

Global Competence Planning Rubric

District Strategies for Preparing Globally Competence Students

Districts around the country recognize that in the 21st century, international knowledge and skills are a necessity for every child. In order to be able to embrace new opportunities and address critical challenges, students must be globally competent: They must have the capacity and disposition to understand and act on issues of global significance.

What follows is a tool to help school districts prepare globally competent students. This tool has been developed by Asia Society's Partnership for Global Learning and is based on a version created for states in conjunction with the members of the States Network on International Education in the Schools. Its design was based on the vision and experiences of educational leaders, and its purpose is to assist in the planning and assessment of state- and district-level strategies.

Building global competence into all pK–12 schools throughout a district is a complex process that requires the engagement of the education, government, and business sectors, in addition to nonprofit, community, and parent organizations. The specific shape of any international-education initiative will depend on the state's and district's education structures and resources. Examples of best practices in districts can be found in Asia Society's series of white papers at <http://asiasociety.org/education-learning/policy-initiatives/district-initiatives>.

We hope you will find this tool useful in your efforts to build the global knowledge, skills, and dispositions of pK–12 students in your state, and that you will share your ideas, experiences, and examples with us via the email address below.

Thank you,

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BEGINNING STAGE Getting started	DEVELOPING STAGE Assessment and planning	ADVANCED STAGE Implementation and scaling up	EXEMPLARY STAGE Widespread implementation and continuous improvement	
<h2>Leadership/Building a Foundation</h2>				
<p>Building coalitions¹</p>	<p>A small group of early adopters have begun strategizing on ways to build students' global competence.</p> <p>The district superintendent has publicly indicated support for international education for all students.</p>	<p>District leaders and early adopters have started to create an international-education plan for the district and have started to build a coalition (see Endnotes for a definition of "coalition").</p>	<p>Policy, education, business, and community leaders are embracing the plan and are actively promoting strategies to develop global competence in all students.</p>	<p>Policy, education, business, and community leaders are fully engaged in ongoing research, goal-setting, implementation, and impact evaluation.</p>
<p>Making the case</p>	<p>Stakeholder groups have been identified for coalition-building purposes.</p>	<p>A broad-based planning coalition has formed and is developing both a vision and a clear plan of action for the promotion of global competence.²</p>		<p>District leaders are engaged in promoting global competence at the state level and are reaching out to emerging districts.</p> <p>Most informed citizens can speak conversantly about the need for international education.</p>

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International Benchmarking	Early adopters recognize the importance of working with leaders from other districts, cities, and countries to draw upon best practices in global-competency standards, assessment, curriculum, and pedagogy.	The district has begun researching best practices in education, including professional development, internationally.	The state has adopted the Common Core Standards. The district is beginning to align curriculum for global competence with standards.	National and international best practices have been adopted at the district and state levels. All sectors within the education community have adopted a practice of seeking out and implementing continuous improvements.
Revising Standards	The current standards already address international knowledge and skills in a few subject areas.	The district board of education and other stakeholders have reviewed current state standards and are creating a plan to support the integration of global competence into all subject areas, while still meeting state standards.	Global competence has been integrated into the standards of a significant number of courses—and those courses are available to all students at the given grade level(s).	International knowledge and skills have been fully integrated into all standards and into all disciplines at all schools across the district, at both elementary and secondary levels.
Developing Assessment	The district conducts occasional global competence and language assessments across elementary, middle, and high schools.	Tools for assessing students' world-language proficiency and global competence in core subject areas have been identified by the district (for elementary, middle, and high school, and at both the school and the district levels). ³	The consistency and reliability of the new assessment tools are being validated at elementary, middle, and high school levels throughout the district.	Using the validated tools, including standardized tests, portfolios, capstone projects, all students (pK–12) in the district are assessed for: <ul style="list-style-type: none"> Global competence (regularly) in core content areas

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				<p>and</p> <ul style="list-style-type: none"> World-language proficiency (at key junctures in the language-learning process), thereby enabling them to progress to higher levels without repetition
<p>High School Graduation Requirements</p>	<p>Early adopters recognize the need to revise graduation requirements to include global competence in core subject areas and world language courses.</p>	<p>Stakeholders have met to assess and revise current graduation requirements to include global competence in core subject areas and world language courses.</p> <p>A campaign has been launched to educate the school community (including parents, students, teachers, and other stakeholders) about the revised requirements.</p>	<p>The revised graduation requirements (which now include global competence and world-language acquisition) have been implemented.</p>	<p>Students meet graduation requirements by demonstrating</p> <ul style="list-style-type: none"> The ability to communicate in one language (in addition to English) at the Novice-High Level on the ACTFL K–12 Performance Guidelines⁴ (or an equivalent nationally or internationally recognized scale) <p>and</p> <ul style="list-style-type: none"> Global competence, as assessed by the inclusion of global knowledge, skills, and

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				dispositions in an internationally themed certificate or diploma, or a capstone project or portfolio.
Resources				
Securing Funding	<p>The district has support available for international education programs in a few schools or classrooms.</p> <p>Some private financial support is available for international education programs in some schools or classrooms.</p>	<p>Some district funds support emerging international education initiatives.</p> <p>Some private funds support emerging initiatives for the entire district, or for a subset of schools.</p> <p>The district is assessing the availability of federal and private funds to support international education activities, and is developing additional fundraising plans.</p>	<p>Between district funds and private funding, there is enough financial support for a growing number of districtwide programs and activities.</p> <p>The district is applying for private and federal funds to support international-education activities.</p>	<p>The district education budget provides ample support for international education efforts.</p> <p>Private-sector support is abundant.</p> <p>The district is accessing federal funds as appropriate to support international education.</p>
Providing District-Level Staff Support	<p>There is little or no district-level staff support for the supervision and coordination of international education or world language instruction.</p>	<p>Less than half-time district-level staff support has been provided for the supervision and coordination of international education and world language education.</p>	<p>The district has dedicated at least one part-time position to world language education and at least one part-time position to global competence.</p>	<p>The district has dedicated at least one full-time staff position to lead international-education efforts and at least one full-time staff position to worldlanguage education.</p>

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Forging Partnerships⁵	There are no (or very few) existing partnerships that could support the development of global competence in schools and classrooms.	Data has been collected to identify existing and potential partnerships that could enhance international-education efforts throughout the state.	New partnerships have been developed to support global competence in approximately half of the schools in the district.	Partnerships with universities, businesses, exchange organizations, nonprofits outside the United States, and multicultural organizations within the community are thriving at the district, school, and classroom levels.

Professional Development

For pK–12 Teachers in Core Subjects^{6,7}	<p>Early-adopter schools offer occasional workshops to teachers to develop their global-teaching expertise.</p> <p>Some teacher-leaders are sharing their expertise on integrating global competence with colleagues.</p>	<p>A districtwide review of existing professional development programs/ models and available resources/partnerships has been conducted.</p> <p>If no professional-development programs yet exist within district, visits to model programs in nearby districts or states are being conducted.</p> <p>A plan has been created for the development of the global-teaching and leadership expertise of all teachers.</p>	<p>The scaling up and replication of model programs are under way, so that half of district schools are implementing professional development programs that build the global teaching expertise of all teachers.</p>	<p>A comprehensive professional development program supported by globally expert teacher-leaders is in place.</p> <p>Through partnerships and job-embedded, technology-enhanced learning opportunities, the program provides for the ongoing development of all teachers' global teaching expertise.</p>
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For World-Language Teachers⁸	Early-adopter schools within the district offer world language-specific professional development to their teachers.	<p>A districtwide review of existing professional development programs for world language teachers has been conducted.</p> <p>If no professional-development programs yet exist within the district, visits to model programs in nearby districts or states are being conducted.</p> <p>Recommendations have been made and a districtwide plan has been designed for language-specific continuing education for world-language teachers.</p>	Half of the schools in the district are implementing recommendations for the professional development of world language teachers.	In all schools in the district, a comprehensive program that ensures the ongoing professional development of all world language teachers is in place.
For Education Leaders⁹	Some schools offer opportunities for principals and district administrators to develop their global-leadership expertise.	<p>Districtwide reviews of professional development for principals and district administration are conducted to gather information about current programs, promising practices, and resources for internationalizing professional development programs for education leadership.</p> <p>If no such programs yet exist</p>	Scaling up and replication are under way, so that half of district schools are implementing professional development programs that ensure the development of education leaders' global leadership expertise.	A comprehensive professional development program for all principals and district administrators is in place. Through partnerships and job-embedded, technology-enhanced learning opportunities, the program ensures the continuing development of their global-leadership expertise

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		within the district, visits to model program in nearby districts or states are being conducted.		
Curriculum and Instruction				
Implementing Promising Practices across the pK–12 Curriculum ¹⁰	Teacher-leaders in a few schools offer global-learning opportunities that reach small numbers of students.	<p>Successful models for integrating global learning across the curriculum have been identified, assessed, and modified to align with the district’s vision, standards, and plan.</p> <p>Recommendations have been formulated, and outreach has begun.</p>	<p>Approximately half of district schools have created comprehensive internationalization plans to ensure that all students develop global competence in all curricular areas.</p> <p>Based on these plans, the replication and scaling up of successful model programs is under way.</p>	Through the implementation of well-developed and well-funded plans to ensure that all pK–12 schools are globally oriented, international education has moved from the margins to the mainstream. ¹¹

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<p>Implementing Promising Practices in World Language Education</p>	<p>World language instruction is offered mostly at the high school level. Early-adopter schools are offering elementary and immersion programs, and have begun to increase the number of languages offered to include less-commonly taught critical languages.</p>	<p>Data has been collected on existing world language programs and resources.</p> <p>A plan to expand and improve world language education has been created and includes</p> <ul style="list-style-type: none"> • A specific target for increased instruction in critical but less-commonly taught languages • Strategies to modernize methods based on current research • The development of early language and immersion programs, programs for heritage language speakers, online instruction, and articulation at all levels, especially between high school and college. 	<p>Plans to expand and improve world language education are being implemented in at least half of district schools.</p>	<p>All students begin learning one world language in addition to English in elementary school, and graduate from high school having scored at the Novice-High Level on the ACTFL K–12 Performance Guidelines (or an equivalent nationally or internationally recognized scale) in one language in addition to English.</p> <p>The district has reached its goal for increasing the number of students studying critical less-commonly-taught languages.</p>

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Implementing Promising Practices in Expanded Learning	Early champions identify and mobilize stakeholder groups ¹² to raise awareness about the importance of developing all children’s global competence through before school, afterschool, summer, and other out-of-school time programs.	Successful models and strategies to build global competence into expanded learning programs have been assessed and identified. A plan for replicating and scaling up successful models—with a focus on strategies that connect with global learning during the school day—has been developed.	Global learning programs in expanded learning settings have been scaled up. Afterschool professional development systems include global literacy.	Global competency has been integrated successfully and sustainably into expanded learning programs throughout the district.

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Implementing Promising Practices in Technology and Education	Early adopters identify stakeholders that are key to promoting the increased use of technology as a means of developing global competence.	Promising technology-assisted global learning models have been identified. An implementation plan has been created. ¹³	Throughout the curriculum and in approximately half of district schools, technology is widely used to promote global learning. Professional development is offered to teachers and principals to help them use digital tools to enhance the international aspects of their subjects and their work.	All schools (pK–12) systematically use technology to support their internationalization plans. All teachers are continuously trained to use digital tools to enhance the international aspects of their subjects. Every school in the district has developed a partnership with a school abroad, and students and teachers connect with that school virtually.

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Developing International Exchanges for Students¹⁴, Teachers, Principals, and Superintendents	<p>Early adopters recognize the importance of international exchanges to build global competence and expertise.</p> <p>Exchange programs reach a small number of students, teachers, principals, and superintendents.</p>	<p>Promising models for high-quality exchange programs for students, teachers, principals, and superintendents have been identified.</p> <p>A plan for increasing the number of international exchanges for students, teachers, principals, and superintendents has been created.</p>	<p>At least half of district schools are engaged in international exchange programs involving both students and faculty.</p> <p>Principals and superintendents in at least half of district schools are involved in international exchanges that promote ongoing partnerships for building global leadership expertise, sharing best practices, and so forth.</p>	<p>All district schools are engaged in international exchange programs involving both students and faculty.</p> <p>Principals and superintendent at all district schools are involved in international exchanges that promote ongoing partnerships for building global leadership expertise sharing best practices, and so forth.</p>

Endnotes

¹ Coalitions typically include business, government, and community leaders; scholars; teachers’ and principals’ associations; unions and other professional education associations; and master teachers.

² Plans may include funding, policy revisions (including to standards, assessment, curriculum, and instruction in all subject areas), graduation requirements, teacher and leadership preparation, and professional development.

³ Assessment tools may include standardized tests, portfolios, capstone projects, and so forth.

⁴ For more information on the ACTFL K–12 Performance Guidelines see: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3327>

⁵ Schools and districts are encouraged to partner with universities (including Title VI Centers, where applicable), heritage language and cultural organizations in the community, internationally oriented non-profits and exchange organizations, and businesses with international connections.

⁶ For examples of the knowledge, skills, and dispositions of globally expert teachers, please see the International Studies Schools Network teacher profile (<http://asiasociety.org/node/2177>) and North Carolina’s Professional Teaching Standards ([http://www.ncptsc.org/StandardsDocs/North Carolina Professional Teaching Standards.htm](http://www.ncptsc.org/StandardsDocs/North_Carolina_Professional_Teaching_Standards.htm)).

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⁷ Partnerships to develop the global expertise of in-service teachers may involve the state department of education, districts, universities (including Title VI Centers), and nonprofit organizations, including heritage-language and cultural organizations in the community.

⁸ Professional development for world-language teachers may include language-specific programs based on current research and may be designed to improve teachers' language and pedagogical skills, including the ability to teach in an online environment and, as appropriate, within early-language and immersion programs, as well as within programs for heritage-language speakers.

⁹ Professional development for education leaders may include programs on the rationale for and implementation of globally oriented education, as well as exchanges, job shadowing, and other activities to help school and district leaders learn best practices in education around the world.

¹⁰ Specific information about high-quality curriculum resources and programs can be found at <http://TeachGlobalEd.net>; <http://www.asiasociety.org/education-learning/resources-schools>; www.outreachworld.org; and <http://www.peacecorpsconnect.org/resources>, among other places.

¹¹ Globally oriented schools adopt a global vision, develop internationally oriented faculty, integrate international content into all subject areas, emphasize world-language learning, provide a range of internationally oriented experiences, harness technology to create international collaborations, tap global information sources, and offer online courses.

¹² Key stakeholders in extended learning might include 21st Century Learning Community Learning Centers; statewide afterschool networks; the National AfterSchool Association or similar school-age care groups; affiliates of national programs (such as the YMCA, 4-H, and Boys & Girls Clubs of America); and citywide intermediaries in major urban centers.

¹³ These models might include virtual exchanges, accessing primary sources around the world, and online courses. For more ideas, please visit <http://asiasociety.org/node/7784>.

¹⁴ Schools ensure that all student exchange programs adhere to the CSJET or similar standards for student exchange; to view CSJET standards, visit <http://www.csiet.org/about/standards.html>.