

This document crosswalks the definition of global competence, as defined by the Asia Society (<http://asiasociety.org/files/book-globalcompetence.pdf>) to the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education, managed by Advance CTE (<https://www.careertech.org/cctc>). The definition of global competence and the CCTC were developed separately by state education leaders as well as diverse groups of teachers, business and industry experts, administrators, and researchers.

* Please note, if the URL links do not work, copy and paste them into your browser.

Education & Training Career Cluster® (ED)							
Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources	
1	Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning.	X	X	X	X	Use the Kwintessential Culture Guides to investigate customs and etiquette around the world. Learn about religion, family, concepts of humor and shame, hospitality, table manners, dining, meeting and greeting, gender roles, gift giving, and more. Students can work collaboratively to create etiquette guides or role-play scenarios to develop understandings of differences and similarities in everyday behaviors of people from around the world.	http://www.commisceo-global.com/country-guides
2	Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.	X	X	X	X		
3	Use critical thinking to process educational communications, perspectives, policies, and/or procedures.	X	X	X	X		
4	Evaluate and manage risks to safety, health, and the environment in education and training settings.	X					
5	Demonstrate group collaboration skills to enhance professional education and training practice.	X	X	X	X	Use Kwintessential Culture Guide activity listed above in numbers 1–3.	http://www.commisceo-global.com/country-guides
6	Analyze ethical and legal policies of professional education and training practice.	X	X	X		Read the ASCD infobrief. Either individually or in teams have students select one of the ten categories to research further. How might they integrate these topics into one of their current classes? Are any of these topics more important than others? Are there others that could be added? Students could write or discuss their thoughts.	http://www.ascd.org/publications/newsletters/policy-priorities/jan03/num32/toc.aspx
7	Explain legal rights that apply to individuals and practitioners within education and training settings.		X	X		Have students read the first website (Findlaw.com) on teachers' rights. Then review the second website (U.S. Network for Education Information) and discuss how teachers' rights are similar or different when teaching abroad.	http://education.findlaw.com/teachers-rights.html ; https://www2.ed.gov/about/offices/list/ous/international/usnei/international/edlite-overseas-primsec.html

8	Demonstrate ethical and legal behavior within and outside of education and training settings.		X	X	X	Use the Amnesty USA <i>Our World, Our Rights</i> Chapter 2 lesson. Although developed for children, adapt the discussion to focus on how teachers can use these activities in their own classrooms to create an environment where all students' rights are respected.	https://www.amnestyusa.org/pdfs/OurWorldOurRights.pdf
9	Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.			X			
10	Apply organizational skills and logic to enhance professional education and training practice.						
11	Demonstrate group management skills that enhance professional education and training practice.		X	X		Have students read the article from The Economics Network, "Teaching Culturally Diverse Groups: Managing Assessed Group Work," on working with intercultural groups in the classroom. Discuss the challenges and strategies for more effectively managing cultural groups.	https://www.economicsnetwork.ac.uk/showcase/carroll_diversity

Administration & Administration Support Career Pathway (ED-ADM)

Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Use research-based practices to develop, communicate, and enlist support for a vision of success for all learners.	X	X	X	X	Have students explore the Teaching for Change website and select two lessons or resources they believe could build support for students from diverse backgrounds. Have students share their resources with other students.	http://www.teachingforchange.org/
2	Identify behaviors necessary for developing and sustaining a positive learning culture.	X	X	X	X		
3	Create instructional programs to meet the learning organization's objectives.	X	X	X	X		
4	Identify instructional practices that meet the learning organization's objectives.	X	X	X	X		
5	Model leadership skills for personnel in order to improve the performance of the learning organization.		X	X		Watch the video on the Asia Society's website on how schools became international schools. Discuss what your school would look like if it became an international school.	http://asiasociety.org/education/administrators
6	Identify operations to meet the learning organization's objectives.		X	X		Have students read the article "Bravo Principals Celebrate Diversity" on the	http://www.educationworld.com/a_admin/columnists/BRAVO/BRAVO008.shtml



7	Plan strategically to meet the learning organization's objectives.		X	X		Education World website and write a one- to two-page paper on how Bravo principals use diversity in their schools to create a stronger learning environment.	
8	Apply internal and external resources to meet the learning organization's objectives and learner needs.		X	X			
9	Describe advocacy strategies to promote the learning organization's needs.		X	X		Watch the video on the Asia Society's website on how schools became international schools. Discuss what your school would look like if it became an international school.	http://asiasociety.org/education/administrators

Professional Support Services Career Pathway (ED-PS)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Identify strategies, techniques, and tools used to determine the needs of diverse learners.		X	X	X	Resources for teaching diverse students.	http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx
2	Implement methods to enhance learner success.	X	X	X	X	Read the article "3 Ways to Plan for Diverse Learners: What Teachers Do" on the Edutopia website. It discusses differentiating content, process, and product in teaching. In teams, have students select a population (disability, ELL, migrant students, etc.) and further research how to differentiate for this population. Teams prepare a five-minute presentation on their findings.	http://www.edutopia.org/blog/differentiated-instruction-ways-to-plan-john-mccarthy
3	Identify resources and support services to meet learners' needs.	X	X	X	X		
4	Identify resources and support services available in the learning organization to enhance the learning environment.	X				Research your state's education resources and support services through your department of education's website.	
Teaching/Training Career Pathway (ED-TT)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.		X	X	X	Read the Asia Society's global leadership outcomes and rubrics for a specific grade. Create a lesson plan designed to meet at least two of the outcomes.	http://asiasociety.org/education/leadership-global-competence
2	Employ knowledge of learning and developmental theory to describe individual learners.		X	X	X	In four groups, have students read about critical practices for anti-bias education from Teaching Tolerance. Each group should investigate one of the four critical practices: instruction, classroom culture, family and community engagement, or teacher leadership. Have each group prepare a brief presentation and resource guide for the other groups in class.	http://www.tolerance.org/critical-practices



3	Use content knowledge and skills of instruction to develop standards-based goals and assessments.	X	X	X		Use the opinion article "Are Standards and Multicultural Education Compatible?" from ASCD, to begin a lesson for students to debate whether or not standards-based grading/assessments are appropriate for students of all backgrounds. Give students time to research the topic on their own before engaging in a classroom debate.	http://www.ascd.org/ascd-express/vol6/615-sleeter.aspx
4	Identify materials and resources needed to support instructional plans.	X		X		Have students select a diversity/multicultural topic of choice. Provide time for students to research the internet to find materials and resources to support instructional plans. Students should create a diversity/multicultural wiki of materials to share with each other.	
5	Establish a positive climate to promote learning.	X			X	Ask students to find an online lesson plan that they could use to promote a positive climate for diverse learners. The Teacher Vision website is one example that contains Diversity Resources.	https://www.teachervision.com/teacher-resources/printable/33631.html
6	Identify motivational, social, and psychological practices that guide personal conduct.		X	X	X	Have students select two of the diverse learner groups from the website Motivating Diverse Learners. Read/watch the videos and develop a one-page plan on how you would motivate/engage the group of students.	https://motivatingdiverselearners.wordpress.com/
7	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.	X	X	X	X	Same as ED-TT 11: Have students review the PDF on good to excellent inclusive school communities. In teams, have students select one of the areas of improvement. Have students develop questions to evaluate where a school climate is currently. Students then individually interview a teacher and bring their interview notes back to class, compare the responses they get, and create a plan to improve that area of professional relationships.	http://www.journeytoexcellence.org.uk/images/CE%20IG2%20positive%20relationships_tcm4-604891.pdf



8	Demonstrate flexibility and adaptability in instructional planning.	X			X	Ask students to find an online lesson plan that they could use to promote a positive climate for diverse learners. The Teacher Vision website is one example that contains Diversity Resources.	https://www.teachervision.com/teacher-resources/printable/33631.html
9	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.		X	X		Watch the video on study.com. Discuss how teachers can consider bias in assessments and why this is important for teachers to understand.	http://study.com/academy/lesson/testing-bias-cultural-bias-language-differences-in-assessments.html
10	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.	X		X		Have students each select two of the global education resources listed on the NEA website and research how these can be used to improve teacher professional development. Have students share what they find.	http://www.nea.org/home/37409.htm
11	Implement strategies to maintain relationships with others to increase support for the organization.	X	X	X	X	Same as ED-TT 7: Have students review the PDF on good to excellent inclusive school communities. In teams, have students select one of the areas of improvement. Have students develop questions to evaluate where a school climate is currently. Have students then individually interview a teacher and bring their interview notes back to class, compare the responses they get, and create a plan to improve that area of professional relationships.	http://www.journeytoexcellence.org.uk/Images/CE%20IG2%20positive%20relationships_tcm4-604891.pdf