

Transform Teaching, Transform Learning, Transform the World

PROFESSIONAL LEARNING RESOURCES
FOR GLOBAL COMPETENCE



Asia
Society®

Center for
Global Education



Center for Global Education at Asia Society

The Center for Global Education at Asia Society partners with leaders and institutions from the United States, Asia, and around 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. A future of peace and prosperity depends on ensuring a high-quality 21st century education for the next generation. In today's interconnected world, the ability to appreciate diverse cultures, analyze complex international issues, and understand foreign languages is essential. Students need to be globally competent in order to prosper within a global economy, thrive amid diversity, and take on the world's seemingly 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 Center for Global Education's work, including the International Studies Schools Network, the Global Learning Beyond School program, the Global Cities Education Network, and China Learning Initiatives, please visit us online at AsiaSociety.org/Education.

Partner with Us

The Center for Global Education invites schools, districts, and educational organizations to partner with us in the important work of educating for global competence. Partners can choose from the opportunities and resources shown in this catalog to increase educators' capacities to develop global competence in young people. These opportunities are designed to be customized, curated, and packaged in a wide variety of ways to suit the unique goals and circumstances of any partner organization. We look forward to speaking with you to discuss your needs and develop an implementation plan. To inquire please contact EdPartnerships@AsiaSociety.org

“Our partnership with the Asia Society is essential to preparing future-ready graduates so that they can thrive in an increasingly interdependent economy and global community.”

Steven T. Webb, EdD, Superintendent of Vancouver Public Schools, Vancouver, WA

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“Receiving an education focused on global competence prepared me not only for university, but also for my business career. There is enormous value for students when schools take a structured approach to global competence education.”

Felix Ruano, Graduate of a Center for Global Education partner school,
first in his family to go to college, Gates Scholar, and Harvard University Class of 2017

What We Do

We build capacity. We use a transformational model that develops educators' capacity for project-based learning and performance-based assessment. Using an assets-based approach, we work directly with school leaders and teachers to build upon what they are already doing well.

We build confidence. Teachers at our partner schools report being more satisfied with their teaching, their work, and how well they are preparing their students.

We integrate with what you are already doing. We don't mandate prescriptive curriculum, initiatives, or policies. Global competence is not another program to add on top of what you are already doing. It is the framework and organizing principle for integrating best practices and creating a learning environment that truly meets the needs of the students of today and tomorrow.



OUR IMPACT

100% satisfaction among educators who participated in our networked learning events in 2018

96% satisfaction among school leaders who participated in our networked learning events in 2018

84% of partner schools continue to work with us past the first year of partnership

Introduction to Global Competence

Twentieth-century assumptions about the world are rapidly becoming obsolete. Globalization, the digital revolution, mass migration, and climate instability demand a new kind of education.

As we move deeper into the 21st 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 youth to live, compete, and collaborate in a new global scenario.

For over 15 years, the Center for Global Education has been a leader in global competence education, helping educators prepare learners to thrive in a global era.

With initial investments from the Gates Foundation and Carnegie Corporation, and in partnership with Harvard University and Stanford University, among others, we have developed the preeminent program on educating for global competence.

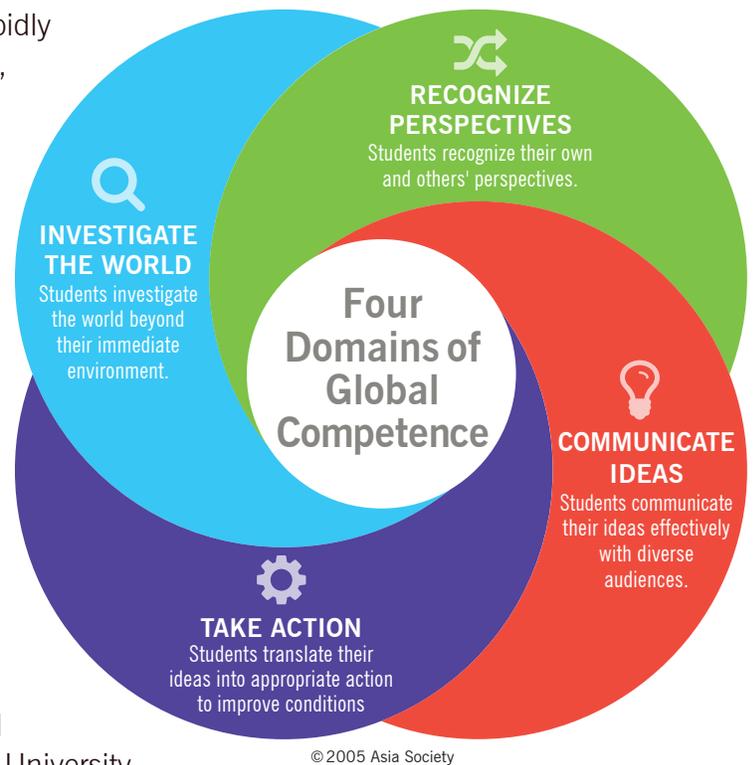
The definition of global competence outlined here is aligned with the Organisation for Economic Co-operation and Development (OECD) PISA Global Competence Framework and supports Target 4.7 of the United Nations Sustainable Development Goals.

Globally competent students are able to:

- 1. Investigate the world.** Globally competent students are aware, curious, and interested in learning about the world and how it works.
- 2. Recognize perspectives.** Globally competent students recognize that they have a particular perspective, and that others may or may not share it.
- 3. Communicate ideas.** Globally competent students can effectively communicate, verbally and non-verbally, with diverse audiences.
- 4. Take action.** Globally competent students have the skills and knowledge to not just learn about the world, but also to make a difference in the world.

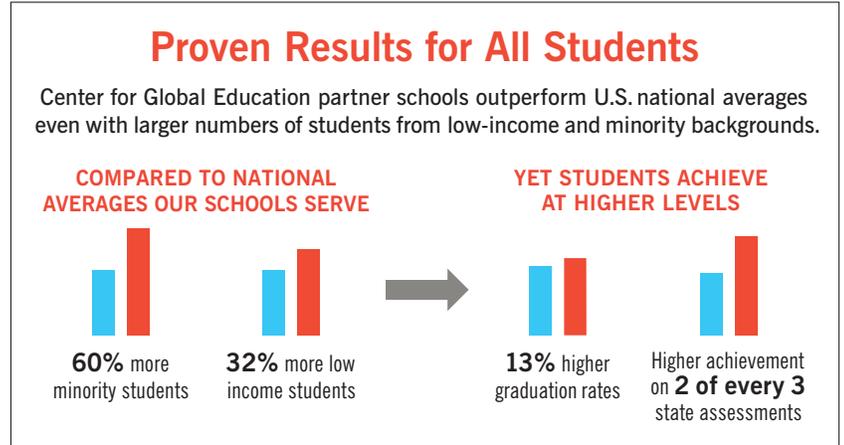
“The Center for Global Education at Asia Society leads the way in providing educators with practical guidance and examples of how to embed education for global competence in instructional practice.”

Andreas Schleicher, Director, Directorate for Education and Skills, OECD



The Benefits of Global Competence

The International Studies Schools Network (ISSN), an initiative of the Center for Global Education at Asia Society, has been partnering with schools across the United States since 2003 to help educators prepare all students for college, career, and the world. By partnering with the Center for Global Education to utilize the professional learning resources in this catalogue, you will join the community of ISSN schools that are transforming learning to produce globally competent youth.



The ISSN approach is a solution for districts and schools looking for:

- successful school improvement strategies
- teacher capacity-building in project-based learning and authentic assessment
- a transition to student-centered learning
- an asset-based approach to diverse classrooms
- an operational framework for the development of 21st century skills and social and emotional learning

When districts and schools fully implement the ISSN model through the resources and professional development opportunities described in this catalog, they see:

- Increased teacher and student engagement
- Increased student achievement
- Improved graduation rates
- Increased use of best practices in instruction and curriculum
- Increased teacher and student global understanding
- Increased enrollment
- Decreased teacher and student attrition

“Fifteen years ago, we joined the ISSN to help create a new kind of high school for high poverty students for whom traditional schools have often failed. At VISA, all our kids graduate on time, ready for college or a career, and with a belief that they can make a difference in the world.”

Stan Leandro, Principal, Vaughn International Studies Academy (VISA), Pacoima, CA

Integrating Global Competence

We work with educators to integrate global competence across the school environment through our unique model, the Global School Design. Partner schools can use the Global School Design to define their global competence vision, establish priorities, and set goals. Then they can choose from the array of resources and professional development opportunities described in this catalog to suit their unique goals and circumstances. Schools can also use the Global School Design to support results benchmarking and tracking.

To support the Global School Design, we offer a wide range of products and services that can be customized for any partner to meet their unique needs and circumstances. Options include:

- **Teaching and Learning Resources.** Curriculum, instruction, and assessment resources that educators can use to integrate global competence across subject areas and age levels.
- **Coaching and Workshops.** Intensive professional development workshops and targeted customized coaching provide multiple opportunities to apply and refine new concepts.
- **Online Courses.** One-hour learner-paced online courses that introduce tools and activities for use in the classroom and in out-of-school time programs.
- **Online Community of Practice.** An online professional community with collaborative tools and discussions about events, experiences, and ideas.
- **Leaders Seminars.** Regular gatherings of district and school leaders designed to build their capacity to lead and sustain an effective globally focused school or program.
- **Program Reviews.** A whole-school process that provides feedback on implementation of the Global School Design model.



“At our school, students and staff represent over 50 nations and at least 40 different languages spoken. The coaching and resources have been amazing in helping us capitalize on our diversity and prepare all our graduates to be global citizens.”

Allison Darke, Resource Coordinator, Global Education, Fort Vancouver High School Center for International Studies, Vancouver, WA

How to Get Started

Whether you work in a school, school system, afterschool or summer program, career and technical education (CTE) program, or world languages program, we have resources and opportunities to help you start your journey towards ensuring global competence for all students. Our partners often combine resources and services to create a customized pathway for their journey.

Here are some ways to get started:

- ⇒ If you want to quickly and affordably give everyone the same foundation of basic knowledge about global competence education, we recommend starting with the **online courses** (page 24).
- ⇒ If you're looking for a customized approach that takes into consideration the unique goals of your school or program, we recommend on-site **coaching and workshops** to help educators apply global competence in their school, classroom, afterschool or summer program, CTE career pathway, or language learning program (page 18).
- ⇒ If you want to provide your teachers with access to an online community of practice and on-demand resources on global issues, with practical tools and examples for integrating them into teaching and learning, **Global Ed Explorer** might be the place to start (page 11).
- ⇒ If you're looking to share and learn from a community of like-minded schools and educators, we recommend joining our **networked learning events** (page 26).

Packages of multiple products and services can be customized based on your needs.

“We had schools that were struggling, some that could have even closed. The professional development for teachers, coaching, and network-wide events for school leaders provided through the ISSN has been an important factor in turning things around.”

Rico Munn, Colorado State Superintendent of the Year, Aurora Public Schools, CO

Join Us

For elementary and secondary schools, educators and leaders, and afterschool and summer programs, consider partnering with the Center for Global Education as an invitation. Join us in connecting with colleagues and organizations we partner with around the world.

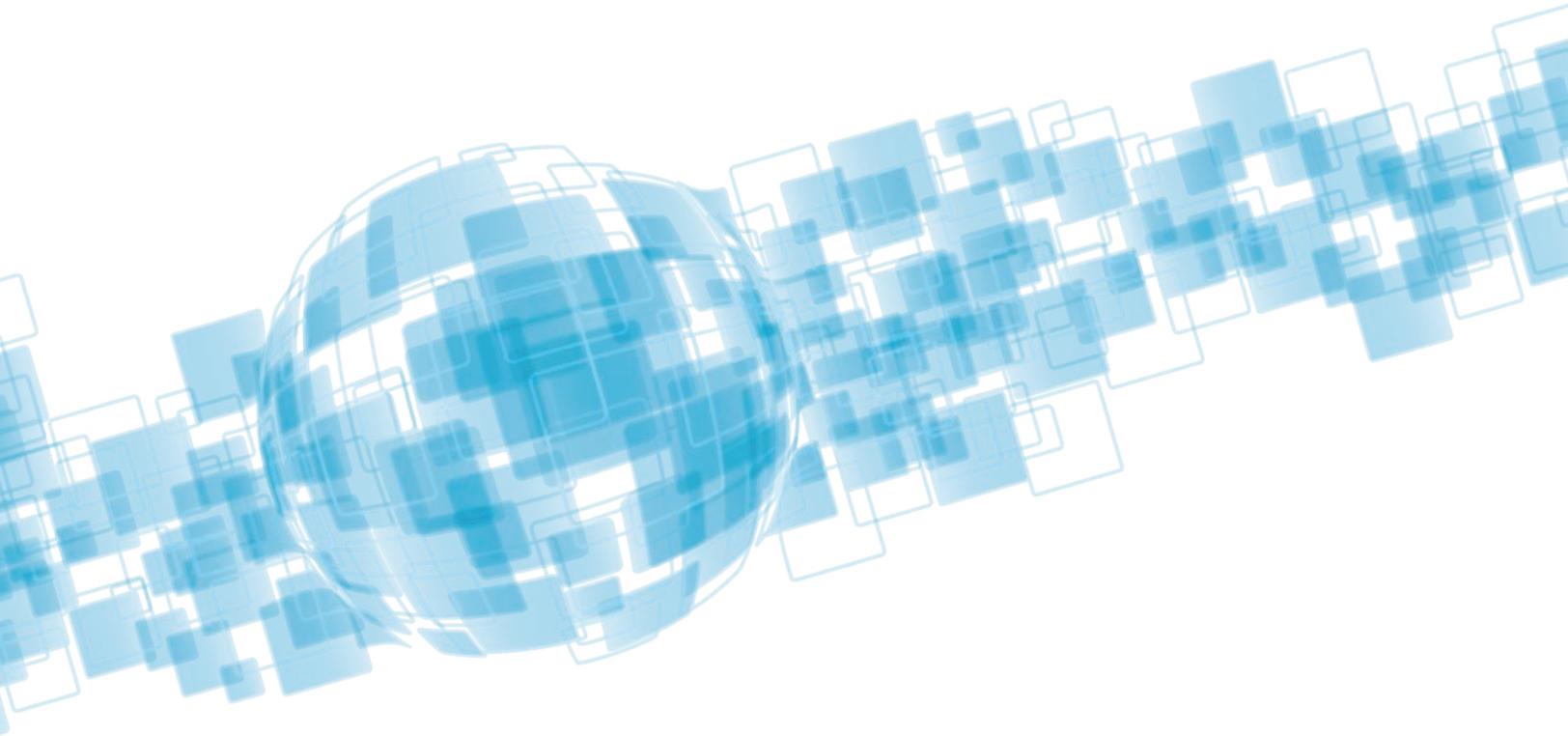
The Center for Global Education brings affiliation with the leading organizations in global competence education. Some of our organizational partners include:

- The Organisation for Economic Co-operation and Development (OECD)
- United Nations Educational, Scientific, and Cultural Organization (UNESCO)
- Harvard Graduate School of Education Project Zero
- Stanford Center for Assessment, Learning, and Equity, Stanford University (SCALE)
- EdPlus at Arizona State University (ASU)

In addition, our Global Cities Education Network brings together leaders from high-performing school systems from across North America and Asia, including Denver, Toronto, Singapore, and Shanghai, among others, to commission cutting-edge research and identify international best practices.



Teaching and Learning Resources



Global Ed Explorer

Global Ed Explorer is an affordable and engaging way to give educators access to the Center for Global Education’s renowned global competence content.

All of our high-quality, research-based resources are delivered through the convenient and easy-to-use online platform. With a single subscription to Global Ed Explorer, schools and organizations can provide educators with individual logins so they can set their own account preferences, customize notifications, and save and “favorite” content. Educators from subscribing schools can log in any time, find resources, tools, and examples that suit their lesson planning, search the platform for ideas and inspiration, and meet and collaborate with like-minded educators.

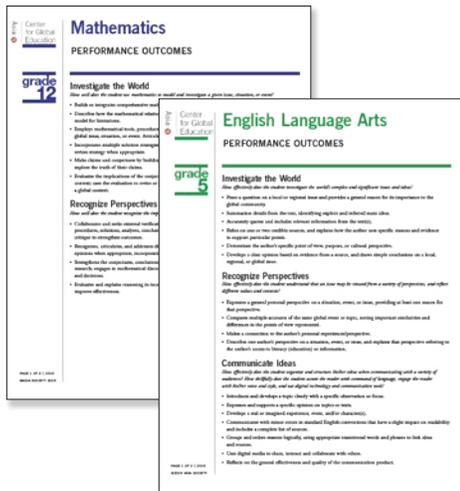
Benefits Include:

- Globally focused classroom activities
- Frameworks to help integrate global issues into existing curriculum in all academic subjects
- Project-based learning design guides to build students’ global competence
- Learning progressions aligned with academic standards and the OECD definition of global competence
- Assessment tools to provide feedback and support students as they develop global competence

On the following pages you can review a list of current offerings on Global Ed Explorer. New content is regularly added to our growing library of resources.

For more information, visit Global Ed Explorer online at **GlobalEdExplorer.org**

Performance Outcomes and Rubrics



Performance Outcomes packages include performance outcomes, rubrics, and “I Can” statements. Packages are available in each subject listed below for grades K–3, 4–5, 6–8, 9–10, and 11–12:

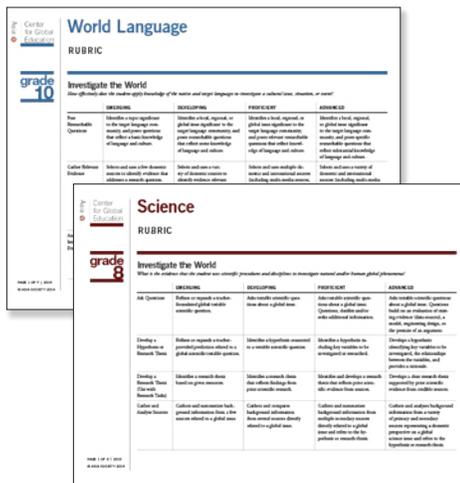
- **Global Leadership**
- **Arts**
- **English Language Arts**
- **History/Social Studies**
- **Mathematics**
- **Science**
- **World Languages**

Outcomes

Outcomes are based on the four domains of global competence: investigate the world, recognize perspectives, communicate ideas, and take action. The outcomes express the competencies students will be learning in specific subject areas and grade levels.

Rubrics

Rubrics establish a method of evaluating student work in relation to the outcomes. Rubrics express what it means to be emerging, developing, proficient, and advanced. In addition to using the rubrics for evaluation and feedback, teachers can use them to backward design lesson plans and assignments to drive learning toward student mastery of specified outcomes.

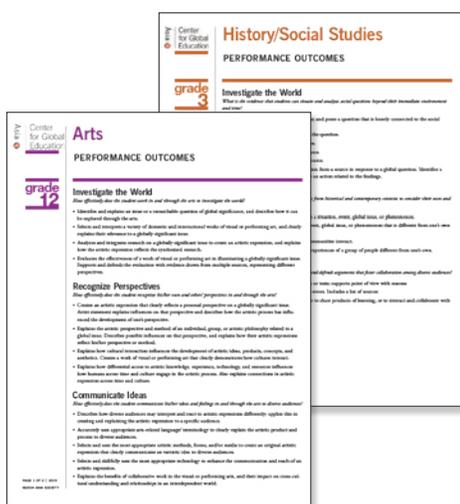


“I Can” Statements

“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.

All of the outcomes, rubrics, and “I Can” statements have been reviewed and validated by the Stanford Center for Assessment, Learning, and Equity, Stanford University (SCALE) for alignment to the Common Core State Standards, Next Generation Science Standards, and OECD definition of global competence.

The outcomes, rubrics, and “I Can” statements are supported by a collection of Global Issue Overviews and Performance Assessment Shells that teachers can use as springboards in their own work.



Global Issue Overviews

Aligned to the UN Sustainable Development Goals (SDGs), 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 performance outcomes, rubrics, and “I Can” statements to demonstrate how global competence can be achieved.

Biodiversity: Nature in Balance

Students develop awareness of nature as a system and learn that any disruption can be felt across the system. They develop respect for the role that humans play as part of the system, and for the importance of the planet’s biological resources.



Environment and Sustainability

Planet Earth provides the air we breathe, the water we drink, and the materials we use for food and shelter. This topic can be explored scientifically, mathematically, historically, and through literature and the arts.



Human Population Growth: A Boon or a Boom?

Students explore population-related issues of fairness and equity, resource use, and technological innovation. Students consider their personal habits and behaviors as they explore questions about the demands of a growing population.



Free and Fair Press: Decoding Information Bias

Free speech and a free press allow people to get information from a wide range of sources. But information often carries a bias. Students learn how to spot bias, “fake news,” and conspiracy theories, and explore ways to make sure the information they consume is balanced and accurate.



Clean Water: Access and Management

Students explore water issues across many disciplines around equality, cooperation, and competition; technological advances; and human behavior and development.



Sustainable Economics

Students explore sustainable development and how it can reduce poverty, improve literacy and healthcare, and extend life expectancy.



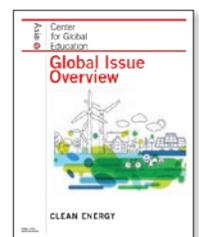
Education for Women and Girls

Students learn how gender and cultural identity restrict educational opportunities for women and girls in many parts of the world. This topic can be explored through economics, politics, sociology, and religious influences.



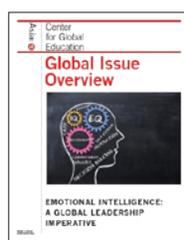
Clean Energy

Students use creative thinking, problem-solving, and practical analysis to explore energy as the force that creates change in their daily lives. Students learn about balancing conservation, traditional energy sources, and alternative energy sources affecting human health, the environment, quality of life, and the world’s economy.



Emotional Intelligence (EQ): A Global Leadership Imperative

Individual success is strongly influenced by personal qualities, known as EQ, such as perseverance, self-control, and skill in getting along with others. Students explore how they can develop and apply EQ to work in teams, adjust to change, and become creative, flexible thinkers.



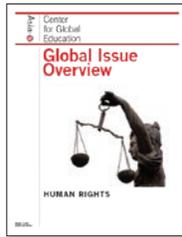
Hunger and Poverty

Students learn that poverty-related food insecurity affects over 800 million people around the world and is not limited to any country or region. They investigate this issue through the lenses of science, math, literature, history and social studies.



Human Rights

Students learn that human rights are a natural extension of common rules of personal conduct, group cooperation, good citizenship, and democratic principles. They build the capacity to recognize perspectives and to take action.



Infectious Disease: Impact and Prevention

Students explore the impact and prevention of disease, exploring these issues through literature, science, math, and cultural and socioeconomic questions.



Oceans of Plastic

Eight million metric tons of plastic enter the ocean every year. It's toxic to all forms of life in the sea, and breaks down into tiny shards that act as magnets for other kinds of industrial waste. Students learn the scope of the problem and its impact, and the ways they can take individual and collective action to clean it up and stop it from getting worse.



Refugees Around the World: The Impact of Forced Migration

Tens of millions of people around the world have been forcibly displaced from their homes and are in urgent need of food, shelter, medical care, political asylum, and resettlement. Understanding the causes and consequences of forced migration is imperative as the world develops policies to assist and protect the rights of refugees around the world.



Resource Conservation: The Future in Our Hands

Studying resource conservation 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.



Social Mobility and Income Inequality

Students study the links between income inequality and declining social mobility, and learn how a stable global middle class means better access to education, good jobs, and other social benefits.



The Future of Work in the Fourth Industrial Revolution

To be prepared for work in the Fourth Industrial Revolution, students learn to address questions about artificial intelligence, productivity, value, and the roles people can and should play as workers alongside technology.



Conflict Resolution: Working for Peaceful Solutions

Students learn to recognize and acknowledge multiple perspectives, and then to focus on exploring and analyzing problems to find areas of commonality and agreement.

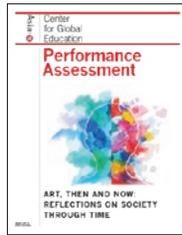


Performance Assessment Shells

Performance Assessment Shells present complete examples of project-based learning units, 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.

Art Then and Now: Reflections on Society Through Time

Students will create a work of art that expresses how an issue of global significance affects life in the 21st century.



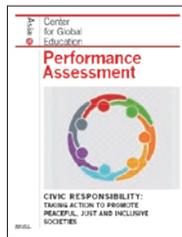
Digital Stories: Integrating Knowledge and Skills Through the Art of Storytelling

Students will express their understanding of a globally significant issue through storytelling.



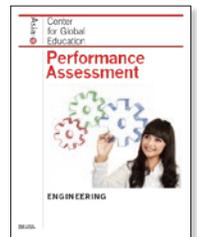
Civic Responsibility: Taking Action to Promote Peaceful, Just, and Inclusive Societies

Students develop the actions and attitudes associated with advocating for political, economic, civil, environmental, or quality-of-life issues.



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.



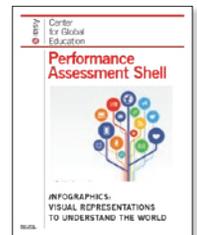
Community Action or Public Service: Take Action for Social Change

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



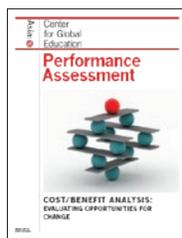
Infographics: Visual Representations to Understand the World

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



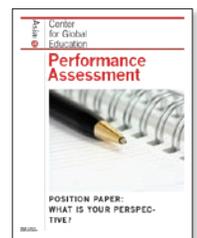
Cost/Benefit Analysis: Evaluating Opportunities for Change

Students will learn how to apply a cost/benefit analysis system to weigh an opportunity to address a globally significant issue.



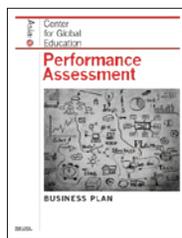
Position Paper: What Is Your Perspective?

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



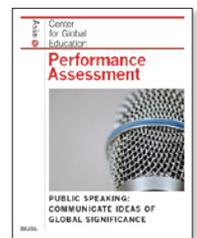
Develop a Business Plan: Entrepreneurial Approaches for Addressing Global Issues

Students think entrepreneurially to create a business plan for a product or service that addresses an issue of global significance, or that requires global trade.



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.

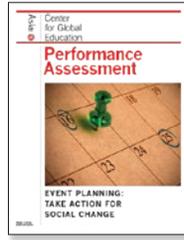
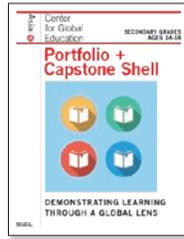


Digital Project: Using Technology to Address and Inform on Global Issues

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

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.



Portfolio and Capstone Shells: Demonstrating Learning Through a Global Lens

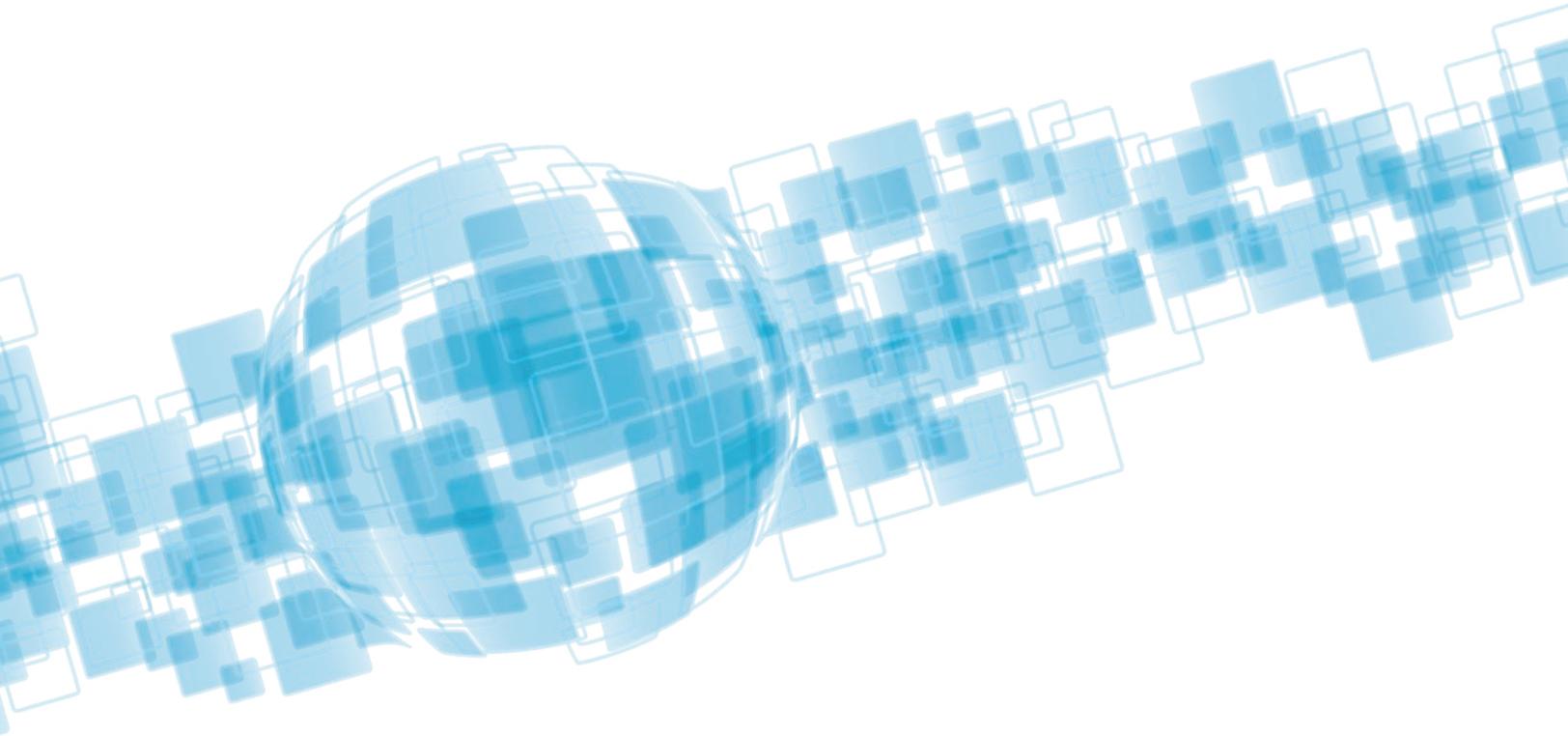
Students gather and curate evidence of their learning over time to demonstrate their grasp of the four domains of global competence, and to reflect on what it means to be globally competent. Offered for three age groups: 8–11, 12–14, and 14–18 years old.



“ We just started our work with the ISSN, and already the resources and coaching have made a difference. Our work has sparked new ideas among teachers for integrating global issues across the curriculum. They have been pleased at how engaged our students are, including kids who’ve been hard to reach before.”

Lisa Hastey, Principal, Jupiter Middle School, West Palm Beach, FL

Professional Development Services



Coaching and Workshops

Our on-site coaching delivers intensive professional development combined with ongoing support and multiple opportunities to apply and refine new concepts. Coaching content can be drawn from the workshops below, which work as standalone professional learning experiences or as a sequence, can be customized for unique needs and circumstances, and work well with the online courses and networked learning events described later in this section. Virtual coaching is also available.

For School Leaders



Leadership in the Global School

This session introduces the Global School Design and Graduate Profile, a profile of the attributes we strive to develop in each high school graduate. Participants connect the concepts and outcomes in these tools with their own school's existing goals and values. By the end of this session, school leaders will have designed a plan for communicating the school's global focus.

Needs Analysis and Benchmarking for Global School Success

In this session, 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 Professional Development Plan

This session supports school leaders to become fluent speakers of a common language for global competence, including the four domains of global competence, 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 session, participants will have created a plan to ensure that professional development for practitioners fosters global competence in the classroom.

The Global School Design Strategic Plan

This session prepares school leaders to lead their schools in implementing a global focus through teacher professional learning, school community events and activities, and student achievement in global competence. Plans will integrate all of the work leaders have accomplished in prior planning sessions. 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.

“As we prepare kids for college and career readiness, we need to ensure we are preparing them for a world bigger than our immediate community. Our work with the Center of Global Education started at the leadership level to ensure understanding and buy-in from the adults before we bring global competence education to the kids.”

Rodney Watson, Superintendent, Spring Independent School District, TX



Setting the Stage for Global Competence

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 a research-based instruction and assessment system designed to build students' global competence.

The Basics of SAGE & Quality Curriculum Design

This workshop is designed to familiarize teachers with a dynamic curriculum framework known as SAGE: Student choice, Authentic experiences, Global significance, and Exhibition 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

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 rubrics focused on improving student learning and engagement.

Globally Focused Essential Questions and Enduring Understandings

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

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

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.

Student Portfolios and Exhibitions

In this workshop, participants will learn about the importance of student portfolios as evidence of global competence. Portfolios are a way for students to collect, curate, 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.

Globally Significant Issues

In this workshop, 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.

Performance Assessment and Lesson Plan Evaluation and Innovation

This workshop 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 rubrics that specifically connect to summative assessments.

Custom Rubrics for Global Learning

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

360-Degree Feedback for Performance Assessment Learners

This workshop 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.

STEAM and the Global Connection

This workshop provides examples of how global learning approaches can be integrated throughout STEAM education to develop global competencies that address a variety of unprecedented opportunities and challenges the world faces today. The workshop acts as a springboard to outlining a project frame and create a roadmap to design a globally focused STEAM performance assessment.

Benchmarking & Performance Assessments in Globally Focused STEAM Coursework

Educators learn how to include globally focused performance assessments in STEAM coursework, using benchmark statements aligned to the four domains of global competence. The workshop includes a variety of resources that support the

development of STEAM performance assessments, plus examples of STEAM focused Global Issue Overviews and Performance Assessment Shells.

Global Investigations: Making Observations to Frame Globally Significant Issues

The four domains of global competence and the scientific method are presented as complementary tools to explore global issues within STEAM subjects. In this workshop, educators learn how to support students as they investigate the world beyond their immediate environment to frame significant problems and conduct well-crafted and age-appropriate research.

Global Perspectives: Forming Questions and a Hypothesis Around a Globally Significant Issue

Recognizing perspectives is critical to forming questions and a hypothesis about significant global issues. In this workshop, educators learn how STEAM subjects can and should assist students in recognizing their own perspectives and in articulating and explaining the perspectives of others with respect and thoughtfulness.

Global Action: Conducting Experiments to Improve on Globally Significant Issues

Educators learn ways to support students in forming and testing a hypothesis for taking action to improve global conditions. This workshop helps educators guide students to view themselves as actors in the world who participate in problem solving and innovation.

Global Communications: Analyzing and Sharing Data to Improve Global Conditions

Educators will learn ways to help students use analysis and data sharing to communicate an idea or innovation that has global significance. This workshop offers ways to help students learn to bridge geographic, linguistic, ideological, and cultural barriers.

“My students have developed strong critical thinking and questioning skills influenced by the training I received from the Center for Global Education. That foundation has prepared my students for the future in a way that traditional education just cannot.”

Elizabeth Prager, National Board Certified Teacher with 15 years of experience teaching middle and high school English and History, Fort Vancouver High School Center for International Studies, Vancouver, WA



In order to graduate prepared for success and employment in a global economy, career and technical education (CTE) students must have the workforce readiness skills that will enable them to work on international teams and with people from diverse backgrounds.

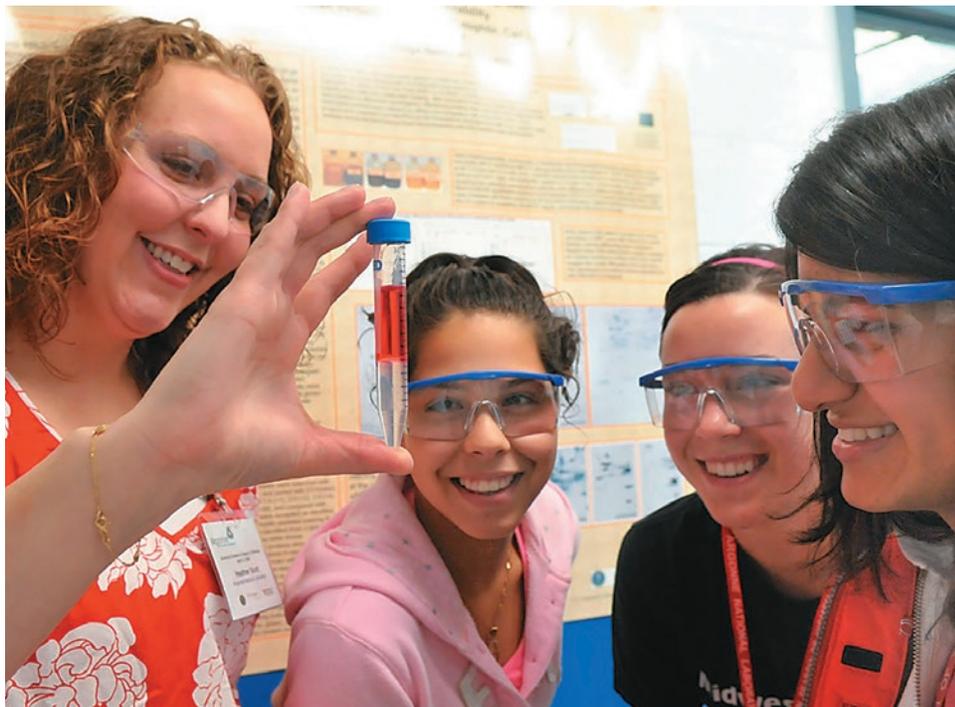
Global Competence through CTE: Workforce Readiness Skills for a Global Economy

This workshop is designed for CTE educators and for schools interested in deepening their support for CTE.

The workshop will help educators understand global workforce readiness skills, how they link to career pathways, and how to start integrating global content into what is already being taught in CTE classrooms. Educators will leave the session knowing:

- What skills are necessary for success in the global economy
- Why global skills are critical for CTE programs
- Why global competence is important for jobs in their local community
- How teaching through a global lens aligns to the standards they are already teaching
- How to get started making local connections to global issues to more deeply engage their students

This workshop can be customized to meet the specific needs of CTE programs and educators, and is available in multiple formats as a half-day, one-day, or two-day session.





High-quality out-of-school time (OST) programs promote positive academic and youth development outcomes after school and in summer. OST program staff can intentionally create an environment, learning activities, and partnerships that support the development of global competence in youth.

Our workshops for OST professionals or educators working in school-based afterschool programs can be offered as half-day, one-day, or multiple-day sessions according to your needs.

Designing a Globally Focused Out-of-School Time Program

Participants learn about the components of global competence and the fundamentals of youth development based on best practices from the out-of-school time field. Participants gain practical strategies for integrating global competence into the mission, design, administration, and learning activities of before-school, afterschool, or summer programs.

Planning Global Learning Activities for Out-of-School Time

Participants will learn about youth development principles; discuss the importance of planning for youth and program outcomes; learn an approach for designing individual activities and unit plans; review strategies for introducing global content and sequencing activities; and begin outlining a global learning unit plan and planning individual lessons.

Creating an Effective Global Learning Environment in Out-of-School Time Programs

Participants will identify the components of an effective global learning environment in out-of-school time programs; learn strategies for exploring and appreciating diversity, maintaining a safe space for global learning, and infusing global learning into program rituals and routines; and understand the role of the youth worker in creating a safe environment and being a global learning role model.

Preparing a Globally Competent Workforce during Out-of-School Time

Participants will connect global competence with youth development and workforce readiness principles and outcomes; review examples of experiential learning and workforce development activities from the field; and learn strategies for partnering with institutions of higher education, trade schools, and businesses.

Enhancing Museum Field Trips

Participants will understand the value of using art and objects for increasing cultural competencies and critical thinking; participate in pre- and post-museum trip activities that can be used with youth to develop observation, deduction, and language skills, explore themes, and reinforce program or classroom learning objectives; and practice planning pre- and post-trip learning activities. Strategies and discussions apply to in-person and virtual museum trips.

Developing Civics Habits of Mind through Youth Development

Participants will define civic engagement; learn about the current state of US civics education; review recommended and promising practices for civics education; and engage in youth development activities related to the democratic processes of governance, deliberation, and taking action that can be used to foster youth's civic dispositions and competencies.

Establishing Community Partnerships that Enrich Global Learning

Participants will learn how to assess program assets and needs for global learning; how to identify and work with partners in the local community to enhance global learning opportunities for youth; strategies for developing school-community partnerships with youth program providers and aligning school day and out-of-school time global programming; and community engagement strategies for tapping into the resources of businesses, cultural institutions, and families.

For Chinese Language Programs



The Deep Coaching Program (DCP) has been designed to build the capacity of Chinese language programs. DCP is a customized approach that strengthens the Chinese language program and teaching at the district and school level.

Based on an initial analysis, our team tailors the DCP to address issues specific to your Chinese language program. We also provide teachers with group and individual coaching that focuses on implementation and best practices based on the World-Readiness Standards for Learning Languages and the ACTFL Core Practices.

How can DCP benefit your program?

- Explore various strategies and activities for developing language proficiency
- Discuss and collaborate with teachers on best practices to strengthen the program
- Provide individual deep coaching based on existing classroom practices
- Organize customized teacher training based on the program's needs in light of World-Readiness Standards for Learning Languages and the ACTFL Core Practices
- Foster a culture of collegial support and best practice sharing within the school

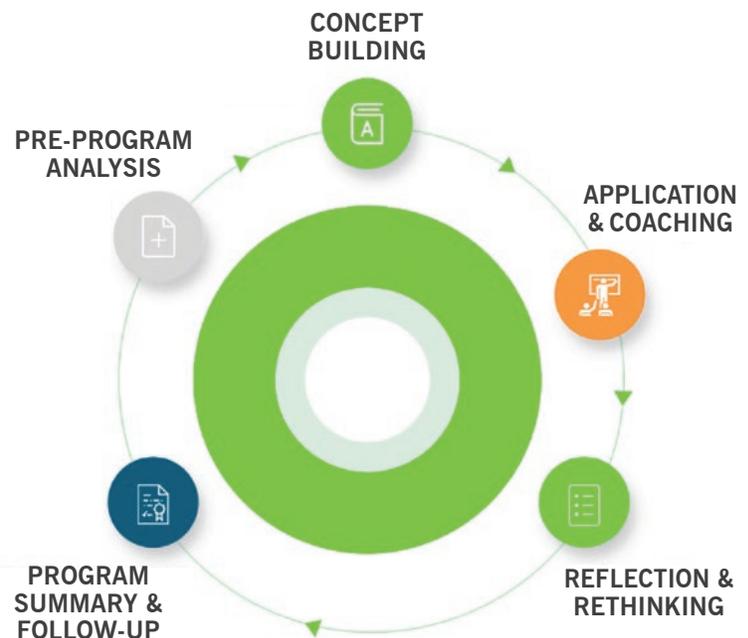
At the completion of the program, the participating teachers will be able to:

- Develop quality learning units that are standards based and thematically organized, demonstrating alignment of objectives, learning activities, and assessment

- Create effective lesson plans that follow the district's instructional model and conform to the strategic directions of the world language programs
- Develop an array of strategies for effective teaching and learning for the immersion classroom
- Implement training in the classroom that will increase the program's overall effectiveness and increase student proficiency

Program highlights:

- Standards-based training framework
- Customized, on-site workshops
- Individual coaching & feedback
- Follow-up program consultation



“The Deep Coaching Program has greatly improved our Chinese teachers’ instruction. I love seeing more engagement in the classrooms. The level of planning the teachers have done is amazing, and it has better prepared them to do effective planning in the future.”

Chelsea Byrd, Assistant Principal, Global Village Academy, Aurora, CO

Online Courses

Designed to help educators in schools and out-of-school time programs incorporate project-based learning on global issues into their existing curriculum, these one-hour learner-paced courses provide an introduction to tools, activities, and best practices that can be easily applied in various learning environments.

The online courses can be taken alone or bundled in any order, and can be combined with other products and services within this catalog to deliver a blended learning approach to professional development.

Introduction to Global Competence



This course engages educators in the global competence movement and the exciting instructional opportunities of a global education focus. The course is designed to show how developing global competencies is within grasp and does not increase educators' instructional loads. Teaching with a global focus also successfully engages students and prepares them for college, work, and life. This course is an excellent way to begin building the foundations of a global competence culture in the classroom or during out-of-school time programs.

The Four Domains of Global Competence



This course introduces the four domains of global competence: investigate the world, recognize perspectives, communicate ideas, and take action. These domains promote engaged and active inquiry and act as a guide for structuring curriculum, instruction, and assessment to promote global competence. Educators will learn how global learning spans classrooms and out-of-school time programs. When taken together and organized by significant content and topics, the four domains provide a framework for guiding student learning both within and across disciplines, whether they are learning in schools or out-of-school time programs.

Getting Started with Globally Focused Project-Based Learning



In this course, educators will learn how global issues can become the basis for project-based learning, bringing relevance and engagement to core content. Projects enable students to take accountability for their own learning and show what they can do with their academic knowledge and 21st century skills. Participants in the course will learn a proven method to engage students in projects that are inquiry based, student led, problem focused, authentic, and rooted in real-world global issues. By the end of this course, participants will understand how global content can be incorporated into project-based learning.

Teaching Competencies in a Global Context



Explore the relationship of academic outcomes to global competencies, which empower students to apply their academic knowledge to real-world problems and challenges. In this course, educators will learn how a global competence perspective brings context, relevance, and usefulness to what students are learning. The course includes examples of how global competence can be used in classrooms and out-of-school time programs.

Leadership in Global Competence Education



This course will introduce school leaders to the Global School Design, a model for strategic planning. Recognizing that changing classroom practice and student outcomes require whole-school support, participants will identify community-wide innovations to bolster global competence education. The course will help school leaders forge connections among school organization and governance, professional development, student academic achievement, curriculum and instruction, and strategic partnerships.

Global Competence Instructional Strategies



Today's global and digital world requires students to analyze, evaluate, and synthesize at much deeper levels and with increasingly complex texts and resources. In this course, educators will learn instructional strategies to help students develop the skills they need through a global focus. The course introduces a selection of instructional strategies that are aligned to the four domains of global competence and applicable to a wide variety of disciplines and settings, including academic classrooms and out-of-school time programs.

Exploring Globally Significant Issues



In this course, educators will learn how to identify globally significant issues and connect them to their specific context and activity area or discipline. By exploring the continuum that takes students from global awareness to global understanding, and ultimately to global competence, educators will gain the skills necessary to identify and leverage engaging and credible resources that best fit the needs of their students.

Designing Performance Assessments for Global Competence



Participants will learn how to design their own curriculum storyboards using the Center for Global Education's premiere curriculum tools, Performance Assessment Shells, and Global Issue Overviews. These popular and effective curriculum resources support educators in designing globally-focused learning units and activities to ensure student engagement that is focused on specific, 21st century learning goals.

Utilizing Assessment to Inform Instruction



This course gives participants the tools to develop, plan, and implement globally focused assessments that integrate relevant instructional strategies, formative assessments, and an open student/teacher

feedback loop. The course will review the cornerstones of effective assessment: specific and evidence-based; connected to a rubric; varied, including both strengths and areas to improve; and structured around specific learning needs.

STEAM & the Global Connection



STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. This course will provide examples of how global learning approaches can be integrated throughout STEAM education to develop global competencies that address a variety of unprecedented opportunities and challenges young people face today. Educators will acquire skills to help their students to approach complex, interconnected global problems with a more holistic understanding that meets the growing demand for critical skills needed in the world and marketplace today.

Which Courses Are Right For Me?

While every course is open to anyone interested, each course is designed for specific audiences. Use the key below to identify which courses are the perfect fit for you and your team.



Classroom Teacher who delivers educational content in an academic institution.



Out-of-School Time Educator who delivers educational content in afterschool and summer programs.



Educational Leader who guides staff, students, and parents toward a shared educational goal.

Networked Learning

District and school leaders know that leading transformation of school culture and learning is rewarding but complex work. It can feel like working in a vacuum if there are few other schools geographically nearby on a similar journey. Our Networked Learning events provide opportunities for ISSN school leaders, leadership teams, and teacher leaders to learn with and from each other.

Leaders Seminar Series

Our in-person Leaders Seminars are specifically designed for those leading the work, including school leaders, leadership teams, and teacher leaders. Participants share best practices within the ISSN community of practice, learn about new innovations and strategies, and engage in shared problem-solving for successfully implementing global competence education. Annually, we offer a Fall Leaders Seminar and Spring Leaders Seminar, each of which is hosted at a different ISSN school.



Program Reviews

Monitoring progress towards integration of global competence teaching and leadership strategies is an important component of this work. To ensure a school is moving towards proficiency in the Global School Design model, baseline data is collected through an in-person program review. A team that includes the school coach spends time reviewing data; meets with leadership, teachers, students, and parents; and observes classes to assess how the school is progressing in the six domains of the Global School Design.

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