



Center for  
Global Education

International Studies Schools Network

# ISSN Workshops and Resources

## 2016 CATALOG



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# Center for Global Education at Asia Society

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The Center for Global Education (CGE) at Asia Society brings together leaders and institutions from the United States, Asia, and the world to tackle one of the most critical education challenges today: how to educate all students for employability and citizenship in a global era. In today's interconnected world, the ability to appreciate diverse cultures, analyze complex international issues, and understand foreign languages is essential. A future of peace and prosperity depends on ensuring a high-quality 21<sup>st</sup> century education for the next generation. Students need to be globally competent in order to prosper within a global economy, thrive amid diversity, and take on the world's most intractable problems. In an increasingly complex world, education for global competence is the key to employability and inclusion for our young people. To learn more about the work within CGE, including the International Studies Schools Network, the Global Learning Beyond School program, the Global Cities Education Network, and China Learning Initiatives, visit <http://asiasociety.org/education>.

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## International Studies Schools Network

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The International Studies Schools Network (ISSN) is a professional community of a growing number of K-12 schools around the United States. ISSN schools integrate global education across the curriculum through a unique combination of professional development, globally focused curriculum tools, project-based learning, and authentic assessment. ISSN schools, especially those in primarily socioeconomically disadvantaged urban areas, enjoy higher levels of student engagement and academic achievement.

**For more information about ISSN Workshops and Resources,  
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# Introduction to Global Competence

## Global Competence Defined

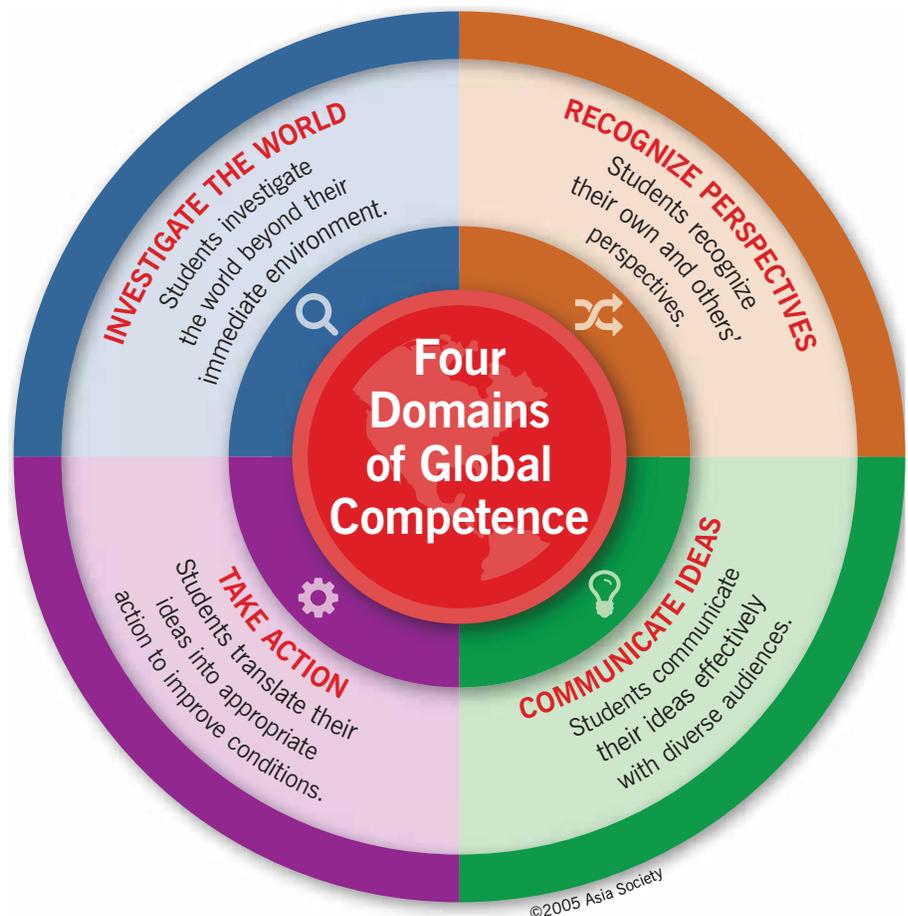
Together with the Council of Chief State School Officers (CCSSO), the Asia Society has defined complex sets of important skills and competencies related to global competence. Twentieth-century assumptions about the world are rapidly becoming obsolete. Globalization, the digital revolution, mass migration, and the prospect of climate instability are triggering new concerns and demanding a new kind of graduate.

At the dawn of the 21<sup>st</sup> century, we are recasting our understanding of economics, communication, security, cultural identity, citizenship, and the environment. Indeed, a growing number of reports document the new demands and opportunities these changes present our youth. They call for more powerful, relevant, and self-directed learning that will prepare the young to live, compete, and collaborate in a new global scenario.

A substantive understanding of the world is the foundation of global competence. Students demonstrate global competence through awareness and curiosity about how the world works—informed by disciplinary and interdisciplinary insights.

Specifically, globally competent students are able to perform the following four competencies:

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.



# The Global School Design

The ISSN Global School Design (GSD) is intended to assist educators who are part of the International Studies Schools Network throughout all phases of the transformation of their schools. This model implementation rubric:

- Provides a blueprint for schools in designing, planning, and leading an ISSN school;
- Guides implementation and supports school-wide reflection and self-assessment of implementation progress;
- Provides data needed to plan for continued growth and development as a Professional Learning Community from inception to sustaining;
- Supports a process of continuous improvement; and
- Provides a framework for evaluating the effectiveness of the Asia Society ISSN Global School Design Principles.



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# ISSN Membership Categories

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## Affiliation

From the moment a school enters the ISSN, it becomes an ISSN Affiliate, well on the way to ISSN Recognition. Affiliation offers exclusive membership services, such as access to the ISSN Community of Practice and invitations to a broad array of events and support services.

## Recognition

Upon Recognition, schools will have achieved full certification and become eligible to participate in the unique opportunities specifically designed to assist in deepening and sustaining the ISSN program.



# The Pathway to Recognition

## PLANNING

Upon joining the ISSN, schools are awarded Affiliate status, and school leaders receive workshops and executive coaching to establish the framework for a school-wide global focus.

## FOUNDATIONS

Teachers begin learning about and implementing global competence in the classroom.

## INTEGRATION

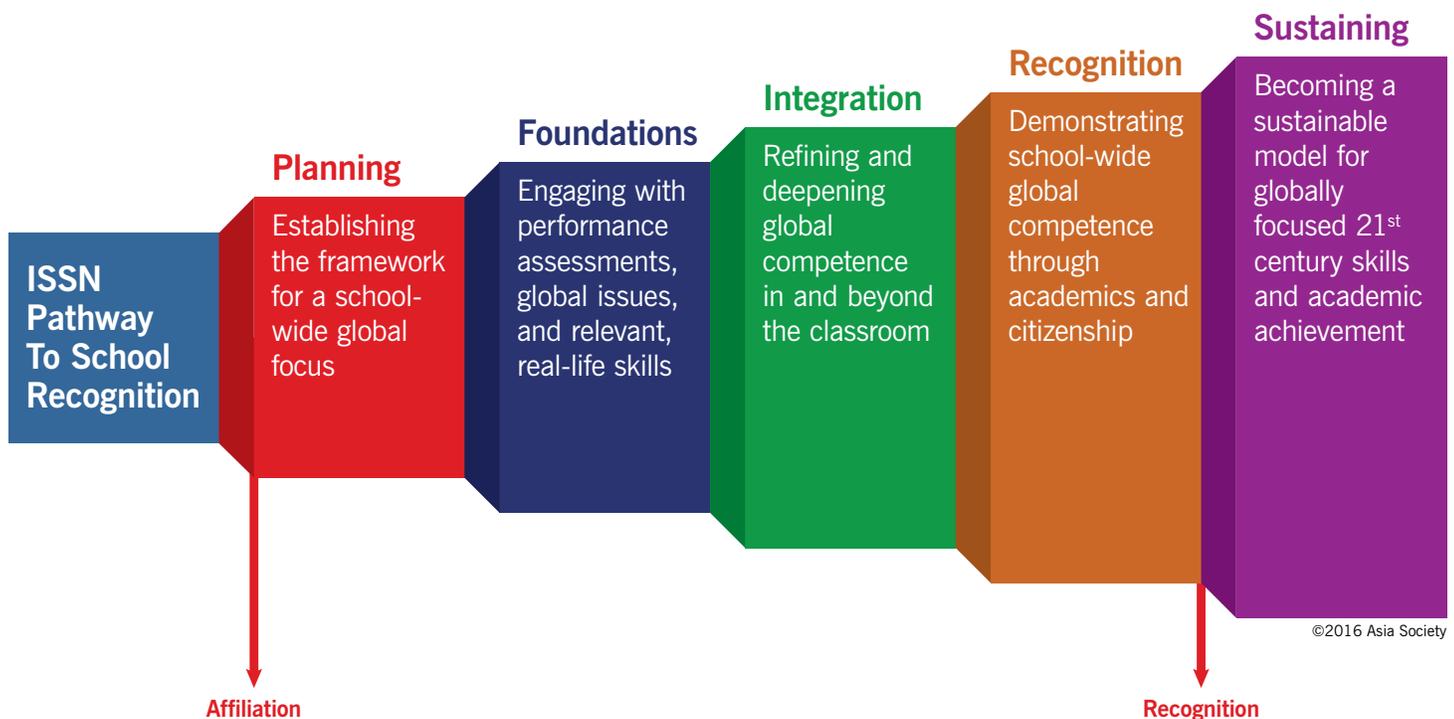
Teachers and leaders refine and deepen their understanding and delivery of global competence in and beyond the classroom.

## RECOGNITION

Upon successful completion of the Recognition phase, culminating in the School Recognition Site Visit, ISSN member schools are awarded ISSN Recognized School status.

## SUSTAINING

Schools maintain Recognized status by participating in ongoing professional development through continued membership in the ISSN.



# ISSN Professional Development

## Workshops

The core curriculum workshops described in this catalog are offered in a face to face format. Workshops deliver intensive professional development combined with multiple opportunities to apply and refine new concepts in the classroom and throughout the school. We work directly with teachers and leaders at the school site and offer onsite coaching to support implementation and evaluation of the school's progress.

The **Graduation Performance System (GPS)** is the curriculum, assessment, and instruction cycle teachers learn to use to integrate global competence into instructional practice. The GPS is supported by a robust series of curriculum tools, including performance outcomes in seven disciplines from grades 3–12, Performance Assessment Shells, and Global Issue Overviews.

## Onsite Coaching

### Coaching clinics for teachers

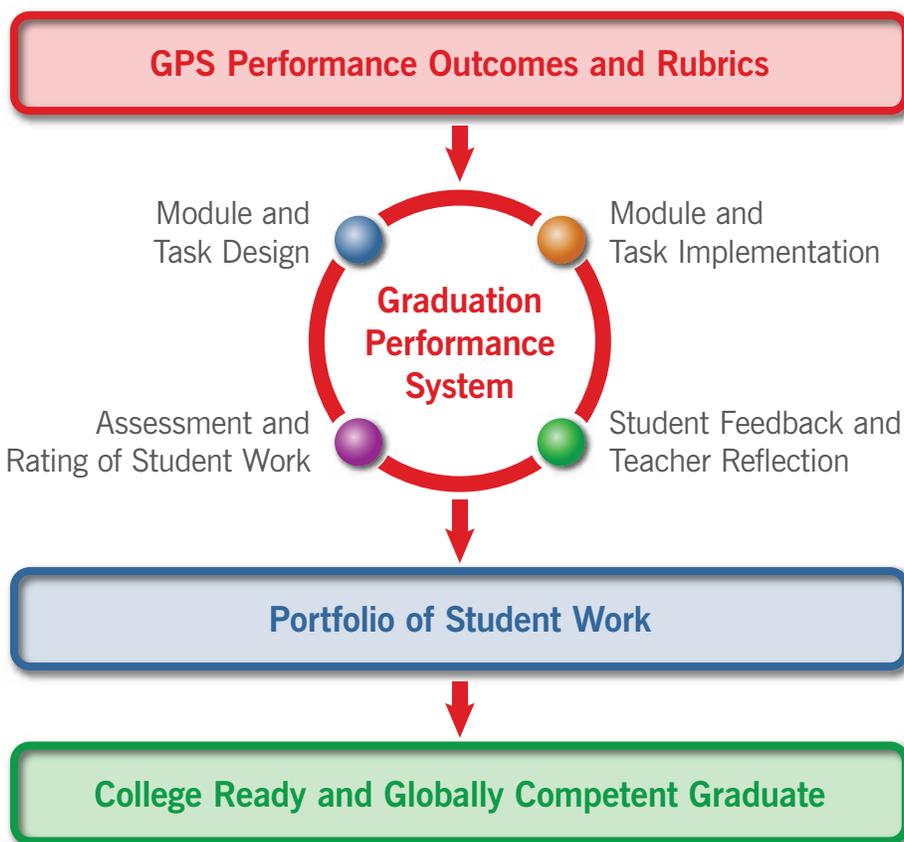
provide the school staff with targeted coaching outside of the scheduled professional development workshops. With the help of the school coach, school leaders can decide on specific skills and content where teachers need extra support for high-quality implementation.

### Executive coaching for leaders

is centered on the **ISSN Global School Leadership System (GSLs)**, a cycle for leading and managing ISSN schools. The GSLs incorporates benchmarking, planning, orchestrating, implementing, tracking, and innovating.

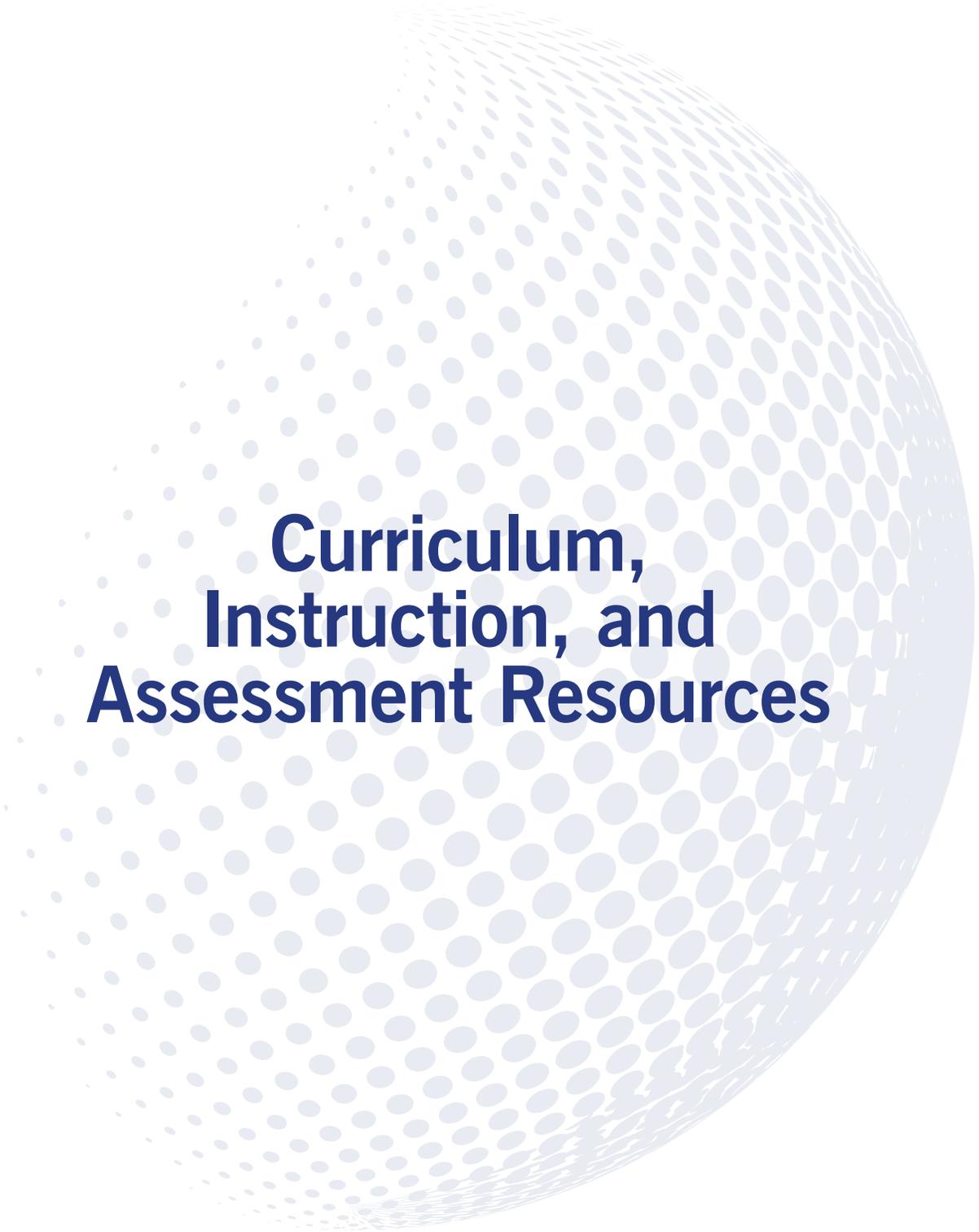
## Electives

A variety of 3-hour workshops can be chosen to customize any phase along the pathway, or clustered as advanced learning paths after a school has entered the Sustaining Phase of its work with the ISSN. Elective workshops are all aligned to the GSD and provide additional support in a variety of school improvement areas.



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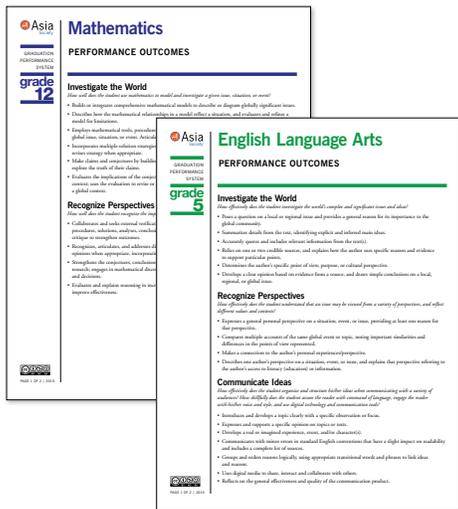
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# Curriculum, Instruction, and Assessment Resources

# Performance Outcomes Packages

Each Grade Level Package Includes Performance Outcomes, Rubrics, and I Can Statements



**Outcomes** are based on the Four Domains of Global Competence:

Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. The Outcomes document expresses the desired results of student learning in terms of global competence; that is, competencies are demonstrated through the application of clusters of learning standards in a variety of authentic, globally significant, and relevant situations and circumstances.

**Rubrics** establish a method of evaluating student work in comparison to the Outcomes. Rubrics express what it means to be Emerging, Developing, Proficient, and Advanced. In addition to using the Rubrics for evaluation purposes, teachers can use them to backward design lesson plans and assignments to drive learning toward student mastery of specified Outcomes.

**I Can Statements** express the Outcomes in language that students can understand and act on. The purpose of the I Can statements is to give students the tools to take accountability for their own learning. When they understand what it means to be globally competent, their learning choices become more focused and results-driven, enhancing their opportunities for success. The Performance Outcomes are supported by a collection of Global Issue Overviews and Performance Assessment Shells that teachers can use as springboards in their own work.



## Global Leadership Performance Outcomes Packages

Grades K-3; 4-5; 6-8; 9-10; 11-12

## Arts Performance Outcomes Packages

Grades K-3; 4-5; 6-8; 9-10; 11-12

## English Language Arts Performance Outcomes Packages

Grades K-3; 4-5; 6-8; 9-10; 11-12

## History/Social Studies Performance Outcomes Packages

Grades K-3; 4-5; 6-8; 9-10; 11-12

## Mathematics Performance Outcomes Packages

Grades K-3; 4-5; 6-8; 9-10; 11-12

## Science Performance Outcomes Packages

Grades K-3; 4-5; 6-8; 9-10; 11-12

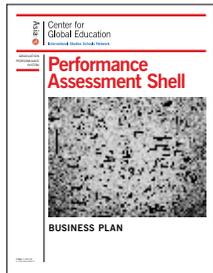
## World Languages Performance Outcomes Packages

Grades K-3; 4-5; 6-8; 9-10; 11-12



# Performance Assessment Shells

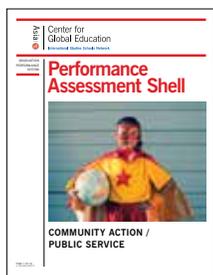
Performance Assessment Shells present complete examples of performance assessment ideas, including a range of formative tasks and learning activities as well as a summative performance assessment task. Each Performance Assessment Shell suggests a variety of learner opportunities to succeed at real-world tasks requiring academic rigor, productive habits, and global awareness.



## Develop a Business Plan: Entrepreneurial Approaches for Addressing Global Issues

Students will create a business plan for a proposed product or service that addresses an issue of global significance, or that requires global trade. Students may choose a for-profit or nonprofit business model. They are not required to invent a new product or service to be successful with this performance assessment.

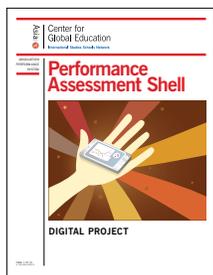
Students will create a business plan for a proposed product or service that addresses an issue of global significance, or that requires global trade. Students may choose a for-profit or nonprofit business model. They are not required to invent a new product or service to be successful with this performance assessment.



## Community Action or Public Service: Take Action for Social Change

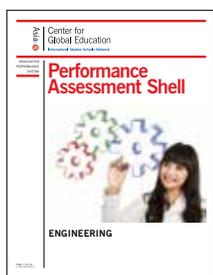
Students will participate in a community or public service project that takes an evidence-based position on an issue of global significance.

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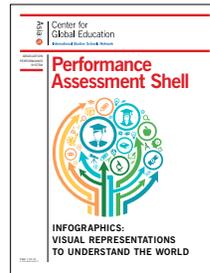
## Digital Project: Using Technology to Address and Inform on Global Issues

Students will design a multimedia project designed to increase awareness, raise funds, or promote or create a product that addresses a local/global issue.



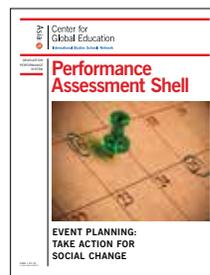
## Engineering: Working Artfully to Construct a Project

Students will engineer objects that have practical utility, applying academic concepts to real problems and connecting them with globally significant issues.



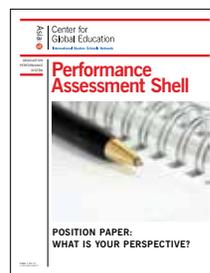
## Infographics: Visual Representations to Understand the World

Students will create and share an infographic that takes a researched position and communicates data effectively, using evidence, on an issue of global significance.



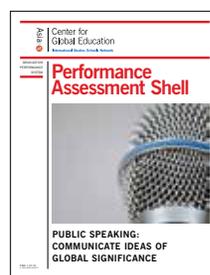
## Event Planning: Take Action for Social Change

Students will plan a social action event that takes an evidence-based position on an issue of global significance.



## Position Paper: What Is Your Perspective?

Students will create and share a paper that uses evidence-based arguments to take a strong position on an issue of global significance.



## Public Speaking: Communicate Ideas of Global Significance

Students will write and deliver a speech that communicates a strong, evidence-based position on an issue of global significance.

# Global Issue Overviews

Aligned to the U.N. Sustainable Goals, the Global Issue Overviews span a broad range of globally significant issues and frame essential questions and enduring understandings for teachers and students alike. Overviews connect to the GPS Performance Outcomes to demonstrate how competence can be achieved.



## Clean Water: Access and Management

Teaching students about the essential role of water offers them insight into one of the most significant global issues of contemporary life. This overview provides an opportunity to explore

critical questions about equality, cooperation, and competition; technological advances; and human behavior and development. Because water access spans many disciplines, students have an opportunity to explore scientific, environmental, and technological elements, as well as the human, political, and financial ones.



## Education for Women and Girls

In developed countries, where education is the right of all children, students often take their education for granted and are unaware of the lack of educational opportunity for children elsewhere in the world. In many parts of the world, millions of

children do not have access to basic education because of inequalities that originate in gender and cultural identity—and girls are at a much greater disadvantage than boys. This topic can be explored through discussions and projects involving the economics, politics, and religious influences of the situation.



## Hunger and Poverty

In the United States, according to the 2014 Household Food Security report, nearly 50 million Americans—about 14% of all households—are food-insecure. Worldwide, 805 million people do not have enough food.

Hunger and malnutrition destroy health and productivity for individuals, communities, and the world. Solving world hunger begins with recognizing the problem, its impact, and its causes. This Global Issue Overview suggests some ways that students can investigate this issue through the lenses of science and math, history and social studies, and in the realm of ideas.



## Resource Conservation: The Future in Our Hands

Teaching students about the essential role of conservation provides them with insight into one of the most significant global issues of contemporary life. This issue provides an opportunity to explore

critical questions about the relationship between humans and the environment; the role of consumption in our local, national, and international lifestyles; and the impact of consumption on the planet.



## Environment and Sustainability

There is no more precious resource than the planet itself. It provides everything we need to survive—the air we breathe, the water we drink, and the materials we use for food and shelter. Our own health and well-being are dependent on the

health and well-being of Earth's resources, so conserving and protecting those resources are among our most important responsibilities as human beings. This is a topic that knows no academic boundaries and can be explored scientifically, mathematically, historically, and through literature and the arts.



## Human Rights

Learning about human rights is a natural extension of common rules of personal conduct, the values of group cooperation and good citizenship, and the democratic principles embodied in the Bill of Rights. This overview provides

an opportunity to explore critical questions: What are human rights and why are they important? What actions can individuals take to promote and protect human rights? Encouraging students to explore and address these questions will help build the capacity to recognize perspectives and to take action.



## Human Population Growth: A Boon or a Boom?

Studying the issue of human population allows students to explore some of the fundamental issues of fairness and equity, resource use, and technological innovation.

The issue allows students both to

explore rich content across the disciplines, while also thinking about their personal habits of behaviors as they explore questions such as: Do they consume more than their fair share of resources? What limits on their behaviors and habits would they consider to ensure that the planet continues to support the growing population?



## Infectious Disease: Impact and Prevention

Health and disease are global issues: they affect individuals, local communities, and nations. They transcend borders, both because the spread of disease reaches beyond nation-state lines and because the

health of communities far away has a tangible impact on economics, politics, and culture. The literature, scientific research, mathematical analysis, and cultural and socioeconomic questions around health and technology are rich and varied, allowing opportunities for students to think deeply.

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# Community of Practice for Socially Networked Learning (ISSN NING)

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ISSN membership includes participation in a vibrant online professional community of practice supported by a curated repository of globally-focused resources and tools. Member schools receive individual sign-ons for all participating teachers and staff, enabling anyone in the community to access materials and share best practices and experiences with their counterparts in other globally-focused schools around the country. Resources include:

- An Essential Questions bank containing model essential questions for global issue lesson design
- Links to photos and videos for use in lesson design as well as in presentations explaining the value of global competence
- Collaborative tools including live chat, virtual groups, and a discussion board to encourage working partnerships and information sharing
- A blogging platform where individual members can post about events, experiences, and ideas they want to share with other member schools
- The full range of ISSN curriculum tools, including a growing library of Global Issue Overviews, Performance Assessment Shells, Performance Outcomes, and much more



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# Products and Services Packages



Planning

Foundations

Integration

Recognition

Sustaining

# Planning

Available Fall 2016

## **EXECUTIVE COACHING SERIES FOR SCHOOL LEADERS**

### **Leadership in the Global School**

(6 hours; 2 hours of Executive Coaching and 4 hours of Observation)

This workshop will provide an introduction to the ISSN Global School Design and Graduate Profile. Participants will spend time connecting the concepts and outcomes in these tools with their own school's existing goals and values. By the end of this unit, school leaders will have designed a plan for communicating the school's global focus and its membership in the ISSN.

### **Needs Analysis and Benchmarking for Global School Success**

(6 hours; 2 hours of Executive Coaching and 4 hours of Observation)

In this workshop, school leaders will develop the skills, habits, and behaviors to evaluate and benchmark their school's current standing against the Global School Design (GSD). The goal is for participants to use these benchmarks to consider which elements of the GSD will have the greatest immediate impact on their school's global focus. In addition, school leaders will learn a process for distilling multiple data points and identifying key indicators that say the most about their school's progress to their goals related to global competence.

### **The ISSN Professional Development Plan**

(6 hours; 2 hours of Executive Coaching and 4 hours of Observation)

This workshop supports school leaders to become fluent speakers of ISSN's common language for global competence, including the Four Domains of Global Competence, the SAGE Framework, and Performance Assessments in a globally focused classroom. Participants will develop specific strategies for using these common tools to develop language and shared values, both critical elements in building a school culture. By the end of this unit participants will have created a plan to ensure that professional development for practitioners fosters global competence in the classroom.

### **The ISSN Global School Design Strategic Plan**

(6 hours; 2 hours of Executive Coaching and 4 hours of Observation)

This workshop prepares school leaders in feeling fully prepared to lead their school in implementing a global focus during the upcoming Foundations Year. Plans will include all of the work they have done in prior workshops. In addition, participants will focus on strategies to engage the school community in building a global focus so that all stakeholders are active participants in the process.



## **WORKSHOP SEQUENCE FOR CLASSROOM TEACHERS**

### **Getting Started with Global Competence**

(6 hours)

In this workshop, participants will learn how teaching with a global focus is a strategy for successfully engaging students. The workshop will emphasize that global competence is engaging because it is relevant to students' lives, providing them with opportunities to apply their knowledge and skills, in addition to learning about academic concepts. The workshop is meant to be practical, as well as accessible and fun.

### **SUPPORT SERVICE SETS**

- 5 Onsite Coaching Days
- School Study Tour
- New Leaders Induction Training
- ISSN Summer Institute

### **CURRICULUM AND RESOURCE SETS**

- Global Leadership Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12
- Discipline Specific Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12 (Includes Arts, English Language Arts, History/Social Studies, Mathematics, Science, and World Languages)
- 8 Global Issue Overviews
- 8 Performance Assessment Shells
- Access to the ISSN Community of Practice

# Foundations

Available Fall 2016

## EXECUTIVE COACHING SERIES FOR SCHOOL LEADERS

### Needs Analysis for Foundations

(3 hours)

In this workshop, school leaders will continue to develop the skills, habits, and behaviors to evaluate their school's current standing against the Global School Design (GSD). The goal is for participants to use these benchmarks in order to consider which elements of the GSD will have the greatest immediate impact on their school's global focus for the school year. This coaching session will cover the Benchmarking segment of the Global School Leadership System (GSLs).

### Setting Improvement Goals for Foundations

(3 hours)

This workshop will support school leaders to set a small number of meaningful goals that will give their school an ongoing experience of success in implementing a global focus. The school leader will choose three goals for improving the school's global focus: a leadership goal, a curriculum/instruction/assessment goal, and a school-wide goal from among the six GSD strands. This session will cover the Planning segment of the GSLs.

### Key Indicators for Success in Foundations

(3 hours)

In this workshop, school leaders will distill multiple data points and identify key indicators that say the most about their school's progress to goals related to global competence. Participants will review present methods for tracking those indicators and refine a tracking system that implements directed review during various points in the school year. This session will cover the Orchestrating, Implementing, and Tracking segments of the GSLs.

### Action Planning: Preparing for Integration

(3 hours)

This workshop prepares school leaders to lead their school in implementing a global focus during the upcoming Integration Year. Plans will include all of the work done in prior workshops. This session will cover the Innovating portion of the GSLs and will continue to the top of the cycle which will begin during the next phase of this work.

## WORKSHOP SEQUENCE FOR CLASSROOM TEACHERS

### Setting the Stage for Global Competence: Learning about the Graduation Performance System

(6 hours)

In this workshop, teachers will learn the basic tenets of global competence to enhance their understanding of how to design and implement a globally significant curriculum. Bringing relevance and engagement to the core content areas is the goal of this session as participants learn about the Graduation Performance System (GPS), a research-based instruction and assessment system designed to build students' global competence.

### The Basics of SAGE and Quality Curriculum Design

(6 hours)

This workshop is designed to familiarize teachers with a dynamic curriculum framework known as SAGE: **S**tudent Choice, **A**uthentic Experiences, **G**lobal Significance, and **E**xhibition to a Real Audience. In addition, participants will learn how to evaluate the quality of their own curriculum design work using the Performance Assessment Quality Rubric.

## Storyboarding Performance Assessments and Adapting Rubrics

(6 hours)

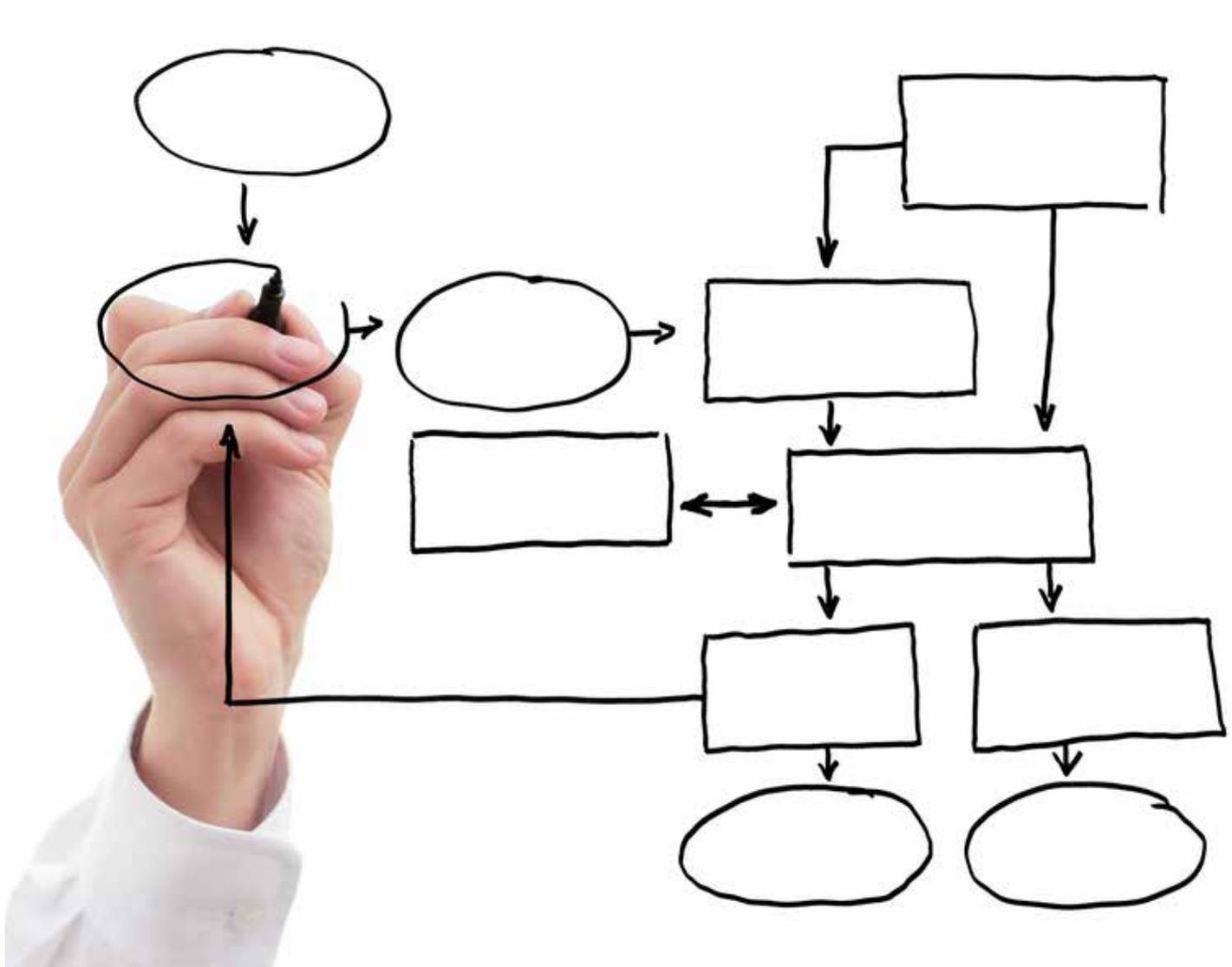
In this workshop, participants will learn how to design their own curriculum storyboards using Global Issue Overviews and Performance Assessment Shells. These popular and effective curriculum resources will support teachers in designing learning modules and GPS rubrics focused on improving student learning and engagement.

### SUPPORT SERVICES SETS

- 15 Onsite Coaching Days
- Site Visit Review
- ISSN Summer Institute
- Leaders Learning Series

### CURRICULUM AND RESOURCE SETS

- Global Leadership Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12
- Discipline Specific Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12 (Includes Arts, English Language Arts, History/Social Studies, Mathematics, Science, and World Languages)
- 8 Global Issue Overviews
- 8 Performance Assessment Shells
- Access to the ISSN Community of Practice



# Integration

Available Fall 2017

## EXECUTIVE COACHING SERIES FOR SCHOOL LEADERS

### Needs Analysis for Integration

(3 hours)

In this workshop, school leaders will continue to develop the skills, habits, and behaviors to evaluate their school's current standing against the Global School Design (GSD). The goal is for participants to use these benchmarks in order to consider which elements of the GSD will have the greatest immediate impact on their school's global focus for the school year. This coaching session will cover the Benchmarking segment of the Global School Leadership System (GSLs).

### Setting Improvement Goals for Integration

(3 hours)

This workshop will support school leaders to set a small number of meaningful goals that will give their school a continuing experience of success in implementing a global focus. The school leader will choose three goals for improving the school's global focus: a leadership goal, a curriculum/instruction/assessment goal, and a school-wide goal from among the six GSD strands. This session will cover the Planning segment of the GSLs.

### Key Indicators for Success in Integration

(3 hours)

In this workshop, school leaders will distill multiple data points to identify key indicators that say the most about their school's progress to their global competence goals. Participants will review present methods for tracking those indicators and refine a tracking system that implements directed review during various points in the school year. This session will cover the Orchestrating, Implementing, and Tracking segments of the GSLs.

### Action Planning: Preparing for Recognition

(3 hours)

This workshop prepares school leaders to lead their school in implementing a global focus during the upcoming Recognition Year. Plans will include all of the work they have done in prior workshops. This session will cover the Innovating portion of the GSLs and will continue to the top of the cycle which will begin during the next phase of this work.

## WORKSHOP SEQUENCE FOR CLASSROOM TEACHERS

### Globally Focused Essential Questions and Enduring Understandings

(6 hours)

This workshop is designed to help teachers develop essential questions and enduring understandings aimed to support the development of their curriculum modules. Essential questions in this sense are those that point to the big ideas of a subject, and invite curiosity and the desire to learn more. Enduring understandings are the fundamental ideas teachers want their students to grasp and remember.

### The Instruction and Assessment Feedback Loop

(6 hours)

This workshop gives participants the tools to develop, plan, and implement globally focused performance assessments that integrate relevant instructional strategies, formative assessments, and an open student/teacher feedback loop. The workshop will review the cornerstones of effective feedback to students: specific and evidence-based; connected to a rubric; varied, including both strengths and areas to improve; and structured around learning needs.



## Evaluating Student Work

(6 hours)

In this workshop, participants will discover that examining student work regularly and collaboratively is an important way to ensure that all stakeholders have a common understanding of what proficiency looks like in relation to a particular performance outcome. The workshop will provide a selection of different protocols for looking at student work. Looking at student work for evidence is a discipline that teachers must build over time into their practice.

### Elective

(3 hours)

Choose from one of a variety of workshops aligned to the GSD that meet the school's goals.

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(3 hours)

Choose from one of a variety of workshops aligned to the GSD that meet the school's goals.

## SUPPORT SERVICE SETS

- 10 Onsite Coaching Days
- ISSN Summer Institute
- Leaders Learning Series

## CURRICULUM AND RESOURCE SETS

- Global Leadership Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12
- Discipline Specific Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12 (Includes Arts, English Language Arts, History/Social Studies, Mathematics, Science, and World Languages)
- 8 Global Issue Overviews
- 8 Performance Assessment Shells
- Access to the ISSN Community of Practice

# Recognition

Available Fall 2017

## EXECUTIVE COACHING SERIES FOR SCHOOL LEADERS

### Needs Analysis for Recognition

(3 hours)

In this workshop, school leaders will continue to develop the skills, habits, and behaviors to evaluate their school's current standing against the Global School Design (GSD). The goal is for participants to use these benchmarks in order to consider which elements of the GSD will have the greatest immediate impact on their school's global focus for the school year. This coaching session will cover the Benchmarking segment of the Global School Leadership System (GSLs).

### Setting Improvement Goals for Recognition

(3 hours)

This workshop will support school leaders to set a small number of meaningful goals that will give their school continuing success in implementing a global focus. The school leader will choose three goals for improving the school's global focus: a leadership goal, a curriculum/instruction/assessment goal, and a school-wide goal from among the six GSD strands. This session will cover the Planning segment of the GSLs.

### Key Indicators for Success in Recognition

(3 hours)

In this workshop, school leaders will distill multiple data points and identify key indicators that say the most about their school's progress to their goals related to global competence. Participants will refine a tracking system that implements directed review during various points in the school year. This session will cover the Orchestrating, Implementing, and Tracking segments of the GSLs.

### Action Planning: Preparing for the Sustaining Years

(3 hours)

This workshop supports school leaders in feeling fully prepared to lead their school into implementing a global focus in the upcoming Sustaining Phase. Plans will include all of the work they have done in prior workshops. This session will cover the Innovating portion of the GSLs and will continue to the top of the cycle which will begin during the next phase of this work.

## WORKSHOP SEQUENCE FOR CLASSROOM TEACHERS

### Preparing for the Site Visit

(6 hours)

In this workshop, participants will learn about the ISSN Site Visit and discover ways to prepare for this Recognition Phase signature event. Site Visit Review is an intensive formative assessment of the school to provide data and insight that can help school leaders and faculty accelerate and deepen its progress toward implementing the ISSN Global School Design (GSD) and Graduation Performance System (GPS).

### GPS Student Portfolios and Exhibitions

(6 hours)

In this workshop, participants will learn about the importance of student portfolios within GPS. Portfolios are a valuable part of the learning process for students as well. Portfolios are a way for students to collect, select, and reflect on their learning, to demonstrate the full spectrum of global competence, and to share their learning with peers, parents, and even others outside the school community, such as college admissions offices or potential employers.

## Elective

(3 hours)

Choose from one of a variety of workshops aligned to the GSD that meet the school's goals.

## Elective

(3 hours)

Choose from one of a variety of workshops aligned to the GSD that meet the school's goals.

### SUPPORT SERVICE SETS

- 5 Onsite Coaching Days
- Site Visit Review
- ISSN Summer Institute
- Leaders Learning Series

### CURRICULUM AND RESOURCE SETS

- Global Leadership Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12
- Discipline Specific Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12 (Includes Arts, English Language Arts, History/Social Studies, Mathematics, Science, and World Languages)
- 8 Global Issues Overviews
- 8 Performance Assessment Shells
- Access to the ISSN Community of Practice



# Sustaining

Available Fall 2016

## EXECUTIVE COACHING SERIES FOR SCHOOL LEADERS

### Needs Analysis for and Setting Improvement Goals for Sustaining

(2 hours)

In this workshop, the goal is for participants to use benchmarks in order to consider which elements of the GSD will have the greatest immediate impact on their school's global focus for the school year. The school leader will choose three goals for improving the school's global focus: a leadership goal, a curriculum/instruction/assessment goal, and a school-wide goal from among the six GSD strands. This session will cover the Planning segment and the Benchmarking segment of the Global School Leadership System (GSLs).

### Key Indicators for Success in Sustaining

(2 hours)

In this workshop, school leaders will distill multiple data points and identify key indicators that say the most about their school's progress to goals related to global competence. Participants will refine a tracking system that implements directed review during various points in the school year. This session will cover the Orchestrating, Implementing and Tracking segments of the GSLs.

### Action Planning: Preparing for the Sustaining Years

(2 hours)

This workshop prepares school leaders to lead their school to implement a global focus during the Sustaining Years. Plans will include all of the work they have done in prior workshops. This session will cover the Innovating segments of the GSLs.

## WORKSHOPS FOR CLASSROOM TEACHERS AND SCHOOL LEADERS

### *New* Master Class: Globally Significant Issues

(3 hours)

In this master class, participants will enhance their prior understanding of globally significant issues by focusing on the characteristics of performance assessments. Participants will explore the qualities of globally significant topics, study various global issues, and select global topics specific to curriculum content and context.

### *Updated* Master Class: Performance Assessment and Lesson Plan Evaluation and Innovation

(3 hours)

This master class equips participants with proven methods to design custom summative assessments with a global focus. Teachers will learn, apply, and reflect on three major elements: connecting SAGE to summative assessments; designing authentic summative assessments; and adapting GPS rubrics that specifically connect to summative assessments.

### *Updated* Master Class: Custom Rubrics for Global Learning

(3 hours)

In this master class, participants will learn and apply

best practices for designing rubrics that facilitate the evaluation of student work in performance assessment. Teachers will explore GPS rubrics, their connection to state and local standards, and the value of designing rubrics in building the capacity of students' global competence.

### **Updated Master Class: 360-Degree Feedback for Performance Assessment Learners**

(3 hours)

This master class explores the academic and cultural aspects of evaluating student work in performance assessments. Participants will learn methods of designing 360-degree student feedback that is academically rigorous as well as personally motivating for further learning. Teachers will discover various collaborative conference techniques.

### **Building Global Competence through Programs in Out-of-School Time**

(6 hours)

This workshop will help participants develop globally focused before-school, after-school, or summer programs. Participants will learn about the elements of high-quality youth programs and the fundamentals of youth development based on best practices from the field. Participants will gain practical strategies for how to integrate global competence into their program's mission, design, and administration.

### **Establishing Community Partnerships That Enrich Global Learning**

(3 hours)

In this workshop, participants will learn how to identify and work with partners in the local community to enhance global learning opportunities for youth. The workshop will provide strategies for developing school-community partnerships with youth program providers, and for aligning global programming between the school day and after-school/summer programs. It will also include community engagement strategies for tapping into the international resources of businesses, cultural institutions, and families.

### **Master Class: Using Design Thinking in Performance Assessment and Lesson Planning**

(3 hours) (To be announced)

In this master class, participants will enhance their prior understanding of performance assessment and global significance by building a performance assessment from scratch. You will select a globally significant issue, define an essential question and enduring understandings, and design two original formative assessments and a summative assessment. You will incorporate the SAGE framework in your design, with particular focus on choosing summative assessments that represent authentic work with real-world utility.

#### **SUPPORT SERVICE SETS**

- 3 Onsite Coaching Days
- ISSN Summer Institute
- Leaders Learning Series

#### **CURRICULUM AND RESOURCE SETS**

- Global Leadership Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12
- Discipline Specific Performance Outcomes/ Rubrics/I Can Statements, Grades 3-12 (Includes Arts, English Language Arts, History/Social Studies, Mathematics, Science, and World Languages)
- 8 Global Issue Overviews
- 8 Performance Assessment Design Shells
- Access to ISSN Community of Practice

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# Electives

Available Fall 2017

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## CHOOSE FROM A VARIETY OF SEMINARS ALL ALIGNED TO THE GLOBAL SCHOOL DESIGN

Each workshop is 3 hours.

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### Vision, Mission, and School Culture

Workshop 1: Aligning Vision, Mission, and School Culture  
Workshop 2: Global Competence for Support Staff  
Workshop 3: Mentoring New Students  
Workshop 4: Mentoring New Teachers

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### Student Learning Outcomes

Workshop 1: Focus on the ISSN Graduate Profile  
Workshop 2: Interdisciplinary Capstone Projects and Student Portfolios  
Workshop 3: Connecting Performance Outcomes to State/Local Standards  
Workshop 4: Implementing the SAGE Framework  
Workshop 5: Implementing the Global Leadership Performance Outcomes

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### Curriculum, Instruction, and Assessment

Workshop 1: Connecting curriculum across disciplines  
Workshop 2: Deep Dive into the Four Domains of Global Competence  
Workshop 3: World Language Programs  
Workshop 4: Beyond School and Extended Learning Programs  
Workshop 5: Student Travel

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### School Organization and Governance

Workshop 1: Nurturing the Student and Teacher Relationship  
Workshop 2: Teacher Teams and Planning Time  
Workshop 3: School-wide Decision Making  
Workshop 4: Using Data to Inform Instruction and Decision Making

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### Professional Development

Workshop 1: Deep Dive into the GSD  
Workshop 2: Collaborative Analysis of Student and Teacher Work  
Workshop 3: Designing Professional Learning Aligned to School and District Goals  
Workshop 4: International Travel for School Faculty

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### Partnerships

Workshop 1: Strategic School Partnerships  
Workshop 2: Family and Community Engagement  
Workshop 3: Hosting School Study Tours

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# Additional and Premium Services

<b>School Study Tour</b>	<p>A facilitated visit to an exemplary ISSN school for a faculty team of up to seven people. The purpose of the Study Tour is to allow a team from the interested school to walk in an exemplary international school's "shoes" by participating in facilitated discussions, classroom visits, and meetings to gather new ideas, new ways of thinking about teaching and learning, and to explore the ISSN Global School Design (GSD) and ISSN Graduation Performance System (GPS) in action.</p>
<b>ISSN Summer Institute</b>	<p>Intensive 2-day professional development conference held annually for school teams. The purpose of the annual gathering is to: share promising practices and learn about the implementation of the ISSN Global School Design (GSD) and Graduation Performance System (GPS) from other ISSN educators; strengthen connections with the national ISSN network; and learn more about the national and international global education reform movement.</p>
<b>New Leaders and Teachers Training</b>	<p>To support new school or district leaders in implementing the ISSN Global School Design (GSD) and the Graduation Performance System (GPS), this training will serve as a comprehensive induction. The two-day training, usually held in the Fall and the Spring, will provide pertinent background on the ISSN models, allow for classroom visits and interaction at an exemplary ISSN school, and offer networking opportunities with leaders from other schools in the Network and ISSN staff.</p>
<b>Leaders Seminars</b>	<p>Bi-annual gathering of ISSN Leaders to build their capacity to lead and sustain the development of an effective international studies school. The intent of the seminars is to bring together ISSN leaders from across the national network to share best practices, learn about new innovations and strategies, engage in shared problem-solving, and deepen global education and 21<sup>st</sup> century knowledge and skills.</p>
<b>Site Visit Review</b>	<p>A signature event that occurs once in the Planning Phase and again in the Recognition phase, the Site Visit Review is an intensive formative assessment of the school to provide data and insight that can help school leaders and faculty accelerate and deepen progress toward implementing the ISSN Global School Design (GSD) and Graduation Performance System (GPS). A team composed of ISSN educators and the school's coach spends three days onsite during the process. The team looks for evidence of the school's progress in ISSN Global School Design implementation. Their observations are documented through a structured process based on the ISSN Global School Design. The school receives a written document that includes the team's observations, organized in accordance with the six domains of the ISSN Global School Design.</p>
<b>International Study Tour</b>	<p>This international professional development experience allows school and teacher leaders an opportunity to study another education system from the inside. Previously, participants have traveled to Shanghai, China, and Finland to learn about top-performing school systems and their approach to education policy, teacher preparation, school leadership, assessment practices, curriculum development, and instruction. The program includes a briefing from education officials, visits to top schools, and opportunities to network with leaders from both the United States and international schools. Other locations that have been visited on ISSN International Study Tours include Hong Kong and Japan, where participants learned about the Lesson Study teacher professional development strategy.</p>



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