

Global Competence Workshops and Resources



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, Europe, 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. 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 organizations, schools, and individual educators to partner with us in the important work of educating for global competence. The courses, resources, and materials described in this catalog can be curated and packaged in a wide variety of ways: as onsite professional learning opportunities for organizations and schools; as co-branded, customized programs for education associations; as online courses for individuals or groups of school leaders, classroom teachers, and educators in out-of-school time, and via the International Studies Schools Network, a premiere service that combines professional learning and coaching for whole-school transformation. You can learn more about partnering with us on the upcoming page titled Partnership Opportunities.

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Visit us online at asiasociety.org/education

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What We Do



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.

At the dawn of 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.

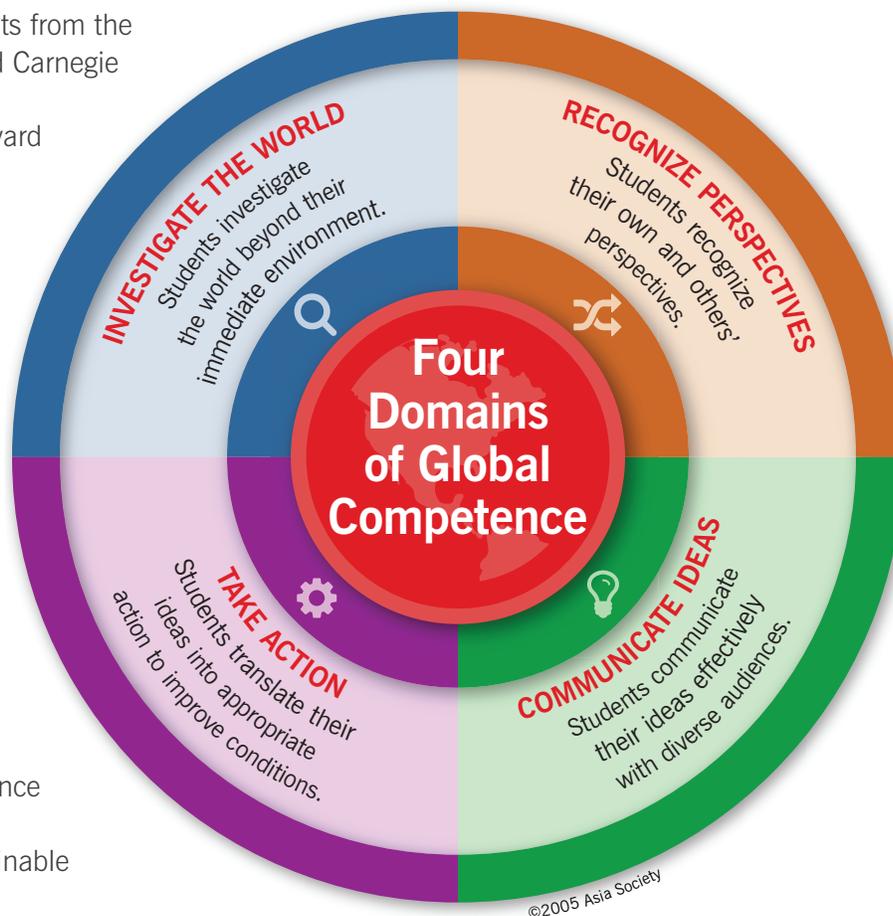
For over 10 years, the Center for Global Education has been a leader in global competence education, helping educators prepare learners to thrive in a global era.

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 the United Nations Sustainable Development Goals.

Globally competent students are able to:

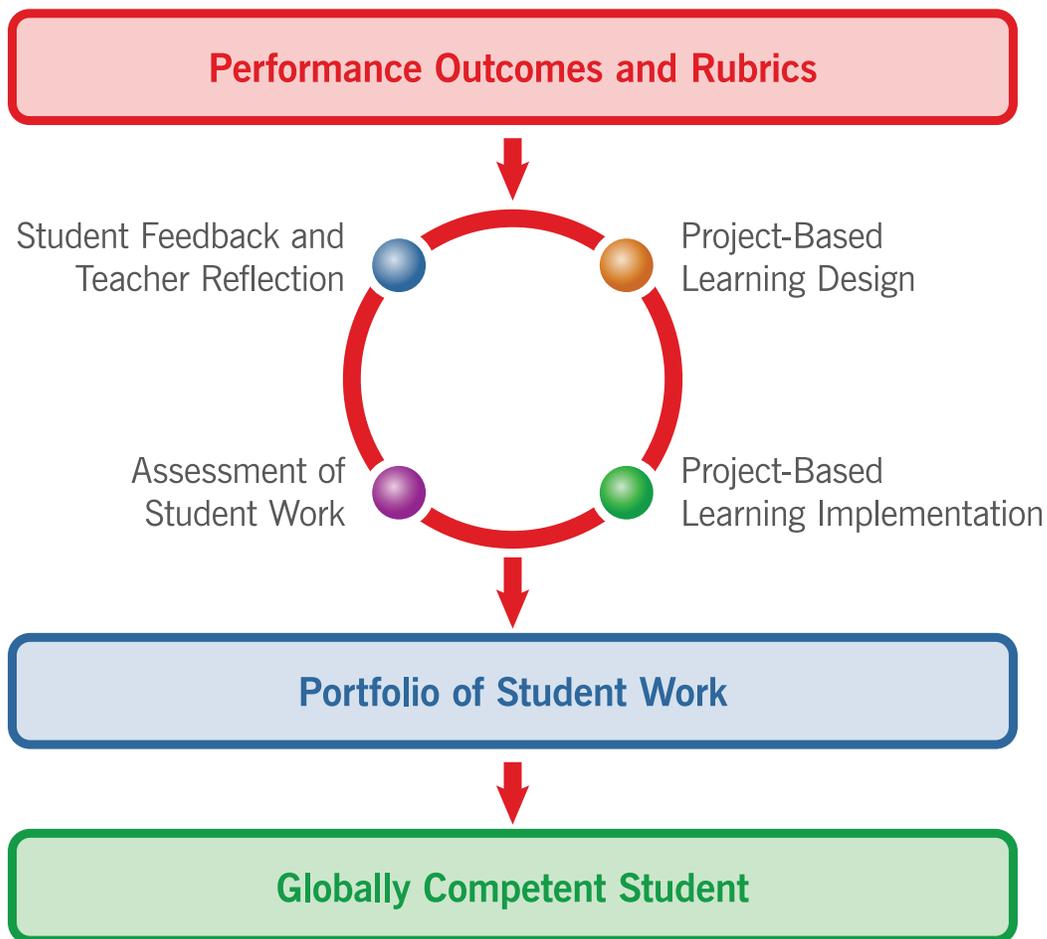
1. **Investigate the world.** Globally competent students are aware, curious, and interested in learning about the world and how it works.
2. **Recognize perspectives.** Globally competent students recognize that they have a particular perspective, and that others may or may not share it.
3. **Communicate 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.



Integrating Global Competence

We work with educators to integrate global competence into curriculum, instruction, and assessment. Our work is supported by a robust series of tools and resources, including performance outcomes and rubrics in seven subjects from grades K–12, Global Issue Overviews, and Performance Assessment Shells. These are described in the next section, Curriculum, Instruction, and Assessment Resources.

Here's how it works:



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Partnership Opportunities

Elementary and secondary schools and school systems, educators and leaders, and afterschool and summer programs are invited to partner with the Center for Global Education.

Benefits of Partnership

- Affiliation with the leading organizations in global competence education. Some of our partners include:
 - ◆ The Organisation for Economic Co-operation and Development (OECD)
 - ◆ United Nations Educational, Scientific, and Cultural Organization (UNESCO)
 - ◆ Project Zero, Harvard Graduate School of Education
 - ◆ Stanford Center for Assessment, Learning, and Equity, Stanford University (SCALE)
 - ◆ EdPlus at Arizona State University (ASU)
- Access to the preeminent program on educating for global competence, aligned with the United Nations' Sustainable Development Goals (SDGs) and OECD's Programme for International Student Assessment (PISA) framework for global competence, with professional learning resources for school leaders, classroom teachers, and out-of-school time educators.
- Affordable pricing for volume enrollments, and shared licensing and revenue sharing opportunities for distribution partners.

Products and Services Packages

We offer a wide range of products and services that can be packaged to meet the needs of educators, schools and districts, and afterschool and summer programs, including:

- **Curriculum, Instruction, and Assessment Resources.** Resources that educators can use to integrate global competence across subject areas and age levels.
- **In-Person Professional Learning Workshops.** Intensive professional development workshops combined with 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.
- **Onsite and/or Virtual Coaching.** Targeted clinics that provide extra support outside of in-person professional learning workshops and/or online courses.
- **Online Community of Practice.** A vibrant 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/program.
- **Summer Institute.** Annual intensive professional development conference for school teams.
- **Program Reviews.** A whole-school process that provides feedback on implementation of the Global School Design, which is described later in this catalog.

Packages generally include the following products and services:

INTERNATIONAL STUDIES SCHOOLS NETWORK (ISSN) MEMBERSHIP FOR ELEMENTARY AND SECONDARY SCHOOLS

- Curriculum, Instruction, and Assessment Resources
- In-Person Professional Learning Workshops
- Online Courses and Online Community of Practice
- Onsite and/or Virtual Coaching
- Leaders Seminars and Summer Institute
- Program Reviews



EXECUTIVE SERIES FOR DISTRICT AND SCHOOL LEADERS

- In-Person Professional Learning Workshops
- Online Courses and Online Community of Practice
- Onsite and/or Virtual Coaching
- Leaders Seminars and Summer Institute

ONLINE PROFESSIONAL LEARNING SERIES FOR EDUCATORS IN SCHOOLS AND OUT-OF-SCHOOL TIME PROGRAMS

- Online Courses and Online Community of Practice
- Onsite and/or Virtual Coaching

IN-PERSON PROFESSIONAL LEARNING SERIES FOR CLASSROOM TEACHERS

- In-Person Professional Learning Workshops
- Onsite and/or Virtual Coaching

To inquire, please contact:

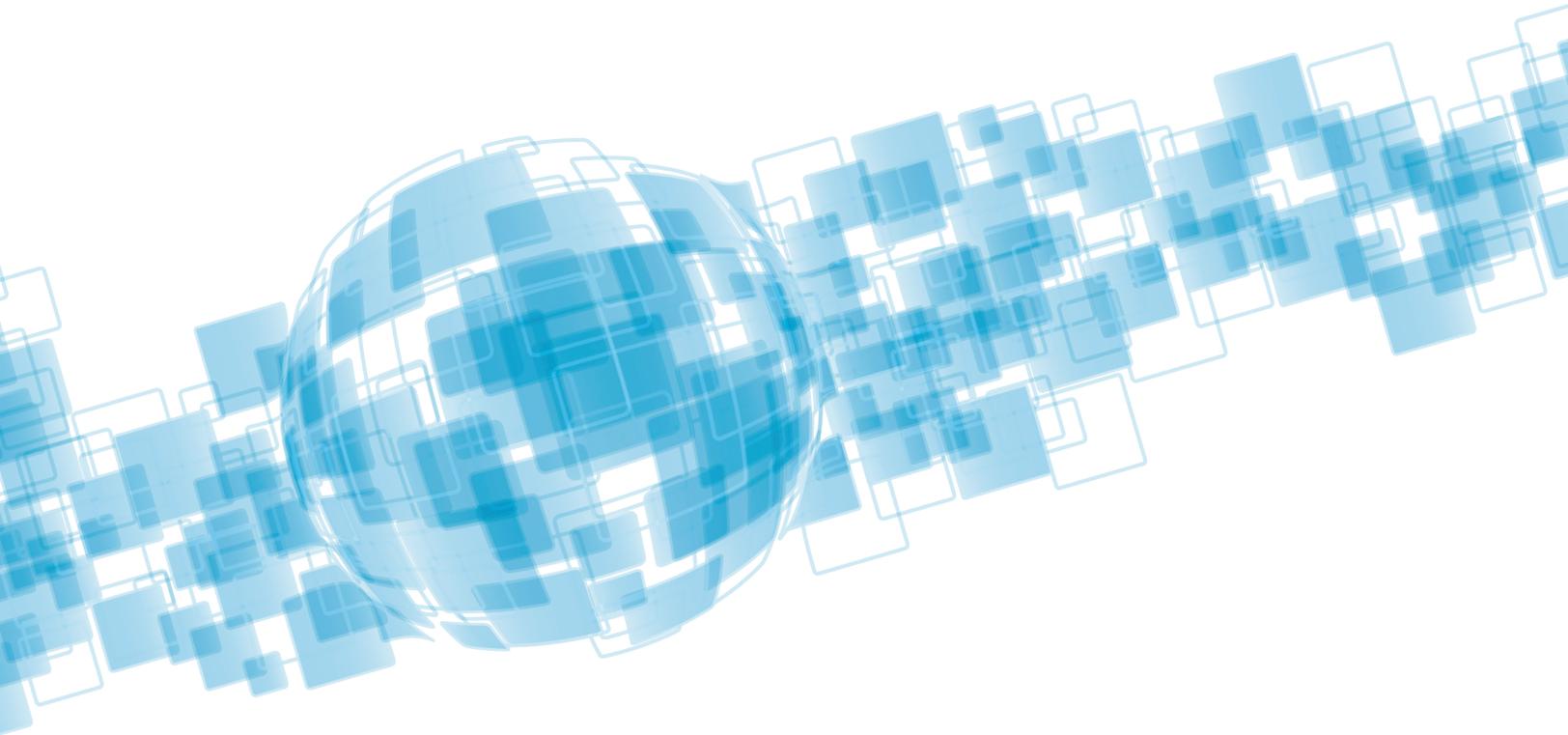
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Curriculum, Instruction, and Assessment Resources



Performance Outcomes and Rubrics

Mathematics
PERFORMANCE OUTCOMES

Investigate the World
How do you use mathematics to understand and improve the world around you?

- Identify and explain how mathematics is used to describe a physical phenomenon.
- Describe how the mathematical relationships in a model reflect a situation, and compare and contrast a model to reality.
- Explain mathematical links, providing global connections to other cultures.
- Recognize, explain, and compare various measurement systems used in different parts of the world.
- Make decisions and compare to make a choice in the real world.
- Evaluate the applications of the concepts covered and the mathematics in other cultures.

Recognize Perspectives
How can you use mathematics to recognize and understand different perspectives?

- Challenge and seek to understand different mathematical models, methods, and strategies to strengthen content.
- Compare, describe, and explain the differences between mathematical models, methods, and strategies to understand the mathematical world.
- Evaluate the applications of the concepts covered and the mathematics in other cultures.

Communicate Ideas
How do you use mathematics to communicate and understand different perspectives?

- Explain the mathematical relationships in a model and compare and contrast a model to reality.
- Describe how the mathematical relationships in a model reflect a situation, and compare and contrast a model to reality.
- Evaluate the applications of the concepts covered and the mathematics in other cultures.

English Language Arts
PERFORMANCE OUTCOMES

Investigate the World
How do you use language to understand and improve the world around you?

- Read, analyze, and explain the meaning of a text in its original context and provide evidence to support the global understanding.
- Analyze and explain the meaning of a text in its original context and provide evidence to support the global understanding.
- Analyze and explain the meaning of a text in its original context and provide evidence to support the global understanding.

Recognize Perspectives
How do you use language to recognize and understand different perspectives?

- Read, analyze, and explain the meaning of a text in its original context and provide evidence to support the global understanding.
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Communicate Ideas
How do you use language to communicate and understand different perspectives?

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- Analyze and explain the meaning of a text in its original context and provide evidence to support the global understanding.

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 desired results for students’ global competence in specific subject areas and age levels.

Rubrics

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 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.

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.

World Language
RUBRIC

Investigate the World
How do you use language to understand and improve the world around you?

LEVEL	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Identify a topic or theme				
Identify a topic or theme				
Identify a topic or theme				

Science
RUBRIC

Investigate the World
How do you use science to understand and improve the world around you?

LEVEL	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Identify a topic or theme				
Identify a topic or theme				
Identify a topic or theme				

History/Social Studies
PERFORMANCE OUTCOMES

Investigate the World
How do you use history and social studies to understand and improve the world around you?

- Identify a local, regional, or global issue and pose a question that is closely connected to the social studies.
- Select an appropriate source relevant to the question.

Arts
PERFORMANCE OUTCOMES

Investigate the World
How do you use art to understand and improve the world around you?

- Identify and explain how art is used to describe a physical phenomenon.
- Describe how the mathematical relationships in a model reflect a situation, and compare and contrast a model to reality.
- Evaluate the applications of the concepts covered and the mathematics in other cultures.

Recognize Perspectives
How do you use art to recognize and understand different perspectives?

- Read, analyze, and explain the meaning of a text in its original context and provide evidence to support the global understanding.
- Analyze and explain the meaning of a text in its original context and provide evidence to support the global understanding.
- Analyze and explain the meaning of a text in its original context and provide evidence to support the global understanding.

Communicate Ideas
How do you use art to communicate and understand different perspectives?

- Read, analyze, and explain the meaning of a text in its original context and provide evidence to support the global understanding.
- Analyze and explain the meaning of a text in its original context and provide evidence to support the global understanding.
- Analyze and explain the meaning of a text in its original context and provide evidence to support the global understanding.

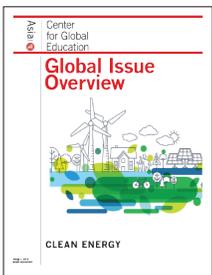
Global Issue Overviews

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 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.



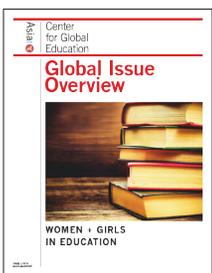
Clean Energy

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.



Clean Water: Access and Management

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



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.



Emotional Intelligence: 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.



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.



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.



Human Population Growth: A Boon or a Boom?

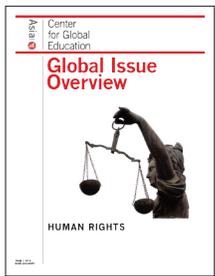
Students explore population-related issues of fairness and equity, resource use, and technological innovation. Students consider their personal habits and behaviors as they explore questions about the

demands of a growing population.



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.



Refugees Around the World: The Impact of Forced Migration

Tens of millions of people around the world have been forcibly displaced from their home 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.

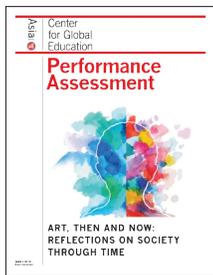


Sustainable Economics

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

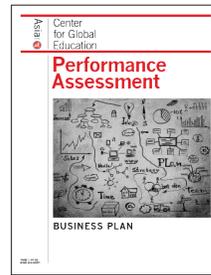
Performance Assessment Shells

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.



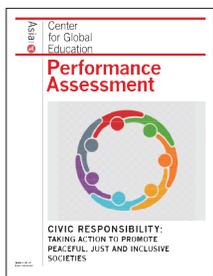
Art Then and Now: Reflections on Society Through Time

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



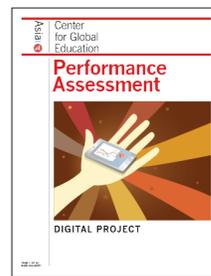
Develop a Business Plan: Entrepreneurial Approaches for Addressing Global Issues

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.



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.



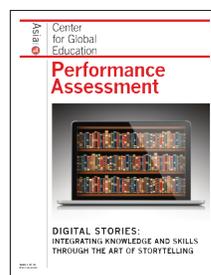
Digital Project: Using Technology to Address and Inform on Global Issues

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



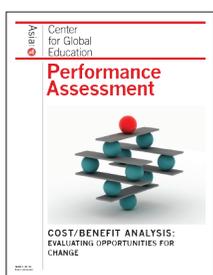
Community Action or Public Service: Take Action for Social Change

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



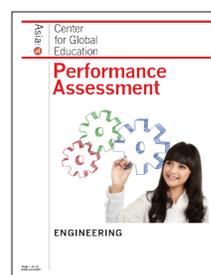
Digital Stories: Integrating Knowledge and Skills Through the Art of Storytelling

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



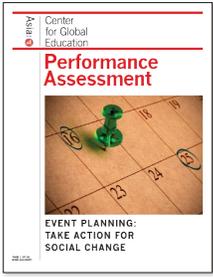
Cost/Benefit Analysis: Evaluating Opportunities for Change

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



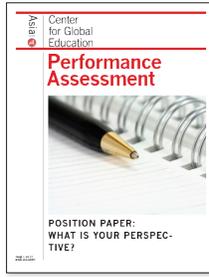
Engineering: Working Artfully to Construct a Project

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



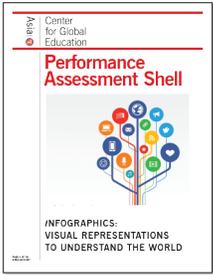
Event Planning: Take Action for Social Change

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



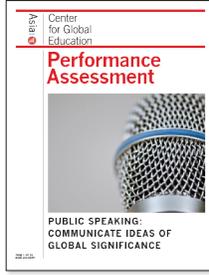
Position Paper: What Is Your Perspective?

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



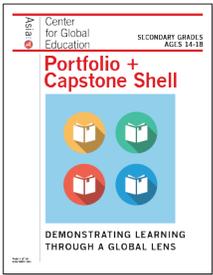
Infographics: Visual Representations to Understand the World

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



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.



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.

Products and Services Packages



International Studies Schools Network

The International Studies Schools Network (ISSN) has been partnering with schools since 2003 to provide professional development to teachers and leaders that helps them implement learning that prepares all students for college, career, and the world.

Central to the ISSN's work with schools is the Global School Design, which serves as a framework to help ensure all aspects of the school community support the teaching and learning of global competence. Schools use it to support strategic planning, change management, results benchmarking and tracking, and program development to establish a firm foundation for global competence education. Emphasis is placed on developing teachers' capacity for globally focused project-based learning and performance-based assessment.

Using the Global School Design model, a certified ISSN consultant works closely with leadership teams to assess school needs and develop a strategic implementation plan that includes SMART (specific, measurable, actionable, relevant, and time-bound) goals, action steps, a timeline, and targeted ISSN support. Support may include:

- Online courses and/or in-person professional development workshops for leaders and teachers
- Onsite and/or virtual implementation coaching support for leaders and teachers
- Program reviews to provide feedback on the implementation of the Global School Design

ISSN schools are part of a national professional community that learns with and from one another. School leaders meet in person at least twice each academic year to collaborate and exchange best practices to advance the Global School Design model and rigorous global teaching and learning. Once a year the ISSN hosts a summer institute, where classroom teachers are afforded the opportunity to share globally focused instructional strategies and resources. More information on these events follows on the next page.



All ISSN educators have access to a digital platform for collaboration between in-person meetings, and access to the curriculum, instruction, and assessment materials described in this catalog, including:

- Performance outcomes, rubrics, and “I Can” statements
- Global Issue Overviews
- Performance Assessment Shells
- Essential questions for content areas and globally significant issues
- Menus of instructional strategies and formative assessments



Summer Institute

This is a time for district administrators, school leaders, and teachers from the ISSN to come together and share best practices, attend workshops and learn from experts in the global education field. This intensive professional development conference is held annually and offers an opportunity to convene as a community of practice to: learn about and strengthen implementation of the Global School Design and globally focused teaching strategies, strengthen connections with the national ISSN network, and learn more about the national and international global education transformation movement.

Leaders Seminars

As a district or school leader, you know all too well that this is complex but rewarding work. It sometimes can feel like you're working in a vacuum, especially if there are no other ISSN schools geographically close to you. Our in-person Leaders Seminars are specifically designed for those leading the work to 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 summer leaders seminar, which takes place adjoined to the annual summer institute, as well as a new leaders seminar for district and school leaders just joining the ISSN.

Coaching

To support a school/program in the development and implementation of the Global School Design, a certified ISSN coach provides onsite and virtual executive coaching to the school leadership and curriculum, assessment, and instruction support to the faculty. The ISSN coach is a veteran school leader or staff developer with a background of proven success in curriculum, instruction, and assessment. The coach will assist the leadership and teachers with transformation of teaching and learning in the 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.

Executive Series

This series provides access to ISSN national networking events for district and school leaders, along with onsite and/or virtual coaching and online courses. The series includes:

NATIONAL NETWORKING EVENTS

Leaders Seminars

A biannual gathering of school leaders to build their capacity to lead and sustain the development of an effective globally focused school/program.

Summer Institute

An annual intensive professional development conference for school teams.

ONLINE COURSES FOR LEADERS

Leadership in Global Competence Education

This course will introduce school leaders to the Global School Design, a thinking 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.





IN-PERSON PROFESSIONAL DEVELOPMENT WORKSHOPS FOR LEADERSHIP TEAMS

In-person professional development workshops for leadership teams and onsite and/or virtual coaching are available on the following topics:

Leadership in the Global School

This workshop will provide an introduction to the Global School Design and Graduate Profile, a profile of the attributes we strive to develop in each high school graduate. 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 course, school leaders will have designed a plan for communicating the school's global focus.

Needs Analysis and Benchmarking for Global School Success

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 Professional Development Plan

This workshop 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 unit 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 workshop 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 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.

To inquire, please contact:

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Online Courses

This series is 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 combined with the in-person workshops below and our onsite and/or virtual coaching for 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 workshop 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 competencies can be used in classrooms and out-of-school time programs.

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

Delivers educational content in an academic institution.



Out-of-School Time Educator

Delivers educational content in afterschool and summer programs.



Educational Leader

Guides staff, students, and parents toward a shared educational goal.



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

In this course, 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 will support educators in designing globally focused learning units and activities to ensure student engagement that is focused on specific, 21st century learning outcomes and 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 and 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.

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.

In-Person Workshops

Our in-person workshops deliver intensive professional development combined with multiple opportunities to apply and refine new concepts. These workshops can be combined with the online courses listed previously and our onsite and/or virtual coaching for a blended learning approach to professional development.

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 and 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 the capacity of 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.

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

This workshop will help participants develop globally focused before-school, afterschool, 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

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 afterschool/summer programs. It will also include community engagement strategies for tapping into the international resources of businesses, cultural institutions, and families.



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