or activity to identify personal-national-organizational values		Activity
Values: values behind activities	Activity	message to convey	
Human rights, social justice	Human rights talk	Are these included in the context of the exercise/task?	Visit Migrant shelter
Tolerance, solidarity, equality,	Visit migrant shelter	Think of the way information is presented. Is there room for all these?	Visit Migrant shelter, volunteer orphanage
Avoid nurturing stereotypes (nor harmful/offensive)	Nightly in-country discussion of daily experience	Volunteering at orphanage allows for debunking stereotypes and encouraging tolerance, empathy	Volunteer orphanage, visit different schools
Key competency	Component factors	Description	
Knowledge: Of social groups and their products and practices in one's own and one's interlocutor's country, and the general process of societal and individual interaction			
Discipline based knowledge	Content		
Historical and contemporary relationships	Pre-departure course	City chosen according to historical value: Independence war started there	Pre-departure course
Types of causes of misunderstandings	Pre-departure course		Pre-departure course
How other countries see our own	Pre-departure course		Pre-departure course
National definitions of geographical space and the other	Pre-departure course		Pre-departure course

Knowledge of education system (institution of socialization)	Pre-departure course		Pre-departure course
Social distinctions: social class, ethnicity, gender, profession, dominant cultures, rites of passage, modes of socialization, languages	Pre-departure course	Visit to different types of schools: public, private, vocational, urban, rural, industrial settings	Pre-departure course
Religion or philosophy	Pre-departure course	In country visit to temples and observe a religious celebration.	Pre-departure course
Social interaction: verbal and non verbal behavior, norms of social interactions, greetings, norms of private and public behavior, expressions of emotions	Pre-departure course	Home stays, volunteering at in-country school, language learning	Pre-departure course
ATTITUDES	Components		
Openness: Willingness to seek out and relate to others in a situation of equality, different from seeking the "exotic" or profitable	2.1 New thinking	Receptive to new ideas, seeks understanding into new and unfamiliar fields. Exposed to unfamiliar ideas and approaches . Home stays	Human rights talk, migration talk
	2.2 Welcoming the "other"	Home stays, volunteering at in-country school, language learning	Home stays
	2.3 Acceptance	Volunteering at horphanage allows for debunking stereotypes and encouraging tolerance, empathy	Home stays, visit migrant shelter

Skill			
<p>Perceptual acuity: is the ability to perceive not only trends, but changes and variables that will influence behavior within a culture in a significant way. See what others do not see</p>	<p>Identify ethnocentric approaches and provide explanations</p>	<p>Be open-minded and willing to have a variety of experiences and follow up on a variety of subjects outside of your industry/culture</p>	<p>Nightly reflections, visit migrant shelter</p>
	<p>Identify sources of misunderstanding and explain possible reasons behind them</p>	<p>Identify concepts that may have different meanings, identify automatic response to unfamiliar body language, nuances in language, proxemics and references to own culture in explaining behavior</p>	<p>Teaching at school, nightly reflections</p>
	<p>Mediator of conflict</p>	<p>Being able to understand and explain source of conflict as it relates to ethnocentric explanations</p>	
<p>Personal autonomy: one's sense of identity without being overly reliant on environmental cues</p>	<p>Appropriate situational interactions</p>	<p>Being able to use the appropriate interaction approach according to the context, negotiating with own culture and preference</p>	<p>All</p>
<p>Emotional resilience refers to “the ability to deal with stressful feelings in a constructive way and to bounce back from them”;</p>			<p>All</p>



NC SBE Global Ed Strategic Plan From Planning to Doing

WISE Conference Panel
February 4, 2016

Today's Objectives

- Overview of SBE Strategic Plan
- Global Educator Digital Badge for Teachers
- Global-Ready Schools (GRS) Rubric and Application Requirements
- Resources
- Contacts

SBE Task Force on Global Education

In 2011, North Carolina State Board of Education Chairman appointed 5 SBE members to the Task Force on Global Education.

The Task Force was charged to bring, to the full Board, recommendations that would enable a better understanding and appreciation of other countries, languages and cultures by our students.

6 Major Task Force Findings

1. We aren't preparing students for a global tomorrow; North Carolina is global *today*.
2. Pilot programs won't cut it. Preparing globally competent graduates requires a comprehensive approach.
3. To prepare our students for the world, we need to prepare their teachers.

6 Major Task Force Findings

4. North Carolina was once a leader in language learning. It's time to return to the pole.
5. Schools need peers and partners to move this agenda.
6. If it's not sustainable, it's not a strategy.

Connection to State Plan

SBE Vision Statement:

Every public school student will graduate ready for post secondary education and work, prepared to be a globally engaged and productive citizen.

-April, 2014



5 Commitments

1. Robust teacher support and tools
(Action Item 1.2: Global Educator Digital Badge)
2. Leading-edge language instruction
(Action Item 2.1: DL/I K-12 Expansion)
3. New school models
4. District networking and recognition
(Action Item 4.2: Global-Ready Schools and Districts)
5. Strategic international relationships

Commitment 1: Robust Teacher Support and Tools

1.2 Implement an SBE-recognized badging process for teachers and administrators to support a professional development system for global content that leads to an endorsement, certificate, or other recognition with market value.

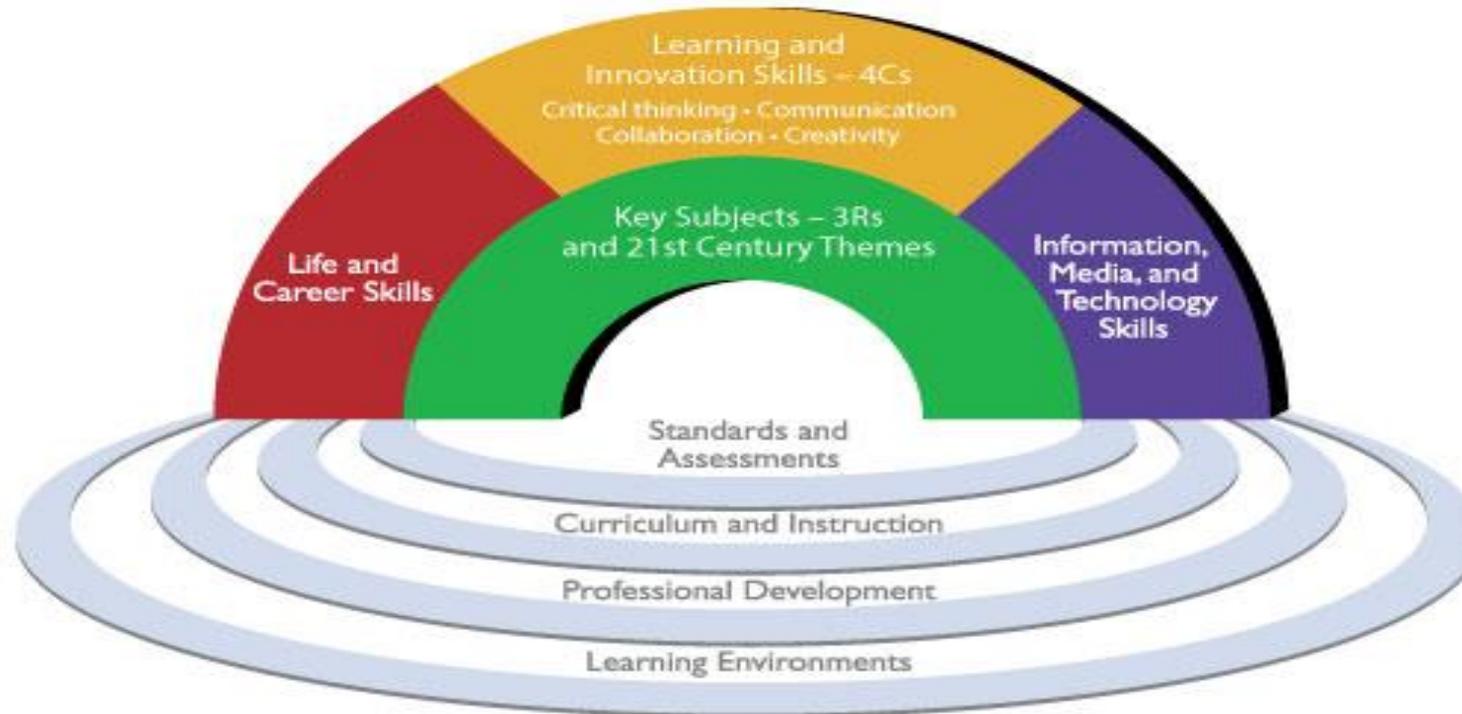
What is a digital badge?

How do we recognize and value the way we learn today? [Badges](#) are a new idea to recognize the learning that happens anywhere and share it in the places that matter.

Global Awareness & NCEES Connection

P21 Framework for 21st Century Learning

21st Century Student Outcomes and Support Systems



© 2009 Partnership for 21st Century Learning (P21)

www.P21.org/Framework

Global Awareness Definition from the Partnership for 21st Century Skills/Learning

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Understanding other nations and cultures, including the use of non-English languages

NCEES Rubric

Element Ia: *What is global competitiveness?*

Element IIb: *What materials or lessons have you observed where teachers counteract stereotypes and acknowledge the contributions of all cultures?*

Element IIIc: *How do teachers promote global awareness and the relevance in your schools?*

Element IIId: *How can we ensure that teachers are aware of these 21st century skills?*

Element IVf: *What opportunities do your students have to work in collaborative/diverse problem solving teams?*

Element Vb : *Other than today, what PD have you attended or you plan to attend?*

Global Educator Digital Badge Criteria

SBE Policy TCP - H- 001: Candidate must

- Document goals or goals and strategies to address global awareness elements within the *NC Professional Standards*
- Complete 100 hours of global education professional development aligned to documented goals
- Complete a Capstone Project that demonstrates educator ability to increase student global awareness while teaching their content standards
- Complete process within 2 years of documented plan

Additional educator categories were approved by the State Board of Education October 1, 2015

YOUR STEPS TOWARD **GLOBAL EDUCATION DESIGNATION**

North Carolina is the first state to offer a global-ready designation for educators. Follow these steps to earn the N.C. Global Educator Digital Badge.

-  Review the “N.C. Global Educator Digital Badge” implementation guide and select global steps using the Educator Evaluation System.
-  Create a professional development plan or goals and strategies.
-  Use the online form to initiate a “Memorandum of Agreement” that lists the expectations for you, your supervisor and district liaison.
-  Send signed “Memorandum of Agreement” to NCDPI.



Earn 100 hours of professional development; finish the capstone project; and log your hours at Home Base.



Get your supervisor to observe your capstone project in action.



Submit your capstone project to SchoolNet at Home Base.



Complete the “Assurances and Attestation” form with your supervisor.



NC GLOBAL EDUCATOR DESIGNATION EARNED!

For more information and forms on the GEDB, go to:
www.ncpublicschools.org/global/ed/actions/item1-2

What is Global Competence or Awareness?

Global competence is the capacity and disposition to understand and act on issues of global significance.

CCSSO, ED Steps, Asia Society State Partnership on Global Education (2010)

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

Investigate the World
Students investigate the world beyond their immediate environment.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives .

Recognize Perspectives
Students recognize their own and others' perspectives.

**Understand the World through
Disciplinary and Interdisciplinary Study**

Take Action
Students translate their ideas into appropriate actions to improve conditions.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

Commitment 4:

District Networking and Recognition

- 4.2** Institute in concert with global education partners a Global-Ready designation for schools and districts that provides a process and incentives and addresses, at the least, the following:
- K-12 world language opportunities for all students
 - Pathways for educators to achieve SBE-recognized badges
 - Career-Ready employer requirements
 - Global school partnerships; and
 - Local school board resolutions and plans on global education

Connection to State Plan

SBE Strategic Plan:

Objective 2.3

Increase the number of schools designated as STEM-, Global Education-ready, or schools using time as a variable for learning

Measure 2.3.1

Percentage of STEM- or Global-ready schools

Measure Values	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results						

NOTE: Baseline data will be collected in 2013-14



GRS Rubric Background

Partners in Development :

- State Board of Education
- Department of Public Instruction
- Friday Institute at NC State
- Global Education Partners
 - Center for International Understanding
 - VIF International Education
 - World View
- LEAs
- Universities



Rubric Structure

ATTRIBUTE

Levels of Achievement

QUALITY INDICATOR

KEY ELEMENT

1. A district global education strategic and/or action plan is in place that supports the development of globally competent students and involves students, faculty, parents, Board of Education, local and global communities				
Key Elements	Early	Developing	Prepared	Model
1.1 Definition of global competency*	District strategic and/or action plan includes a global competency in the mission and/or vision statement.	District strategic and/or action plan indicates a comprehensive approach to integrate a global competency mission and/or vision statement into the curriculum.	District strategic and/or action plan indicates a comprehensive approach to integrate a global competency mission and/or vision statement into a standards-based curriculum and references relevant research and resources.	District strategic and/or action plan demonstrates comprehensive integration of global competence into the standards-based curriculum through action items and references to relevant research and resources.
1.2 Global competence goals.	District strategic and/or action plan includes statement of need for global competence goals.	District strategic and/or action plan indicates staff and student goals for global competence.	District strategic and/or action plan indicates comprehensive staff and student goals for global competence, and identifies tools and resources.	District strategic and/or action plan indicates comprehensive staff and student goals for global competence, identifies relevant tools and resources, and articulates specific actions to help students and staff meet those goals.
1.3 School resources	District strategic and/or action plan includes statement of need to identify the resources to meet global competence goals.	District strategic and/or action plan identifies human and material resources needed for some schools, departments and personnel to meet global competence goals.	District strategic and/or action plan identifies human and material resources needed for most schools, departments and personnel to meet global competence goals.	District strategic and/or action plan includes the specific identification of human and material resources and infrastructure needed for all schools, departments and personnel to meet global competence goals.

Requirements for State Designation

1. Schools can earn the Global-Ready School (GRS) Designation at either the “Prepared” or “Model” Level of Achievement.

2. To receive GRS designation, schools must also meet the following student achievement requirements in addition to "Prepared" or "Model" on the Global-Ready School rubric:

- Schools must be at or above the state average performance composite for Level 3. Schools will use the state average for their school grade configuration:
 - through grade 5
 - through grade 8
 - through grade 12
- In addition, schools must meet or exceed their expected yearly growth.

These measurements are based on the data from the school year preceding the application year.

Schools may also choose to have their applications reviewed for feedback and recommendations and will receive a SBE acknowledgement of participation.

Global-Ready Schools and Districts

School Application Timeline

2015-2016 Academic Year

Timeline	2015-16
September 2015	Application and Guidance available
April 4, 2016	Application due
April 2016	Review process
May 2016	School notification
September 2016	School visit
November 2016	State Board of Education Recognition (Presentation)

District Application Timeline

2015-2016 Academic Year

Timeline	2015-16
July 2015	District Application and Guidance available http://www.ncpublicschools.org/global/ed/actions/item4-2
December 1, 2015	Application due
December 2015	Review process
January 2016	District notification
February 2016	State Board of Education Recognition (Presentation)

Contact and Resources

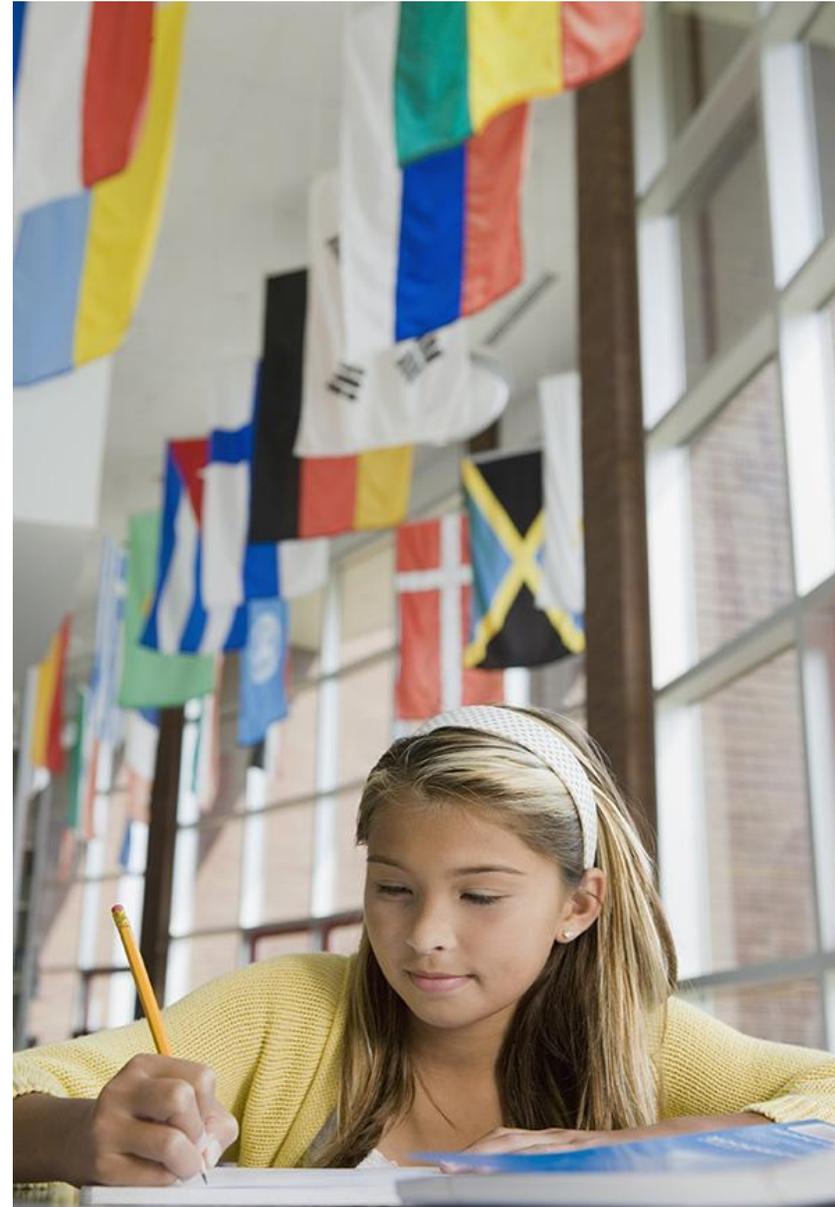
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<http://www.ncpublicschools.org/globaled/>

<http://gled.ncdpi.wikispaces.net/>

To Join Global Education listserv:

<http://bit.ly/1P3gtgv>





ABOUT ACTFL

Mission and Vision

► Governance

► Teacher of the Year Program

ACTFL Professional Awards

Staff Directory

Assembly of Delegates

General Services Administration
(GSA) Schedule

► Resources

Contact Us



ABOUT THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,000 language educators and administrators from elementary through graduate education, as well as government and industry.

Since its founding, ACTFL has become synonymous with innovation, quality, and reliability in meeting the changing needs of foreign language educators and their students. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

MISSION STATEMENT (ADOPTED NOVEMBER 2004)

Providing vision, leadership and support for quality teaching and learning of languages.

VISION STATEMENT (ADOPTED MAY 2005)

Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by

- Meeting the needs of language professionals
- Ensuring a dynamic and responsive organization
- Working proactively through advocacy and outreach

ARCHIVED WEBINARS



- Membership organization of more than 13,000 language educators and administrators from elementary through graduate school, as well as government and industry.
- **Mission:** Providing vision, leadership and support for quality teaching and learning of languages.
- **Vision:** Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens.

WHY: Reaching Global Competence

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competency.

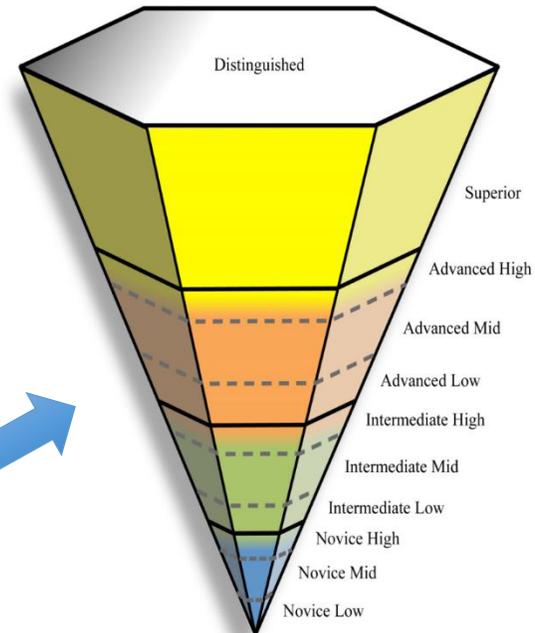
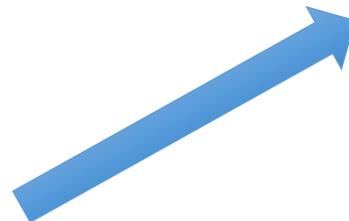
- Global Competence vital for global economy, diplomacy/defense, global problem-solving, diverse communities
- Global Competence described: readiness to communicate, interact, withhold judgment, be alert to differences and miscommunication, act with respect, and increase knowledge of other cultures

How can we help students in K-16 become globally competent?

- High standards and expectations for all students
- Early start, long uninterrupted sequences of FL study
- Proficiency-based models of instruction
- Use of target language (90% rule)
- Student-centered, performance-based instruction
- 21st c. communication experiences
- Global competence as a goal with languages at the core
- Interculturality
- Monitored and documented student progress (data)



Language Proficiency Documenting Learner Growth



How proficient are today's undergraduate majors?

Table 3

ALL RATINGS FOR ALL LANGUAGES

ACTFL Rating	Number of Students	% of Total ⁶	Cumulative %
Superior	12	2%	2%
Advanced-High	24	5%	7%
Advanced-Mid	95	19%	26%
Advanced-Low	105	21%	47%
Intermediate-High	175	35%	82%
Intermediate-Mid	86	17%	99%
Intermediate-Low	4	1%	100%
Novice-High	0		100%
Novice-Mid	0		100%
Novice-Low	0		100%
Total	501	100%	



Building Proficiency Levels Needed to be Globally Competitive for Work

Proficiency Levels & Sublevels		Functions	Corresponding Jobs/Professions (identified by Career Clusters™)	Who has this level of proficiency?
	Superior	<i>Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation</i>	Finance: Accountant Executives, Financial Advisors Human Services: Interpreters Law, Public Safety, Corrections & Security: Lawyers, Judges	Educated native speakers Students from abroad after a number of years working in a professional environment
Advanced  The Storyteller	Advanced High	<i>Narrate and describe in past, present and future and deal effectively with an unanticipated complication</i>	Education & Training: University Language Professors	Students with graduate degrees in language
	Advanced Mid		Health Science: Doctors Human Services: Social Workers Marketing: Sales Representatives	Native speakers who learned language in the home environment Secondary students after Levels VII or VIII
	Advanced Low		Education & Training: K-12 Teachers Human Services: Customer Service Representatives Law, Public Safety, Corrections & Security: Police Officers	Graduates with language degrees who have lived in target language-speaking countries Secondary students after Level VI (alphabetic)
Intermediate  The Survivor	Intermediate High	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	Human Services: Receptionists Information Technology: Telephone Operators Transportation, Distribution & Logistics: Aviation Personnel	Graduates with language degrees who have not lived in target language-speaking countries Secondary students after Level V (alphabetic) or Level VI (logographic, visual)
	Intermediate Mid		Hospitality & Tourism: Tour Guides Human Services: Cashiers	Secondary students after Level IV (alphabetic)
	Intermediate Low			Secondary students after Level III (alphabetic) or Level IV (logographic, visual) K-8 students after 5-6 years of study
Novice  The Parrot	Novice High	<i>Communicate minimally with formulaic and rote utterances, lists and phrases</i>		Secondary students after Level II (alphabetic, visual) or Level III (logographic)
	Novice Mid			Secondary students after Level II (logographic)
	Novice Low			K-8 students after 2 – 3 years of study

Adapted from the paper *La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad* (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)

The Seal of Biliteracy

- An award given by a state department of education or a local school district to a student who has attained proficiency in both English and one or more world languages by high school graduation
- Distinction is recognized on student's transcript and diploma
- Certifies that students have attained biliteracy – students, universities, employers
- Shows evidence of accomplishment in readiness for college, the workforce, and as a global citizen

Guidelines for Seal of Biliteracy

- Developed by National Association of Bilingual Education (NABE), National Council of State Supervisors of Foreign Languages (NCSSFL), and the American Council on the Teaching of Foreign Languages (ACTFL)
- Biliteracy refers to functional level of proficiency in both languages.



Home

Steps to Implement ▾

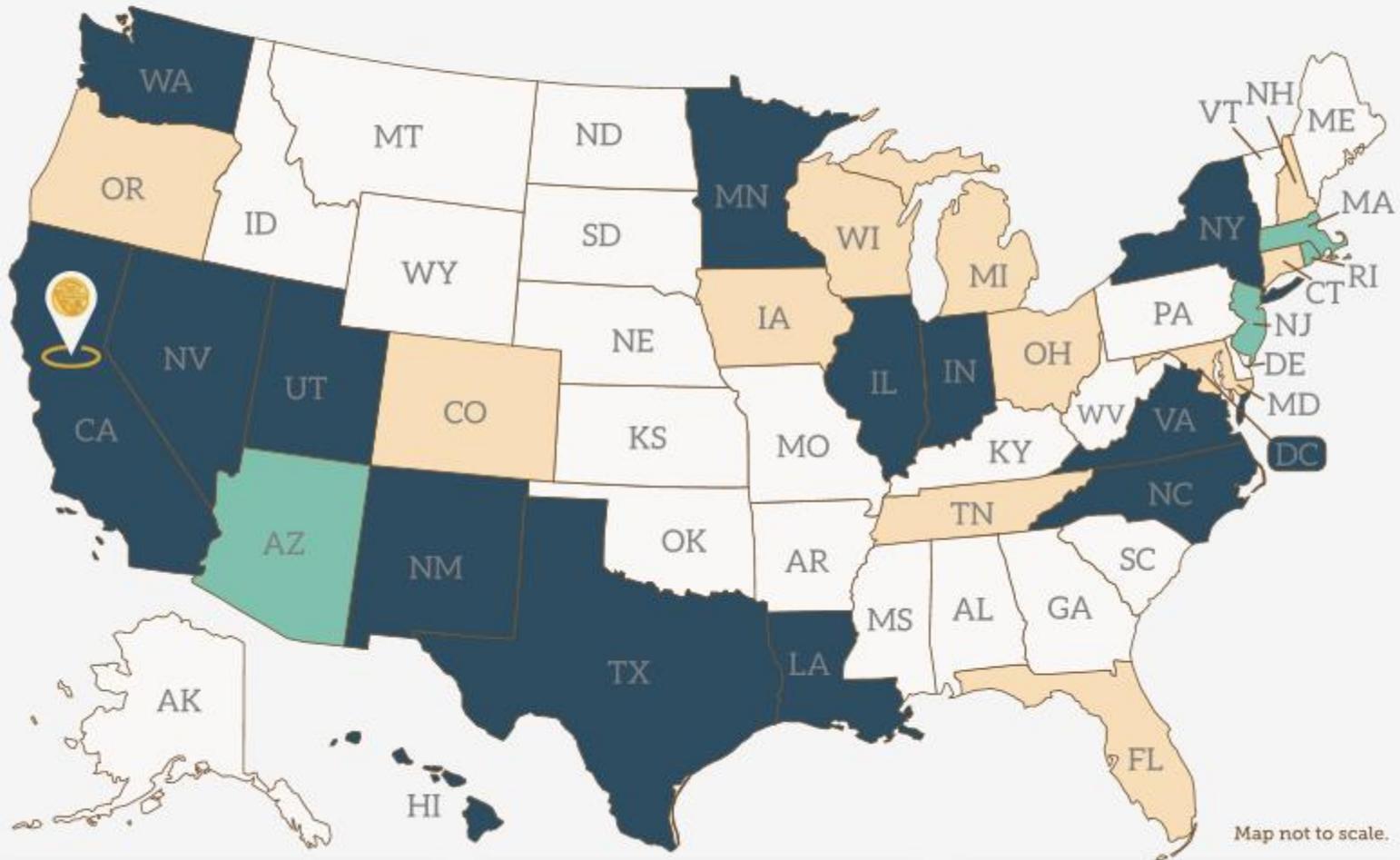
Resources ▾

FAQs

News

STATE LAWS REGARDING THE SEAL OF BILITERACY

● Approved State Seal ● Under Consideration ● Early Stages ○ No Seal of Biliteracy, Yet!



RESOURCES

- American Council on the Teaching of Foreign Languages (ACTFL) - www.actfl.org
- Seal of Biliteracy - <http://sealofbiliteracy.org/>