GLOBAL EDUCATION IN MASSACHUSETTS:
A STUDY OF THE ROLE OF ADMINISTRATORS

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Abstract

Recent international political, economic, social, and cultural shifts make it imperative for schools to provide students with a global education (Massachusetts Association of School Superintendents, 2008). This phenomenological study aimed to find out how administrators in Massachusetts define global education, advocate for it, and see challenges associated with their efforts. Twelve administrators, ranging from superintendents and assistant superintendents to social studies directors, building administrators, and high school chairs, were interviewed and shared their experiences supporting global education. Although interviewees used some common language in defining global education, with references to terms like ‘global awareness’, ‘global citizenship’, and ‘21st century skills’, nothing close to a universal definition emerged from the data. There was more commonality in terms of the ways administrators were advocating for global education, as many cited international travel opportunities and global certificate programs. Most of these initiatives, however, were only reaching a fraction of students.

According to the interviewees, supporting global education is fraught with challenges, particularly time constraints facing administrators, teachers, and students alike (Mangram & Watson, 2011). In addition to the charge of carrying out state initiatives, many administrators are working with limited budgets. Although most administrators reported that the cultures of their communities were favorable to global education, some were more skeptical. Consequently, this study concludes with a look at the future of global education in Massachusetts across a range of districts based on such factors as socioeconomics and diversity.

Keywords: global education, administrators, Massachusetts, 21st century skills.
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Chapter One: Introduction

Statement of the Problem

Topic. Shaped by World War II, the Cold War, and more recently, globalization, global education became part of the education discourse in the 1970s (Becker, 1972; Anderson, 1976) and has been evolving for almost half a century. Hanvey’s (1976/1982) “An Attainable Global Perspective” was an early attempt to define the movement. In his article, Hanvey states that students can achieve a global perspective by attaining five dimensions: perspective consciousness, state-of-the planet awareness, cross-cultural awareness, knowledge of global dynamics, and an awareness of human choices (p. 162). Although frequently cited and extremely influential, Hanvey’s dimensions are not universally accepted and alternative visions for global education have emerged, especially in the last decade. Some believe that global education is about teaching students about complex problems the world faces, encouraging them to look for solutions to these problems (Maastricht Global Education Declaration, 2002). Others believe that global education is providing students with certain global competencies, attitudes, beliefs, and perspectives (Kirkwood-Tucker, 2003; Reimers, 2009a). Finally, some tie global education to the 21st century skills movement and other major educational reform efforts (Jacobs, 2010; Trilling & Fadel, 2009). These global education advocates are most interested in providing students with skills for the global knowledge economy. Although all of these versions of global education overlap, their differences allow educators to make meaning of global education in their own way.
In this study, I examined how administrators in the state of Massachusetts perceive global education. Massachusetts, like many other states, has been vying for Race to the Top\(^1\) dollars by implementing reforms meant to enhance student learning. These include acceptance of the Common Core State Standards\(^2\), which focus on learning 21st century skills in addition to understanding important concepts. Although the Common Core State Standards are aligned with many of the broader goals of global education, the state of Massachusetts does not have a comprehensive initiative related specifically to global education.

Without this initiative, the effort to provide students with a global education is in the hands of cities and towns, administrators and teachers. This study, then, is not only interested in how administrators make meaning of global education, but how their definition of global education influences how they advocate for it at the secondary school level. To properly frame this study, I used two theories: symbolic interactionism and transformational leadership. Symbolic interactionism (Mead, 1934; Blumer, 1969) is the theory that humans construct meaning from their responses to objects, events, or situations and then act on the basis of those meanings. It was used to examine the connection between each administrator’s definition of global education and the way they advocate for it. This study was also interested in the challenges administrators face in supporting global education. Given all of their responsibilities and the difficulty of globalizing schools, administrators will have to be transformative leaders, able to inspire educators and effect change en route to the fulfillment of common goals. For this aspect of the study, I used transformational leadership theory (Burns, 1978; Bass, 1985).

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\(^1\) Race to the Top, started in 2009, is a federal grant program designed to encourage and reward state education initiatives that improve student outcomes and lead to “education innovation and reform” (U.S. Department of Education, 2009, p. 2).

\(^2\) According to their website, the Common Core Standards define the knowledge and skills that K-12 students must acquire to be successful in college and in future careers. Currently, all but five states have adopted versions of the Common Core (Common Core State Standards Initiative, 2012).
Research problem. No Child Left Behind (NCLB) (2001) ushered in an era of increased standardization and accountability. In order to meet Adequate Yearly Progress (AYP), the benchmark for school improvement established by NCLB, many schools have dedicated more learning time to test taking skills and the subjects on which students are tested. Currently, high school graduation in Massachusetts is tied to passing Massachusetts Comprehensive Testing System (MCAS) tests in English/language arts, math, and science and technology (Massachusetts Department of Elementary and Secondary Education, 2011). There are no social studies tests and students do not have to demonstrate an understanding of the world to pass any of the tests being administered. Emphasizing reading, writing, math, and science, NCLB left out international content altogether (Schneider, 2003, p. 8).

NCLB also largely ignores the many other skills and understandings necessary for success in the 21st century. The Partnership for 21st Century Skills (P21) has established a list of these skills and has been part of a growing movement to embed them in the K-12 curriculum. They include research and technology, communication and collaboration, and problem solving and critical thinking skills. P21 also supports teaching for global awareness, which it defines as the ability of students to

[use] 21st century skills to understand and address global issues… [learn] from and [work] collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts…[understand] other nations and cultures, including the use of non-English languages. (The Partnership for 21st Century Skills, n.d.)

3 No Child Left Behind is the signature education reform act of the George W. Bush Administration. It promoted standards based educational reform by requiring states to assess basic skills. Though these skills are determined by the states, the act expanded the federal government’s role in education.
These skills and understandings are mostly absent in American K-12 education. Students who are unable to interact with individuals from other cultures within their community and who are not presented with opportunities to do so as part of the curriculum, have few other avenues to become globally aware and acquire the skills that they need. Overall, the current educational climate has made it difficult for schools to provide a global education to students.

**Justification of the research problem.** In school districts across the U.S., administrators are grappling with a plethora of educational issues, from student and teacher assessment to the curriculum to tightened school budgets. Many are starting to add the implementation of a global education to their list of priorities. As is explained below, these administrators will come across different definitions of global education in the literature as well as different strategies for globalizing classrooms and curricula. Some of the key literature on the topic includes the work of Hanvey (1976/1982), Merryfield (2001), Reimers (2009a), Kirkwood (2001), Wagner (2008), and Zhao (2009).

**Deficiencies in the evidence.** There has been much written about the internationalization of higher education, including the preparation of globally-minded educators through pre-service programs. There has been less written, however, about global education at the secondary school level and the role administrators play in promoting global education. Furthermore, although there have been several recent case studies on global education in Massachusetts, no studies have taken a phenomenological approach. Consequently, the interviews conducted in this study should provide a broader view of global education in Massachusetts.

**Relating the discussion to audiences.** There are several audiences that will benefit from this particular study. Since the study will illuminate some of the definitions of global education that are currently in practice, researchers and educators who are interested in learning what
definitions of the field exist will benefit. Perhaps more significantly, data from the study will present the various paths that advocates of global education are taking to globalize their schools and the challenges they face during this process. Several public high schools in the state of Massachusetts are attempting reform, changing their curriculum to include global awareness, global competence, and/or 21st century skills. Some are implementing global competency programs while others are employing technology to develop students’ 21st century skills and global awareness. This project seeks to examine what administrators are doing at those schools to effect change so that other administrators can choose a similar path if desirous. These administrators stand to benefit from this study. Finally, an intellectual goal for this project is to help me better promote global education at the high school where I work, positioning me as a change agent within my own context.

Significance of the Research Problem

In *The World is Flat* (2006), Thomas Friedman explains how globalization has dramatically impacted the world, creating an interconnected and interdependent planet. Peter Drucker wrote of this planet in his *Economist* article “Next Society”, saying that “knowledge will be its key resource and knowledge workers will be the dominant group in its new workforce” (2001, p. 4). In order for the United States to be competitive in this global economy, American K-12 education will have to produce knowledge workers, which will mean equipping students with 21st century skills, teaching them to be globally aware, and making them globally competent.

Wagner (2008) points out that there is a “gap between what even our *best* suburban, urban, and rural public schools are teaching and testing versus what *all* students will need to succeed as learners, workers, and citizens in today’s global knowledge economy” (p. 8). Some
of Wagner’s findings include: most fifth graders spend the vast majority of their time in their seats listening to the teacher or working alone, and only 7 percent of their time working in groups; more than 60% of a student’s time is spent improving basic literacy or math skills, with less than 25% of their time dedicated to science and social studies; and the average student receives five times as much instruction in basic skills as they do on problem solving and reasoning (2008, p. 68-69). This suggests that students are not receiving instruction on 21st century skills, do not have time to practice these skills in schools, and thus, are not graduating from high schools with these skills.

In addition to not providing students with 21st century skills, schools are also doing little to support global awareness and global competence. Heidi Hays Jacobs is the driving force behind Curriculum 21, a curriculum mapping movement that seeks to upgrade curricula for the future (Jacobs, 2010). In studying current curriculum maps, Jacobs finds that most schools dedicate significant time to early U.S. history, leaving out the last 50 to 75 years of not only U.S. history but also world history (Perkins-Gough, 2003/2004). According to Jacobs, “Students should learn about recent…world history and global issues” as “the American experience is now more than ever an interaction with the world. Our students are also going to need to be citizens of this planet” (Perkins-Gough, 2003/2004, p. 13). Studies support Jacob’s concern about the nature of the curriculum. For example, the National Geographic-Roper Report on Geographic Literacy (2006) shows that American youth know very little about what is happening in the world and about other cultures. This is true of students at the high achieving suburban high school in Massachusetts where I work, even though these same students consistently score well on standardized tests. They rarely are exposed to other perspectives and have little grasp of
current global issues. At this point, a truly global education does not exist in most schools in Massachusetts.

**Positionality Statement**

Since I interviewed administrators in Massachusetts for this phenomenological study, it is necessary to discuss my positionality on the topic of global education. Below I mention the evolution of my work as a global educator in Massachusetts, from 6th grade social studies and language arts teacher to high school history teacher to global education researcher and presenter. Along with the potential for bias, this experience as a teacher also provides me with firsthand insight into the challenges global education advocates face in the field, a perspective which was beneficial during the interviews.

When I began teaching 6th grade in 2004, one of my professional goals was to infuse global perspectives into the teaching of social studies and language arts. This was an easier task in social studies as the curriculum was ancient world history; efforts as a global education advocate consisted of spending a little more time on the early African civilization of Nubia and providing students with an understanding of polytheistic faiths for which many were unfamiliar. In language arts, I tried to incorporate a greater variety of texts, mindful of Banks’ “Multicultural education: Issues and perspectives” (2003). Like many educators, however, I found integrating 21st century skills, global citizenship education, and the teaching of global competencies challenging. Demands placed on new teachers in a climate of increased standardization meant prioritizing professional development, classroom time, resources and energy towards MCAS testing. Promoting global education was not always in line with these demands. This was a theme in many interviews I conducted with administrators.
At the high school, I continue to face similar challenges as a history teacher. The in-depth American Studies II curriculum, with detailed standards from the late 1800s to the present, makes the inclusion of global perspectives difficult, if not impossible. How can a teacher do justice to this vast curriculum, teaching students about the history of the country in which they live, while at the same time providing them with an understanding of how U.S. development and growth has affected others and including the 21st century skills that are of the utmost importance to their future? This is a daily struggle for most secondary school teachers; consequently, administrators must consider this question when making curricular and other decisions.

My thoughts on the dilemma facing 21st century educators, which I have written about throughout my graduate studies, have been shaped largely by Zhao (2009). I agree with his position on American education vis-à-vis emerging countries like China when he decries the fact that

the U.S. has been trying hard to implement what China has been trying to get rid of. An increasing number of states and the federal government have begun to dictate what students should learn, when they should learn it, and how their learning is measured through state-mandated curriculum standards, high school exit exams, and the No Child Left Behind Act (NCLB) (p. vii).

I believe this is the wrong course, one that creates a teacher-centered, teach to the test, rote learning approach that fails students, particularly at the secondary school level.

Working outside of the confines of the required history survey courses, I developed an elective for 11th and 12th graders, Global Leadership. This course approaches global education in
ways that Zhao, Wagner, Reimers, Merryfield, Kirkwood, and others discuss in their research. For example, I include many of the global competencies articulated by Reimers (2009b) and 21st century skills listed by P21. The course’s curriculum is rooted in the Universal Declaration of Human Rights, the Millennium Development Goals, and the skills of problem-solving, critical thinking, intercultural communication, and understanding multiple perspectives. These efforts, however, also reflect an understanding of the critiques of global education and, more specifically, global citizenship education. Although I promote global citizenship through my teaching and have students define the idea of global citizenship in their own words, I am wary of Nussbaum’s (1996) approach to global citizenship, which supplants it for national citizenship education. As a result, I allow students the space to make their own determinations about global citizenship and other controversial issues and topics that may be juxtaposed to traditional American values.

My efforts creating Global Leadership have led to several speaking and presenting opportunities in Primary Source workshops as well as global education conferences. Currently, I am working in conjunction with administrators and teachers to build a global certificate program at my high school. This program, which is modeled off of several existing programs in the state of Massachusetts, will allow students the opportunity to distinguish themselves through enrollment in globally oriented electives and completion of globally oriented projects as well as participation in a cumulative global action project. In the early phases of the creation of the Global Certificate Program, we have encountered several obstacles, notably disinterest from some members of faculty, a lack of support from key administrators, and the time necessary to move forward. These obstacles are representative of the larger challenges faced by global
educators. Working to overcome these obstacles will not be easy, yet my understanding and involvement in the global education movement has led me to believe that a global education is vital to the future success of students and to progress in the world.

**Research Central Questions**

Using the theoretical lenses of symbolic interactionism and transformational leadership theory, I examined the field of global education at the secondary school level with a specific focus on the role administrators play in the global education movement. The following research questions guided this project:

1) How do administrators perceive global education?

2) How does their perception of global education influence the way they advocate for it?

3) In advocating for global education, what challenges do these administrators face and how do they handle these challenges?

**Theoretical Framework**

**Symbolic interactionism.** This study utilized two theories that taken together provide a lens through which I was able to examine the problem of practice. The first of these two theories is symbolic interactionism, which Mead (1934) and then later Blumer (1969) helped establish. Symbolic interactionism argues that humans act on the basis of the meanings they ascribe to things. These meanings come from their social interaction with others, basically the events and situations they have experienced. Both Mead and Blumer believed that there is a vital connection between the individual and the social world in which they live.

Mangram and Watson (2011) employ symbolic interactionism in a study of social studies teachers with the purpose of trying to understand how these teachers make meaning of global
education. In studying a field without one universally accepted definition, the use of symbolic interactionism makes sense as it provides a way for researchers to complete research on a topic with so many different definitions by allowing participants to define global education in a variety of ways. The researcher can use these differences, and similarities, as part of their analysis.

**Transformational leadership.** In a study of administrators, it was also necessary to include a leadership theory as part of the theoretical framework. Given the complex nature of today’s secondary schools, with so many stakeholders and issues pulling at administrators, transformational leadership theory is well suited to an examination of how these administrators approach challenges. Transformational leadership theory began with the work of Burns (1978) and later Bass (1985). The theory states that in order to make significant changes in an organization or to a culture, leadership must be transformational, focusing on the process as well as long term needs. Bass was especially focused on the ways that leaders could transform followers, namely through increasing their awareness of important tasks and values, prioritizing their focus on the team or organization rather than the individual, and stimulating them to consider higher-order needs.

**Conclusion**

The starting point for a study of global education has to be an attempt to define it, and although Hanvey’s dimensions provided an early basis for global education there are today many definitions from which to choose. Therefore, symbolic interactionism provided the flexibility and open-endedness that were necessary in a qualitative, phenomenological study. Symbolic interactionism framed the first two research questions. Finally, transformational leadership
framed the last research question enabling me to investigate how administrators are approaching the challenges inherent to global education.

**Chapter Two: Literature Review**

This chapter is a review of the literature on global education, a field that is diverse and growing. Due to globalization and the emergence of a knowledge-based economy, countries around the world are having to rethink their education systems and determine how best to prepare students for an interconnected world. Many researchers, policy makers, and practitioners are questioning whether traditional teacher centered classrooms that are focused on delivering content to students from an ethno-specific or nation-state perspective are well suited for the 21st century. For this reason, the field of global education has garnered more attention in the last decade and terms associated with global education, such as global perspective, global awareness, global competence, global citizenship, and 21st century skills, are becoming more and more common in the education literature.

In reviewing this literature, I outline the different visions of global education alluded to above as well as the case being made for global education, how educators are advocating for and implementing global education, and the challenges and criticisms that accompany the global education movement. The chapter moves from an international and national discussion to a focus on Massachusetts and the role administrators play in global education.

**The History of Global Education**

In an attempt to deal with the horrors of World War II, the international community drafted the Universal Declaration of Human Rights (UDHR), a document that promoted justice, equality, and dignity for all human beings. This was one part of an emerging worldview that
also purported a more interconnected and interdependent global community as a path to sustained peace and greater intercultural understanding. Although public education in the U.S. had long been seen as a way to promote citizenship and civic engagement, these ideas were mostly connected to the nation-state and not the world. In the 2nd half of the 20th century, some began to wonder what role education might play in this new world view. It is in this context that global education entered the discourse and started its evolution (Kirkwood, 2001; Tye, 2009).

In 1946, the U.S. joined the United Nations Education, Scientific, and Cultural Organization (UNESCO) and Congress passed the Fulbright Act, “which supported educational exchanges with countries around the world” (Tye, 2009, p.5). Less than a decade later, UNESCO launched the Associated Schools Project Network, a group of schools committed to human rights, democracy, tolerance, and intercultural learning. Tye (2009), in his essay “A History of the Global Education Movement in the U.S.”, references these actions as part of “the post-World War II era that began to bring global and international emphasis to the curricula of…schools” (p.5). He goes on to say, however, that these efforts had only “marginal success” and encountered conflict” (p. 5), in large part due to significant domestic and foreign policy developments which dominated the post-war decades. During the McCarthy era, promoting “internationalism” was deemed unacceptable and global education efforts were limited as a result. Later, in the 1960s and early 1970s, disillusionment over the Vietnam War and a focus on domestic issues like civil rights also lessened interest in international affairs, slowing the global education movement somewhat.

Nevertheless, the movement did gain strength. The Soviet launch of Sputnik in 1957 provided the impetus for the National Defense in Education Act. The focus of this act was math and science but it also provided funding for greater foreign language and area studies centers at
universities, and, importantly, teacher-training in international education. Later, social movements of the 1960s and the environmental movement spurred interest in human rights and degradation of the planet. James Becker and Lee Anderson, whom Tye (2009) credits as the founding fathers of global education, published significant works in the 1970s (Becker, 1972, 1976, 1979; Anderson, 1976, 1979) and transformed global education from a loose assemblage of ideas and public policy initiatives to a true movement in education. Hanvey’s (1976/1982) seminal work “An Attainable Global Perspective”, however, went even further, creating a clear framework, the five dimensions, for global education scholars and practitioners to consider, use, and debate for years to come.

Tye (2009) refers to the 1980s and 1990s as the “Golden Years” for global education. In 1987, the Study Commission on Global Education, comprised of leading academics and policymakers, created the report “The United States Prepares for its Future: Global Perspectives in Education.” This report represents the increased awareness of the need for global education that came out of the era. Using some of the language in Hanvey’s dimensions, it emphasized improvement in four curricular areas:

1) an understanding of the world as a series of interrelated systems
2) increased attention to the development of world civilizations as they relate to the history of the United States
3) greater attention to diversity of cultural patterns, and
4) more training in domestic and international policy analysis (1987, p. 1)

The Study Commission on Global Education went even further in saying “that every subject in primary and secondary schools be approached from a global perspective” (p. 1). In the
subsequent decade, more organizations, centers, forums, and school districts began promoting global education (Tye, 2009, pp. 10-17), making it the focus of their work.

The greatest strides in global education, however, have occurred in the last decade. The movement’s growth has been spurred on by the acceleration of globalization, which has led to more voices advocating for global education. Globalization has many definitions. Chanda (2007), in his book “Bound Together”, speaks in historic terms when he defines globalization as a process that began with the “basic motivations that propelled humans to connect with others – the urge to profit by trading, the drive to spread religious belief, the desire to exploit new lands and the ambition to dominate others” (as cited in Grimes, 2007). This process has sped up recently due to a variety of factors, most notably revolutions in technology and communication, increased human mobility and migration, and global trade. In The World is Flat (2006), Thomas Friedman explains how the acceleration of globalization has ‘flattened the world’ by creating an interconnected and interdependent planet, transforming the global economy and the meaning of education.

Peter Drucker wrote of this new interconnected and interdependent planet in his Economist article “Next Society”, saying that “knowledge will be its key resource and knowledge workers will be the dominant group in its new workforce (2001, p. 4). These twenty-first century knowledge workers will need to be equipped with certain skills and perspectives that are not deeply rooted in American K-12 education. Therefore, global education, in addition to teaching students about peace and human rights, also seeks to fill this void and provide students with the skills and perspectives necessary for the 21st century workplace. Serving different purposes and meeting the needs of different stakeholders has made global education
more popular and widely discussed, but it has also made global education more difficult to define. While still relevant, Hanvey’s five dimensions are increasingly being reimagined as the global education movement grows and changes.

Defining Global Education

Despite the fact that global education has been written about for over thirty years, it still does not have a common definition. Kirkwood (2001), in his article “Our Global Age Requires Global Education: Clarifying Definitional Ambiguities”, surveys the global education literature and discusses the confusion about the meaning of global education and other similar terms. He mentions that “inconsistencies in the use of terminology in education are not uncommon in the process of defining a new field and the field of global education has struggled in defining itself” (p. 11). Throughout the literature there are a wide variety of terms associated with global education, the most notable being global perspective, global awareness, global competence, global citizenship, and 21st century skills.

Global perspective and global awareness. In the early literature, Hanvey (1976/1982) established a definition for having a global perspective through his five dimensions. Over the years, authors have studied the use of these dimensions with pre-service and in-service educators and students, and Hanvey’s work is frequently used as a theoretical framework (Merryfield, 1994; Abdullahi, 2004; Van Reken & Rushmore, 2009; Mangram & Watson, 2011). The many references to Hanvey over the years have kept his dimensions in the global education discourse and, thus, the language ‘global perspective’.

The first dimension, perspective consciousness, is an individual’s ability to recognize that other people in the world may have a different view of the world than they do (Hanvey, 1976/1982, pp. 162-163). Hanvey discusses ‘state of the planet’ awareness and cross cultural
awareness as his second and third dimensions. ‘State of the planet’ awareness is defined as an understanding of major topical issues that span the globe. Hanvey mentions population growth, economic conditions, and political developments as a few examples (p. 163). He contrasts this type of awareness with cross cultural awareness, which is the understanding of “the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one’s own society might be viewed from other vantage points” (p. 164). Hanvey expresses that this is one of the more difficult dimensions to attain (p. 164).

The fourth dimension needed to attain a global perspective is an understanding of global dynamics. Seeing the world as a complex system, Hanvey believes that students must learn about this system, going beyond a simple cause and effect understanding of why events occur to a deeper understanding of the intricacies of global change (p. 165). The final dimension, an awareness of human choices, is essentially a product of all of the other dimensions. Once an individual is able to achieve a “heightened awareness” through attaining the first four dimensions, they are confronted with the challenge that comes along with their new knowledge. Hanvey summarizes this as a problem of choice (pp. 165-166).

Hanvey is not the only author that has attempted to define what it means to have a global perspective. Alger and Harf (1986), Anderson (1979), Case (1991, 1993), Knipe (1986), and Lamy (1987) have all shared their own meaning of global education through the use of the language ‘global perspective’. They added ideas like “global history, the world’s players, acquisition of indigenously transmitted knowledge, and competence in analytical, evaluative, and participatory skills” (Kirkwood, 2001, p. 13). Merryfield also frequently uses the language ‘global perspectives’ (1997, 1998) and in adding to the work of these authors (including Hanvey)
came to define global education with eight elements: human beliefs and values, global systems, global issues and problems, cross-cultural understanding, awareness of human choices, global history, acquisition of indigenous knowledge, and development of analytical, evaluative, and participatory skills. With these eight elements and specifically the inclusion of skills as part of her definition of global education, Merryfield offered a more contemporary definition of the field and her ideas transcend the language ‘global perspective’ to include some of the related terms discussed below.

The idea of global awareness, which is also prevalent in the global education literature, overlaps significantly with Hanvey’s dimensions. Kirkwood (2001) even uses the phrases global perspective and global awareness interchangeably when discussing Hanvey’s dimensions. More recently, the Partnership for 21st Century Skills (P21), an organization at the forefront of global education, has used ‘global awareness’ in its efforts to promote global education. P21 defines global awareness as

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English Languages (2009, p.2)

This definition, like Merryfield’s elements, goes beyond the idea of just having a certain perspective to include the development of skills as well as taking action. As a result, P21’s idea of global awareness is useful to the global education climate and preeminent global education author Tony Wagner (2008) uses it in his book ‘The Global Achievement Gap” (p.25).
Global competence. Global competence is a term that is also prevalent in the more recent global education literature and many authors are choosing to use it when they discuss providing students with a global education (Zhao, 2009; Reimers, 2009a; Boix Mansilla & Jackson, 2011). The implication is that students must be ‘globally competent’ in order to be successful in the 21st century workforce. Reimers (2009a) defines global competence as the knowledge and skills that help them cross disciplinary domains to comprehend global events and respond to them effectively. Global competency has three interdependent dimensions. The first is a positive approach toward cultural differences and a willingness to engage those differences. That requires empathy with people with other cultural identities, an interest and understanding of various civilizations and their histories, and the ability to see those differences as opportunities for constructive, respectful, and peaceful transactions. That ethical dimension of global competency also includes a commitment to basic equality and the rights of all persons — and a disposition to act to uphold those rights. (p. A29).

The Asia Society in its publication “Educating for global competence: Preparing our youth to engage the world” (Boix Mansilla & Jackson, 2011) also uses the language of global competency. Through careful consideration and a review of the literature, they distilled global competence to “the capacity and disposition to understand and act on issues of global significance” (p. xiii). Embedded within Asia Society’s and Reimers’ definitions of global competence are several of Hanvey’s definitions and the idea of global awareness. Global competence, however, places a further emphasis on skills and taking action.

Twenty-first century skills. The movement for twenty-first century skills and the push for global citizenship in education have a similar emphasis on skills and action. Twenty-first
century skills education has grown substantially in the last five years as educators, policy-makers, and the business community have come to the conclusion that high school and college students are not graduating with requisite skills. P21 has been pivotal in this movement and their list of skills, including research and technology, communication and collaboration, problem solving and critical thinking, have become part of the global education discourse as well as other reform movement discussions. Wagner (2008) promotes the teaching of 21st century skills and as previously mentioned his work references P21 and the organization’s list of 21st century skills. Trilling and Fidel (2009) co-authored the book 21st Century Skills: Learning for Life in Our Times, which stresses that

one of education’s chief roles is to prepare future workers and citizens to deal with the challenges of their times. Knowledge work—the kind of work that most people will need in the coming decades—can be done anywhere by anyone who has the expertise, a cell phone, a laptop, and an Internet connection. But to have expert knowledge workers, every country needs an education system that produces them; therefore, education becomes the key to economic survival in the 21st century. (p. 6)

This is consistent with the work of Friedman (2006), who also asserts that education will play a pivotal role in the creation of knowledge workers as well as the economic competitiveness of the U.S. Wagner, Trilling and Fadel, and Friedman all believe that education in the U.S. must undergo dramatic change, placing a greater emphasis on the skills that will be necessary to succeed in the 21st century. In this way, the 21st century skills movement builds off of the analytical, evaluative, and participatory skills that Merryfield included in her eight elements.

**Global citizenship.** The concept of global citizenship like 21st century skills overlaps significantly with the global perspective and global competence definitions outlined above. The
term global citizen dates back to Diogenes, who announced in the 4th century BCE that he was cosmopolitan, “a citizen of the world” (Hower, p. 1). The idea of educating for global citizenship has gained momentum recently and has been part of many global education studies and reports, both in the U.S. and abroad (Mundy & Manion, 2008; Appleyard & McLean, 2011; Pashby, 2011; Lima & Brown, 2007; Andrzejewski and Alessio, 1999; Ortloff, 2007; Noddings, 2005; Rapoport, 2009; Morais & Ogden, 2011).

Supporters of global citizenship education often start by trying to define exactly what it means to be a global citizen. Andrzejewski and Alessio (1999), in their support of global citizenship education, provide certain understandings and skills that students must have to be global citizens. They include an appreciation for different perspectives and a respect for diversity, the environment, and the general welfare of the global society. According to Andrzejewski and Alessio, students must also be able to “identify and investigate problems, examine underlying assumptions, synthesize information, formulate solutions, identify constituencies, compose arguments and identify appropriate forums for taking actions” (p. 8). Lagos (2002) and Hower (2006) have similar definitions of global citizenship and include much of the same language, mentioning concern for the environment and human rights as well as a spirit of activism. Hower (2006) emphasizes civic engagement as a prerequisite to global citizenship, saying, “Engagement provides the opportunity to learn the skills and perspectives to literally engage with a variety of communities, to learn to trust the humanities and capabilities of those who are, at first appearance, different, even strange” (p. 3).

This idea of engagement is also part of Lima and Brown’s (2007) list of seven global citizenship attributes. In addition to speaking multiple languages, global citizens are “willing to help those in need” and play “important roles in society” (p. 145). This participatory action and
civic engagement pushes the boundaries of global education, going further than other interpretations that more loosely support activism. For this reason and others, global citizenship education has become controversial in the U.S., which I discuss below.

**Additional terms and definitions.** The aforementioned terms are only some of the many terms associated with global education. Kirkwood (2001) mentions that global-mindedness, global understanding, international education, world-centered education, and world-mindedness are also part of the global education discourse (p. 11). Sampson and Smith (1956) created a world-mindedness scale that has since been used in many global education studies of college students to examine the impact of study abroad and other globally oriented programs. After reviewing all of the global education literature and its many terms and definitions, Kirkwood (2001) concludes that global education has four major themes: multiple perspectives, comprehension and appreciation of cultures, knowledge of global issues, and the world as interrelated systems (p. 12). Perhaps Tye and Tye synthesize global education best when they say it is a reform movement within contemporary American education that

seeks to alter schools…in ways that provide children and adults with the basic intellectual competencies needed to deal effectively and responsibly with a twin reality of American life. That reality is…the fact that the United States is becoming an increasingly globalized society embedded in a world that as a whole is becoming increasingly interconnected and interdependent…. (p. xvii).

**An International View of Global Education**

Although the focus of this study is secondary schools within the U.S., and more specifically Massachusetts, I first discuss the global education movement internationally, establishing themes that I return to later when examining global education in the U.S. With
globalization affecting virtually all nations, countries around the world are facing similar educational issues and the literature reflects this. There have been international conferences addressing global education and studies set in the developed as well as the developing worlds, from Germany and Turkey to Albania and Brazil (Maastricht Global Education Declaration, 2002; Ortloff, 2011; Pamela et al., 2011; Sahlberg & Boce, 2010; Lima & Brown, 2007).

**Maastricht Declaration.** In many ways, Europe is a logical place for a global education movement. The political and economic integration of the continent through the European Union has meant free movement of people and goods across borders, necessitating an education that emphasizes understanding others and global dynamics, to name a few aspects of global education. In 2002 the Council of Europe’s North-South Centre got together for a global education conference. To the council, global education “is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all” and it is “understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship” (2002, p. 66). By the end of the conference, the council had produced the Maastricht Declaration (2002), one of the foremost international documents on global education.

This Declaration explained the need for global education and mapped out its future in Europe by focusing on sustainable development, human rights, and gender issues. The document frequently references the Millennium Development Goals and these two agendas have a common target date for their goals - 2015. Along with an emphasis on content, the Maastricht Declaration also importantly mentions the “methodology of global education” by “supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and
promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context” (p. 67). Therefore, the Maastricht Declaration establishes that global education is not only what is taught in the classroom but also the way in which it is taught. Pedagogically, global education is closely aligned with constructivism, a theory that puts students at the center of the learning process. This theory can trace its roots to the work of Dewey, Vygotsky, and Piaget, who all contributed to the notion that learners can create meaning by doing. Although the Declaration does not explicitly link global education and constructivism, it is inherent to the document and a common theme in the global education literature (Merryfield, 1998; Sahlberg, 2006).

**Educational reform and global citizenship education.** This link is particularly important outside the U.S. in countries where traditional teacher-centered approaches and rote learning have long been norms in the classroom. China is one example. In “Catching Up or Leading the Way: American Education in an Era of Globalization”, Zhao (2009) compares education in China and other countries in Asia with the U.S. Discussing education in China, he outlines “a test oriented education” that leads to “high scores but low ability” (p. 85-95). This phenomenon is troubling to many policy makers in China who in the late 1990s attacked “test oriented education” by saying it “emphasizes knowledge transmission but neglects moral, physical, aesthetic, and labor education, as well as the cultivation of applied abilities and psychological and emotional development; it relies on rote memorization and mechanical drills as the primary approach, which makes learning uninteresting, hinders students from learning actively, prevents them from taking initiatives” (as quoted in Zhao, p. 95). As a result of this belief about traditional education, China has been attempting major educational reform.
Countries in Europe are considering similar reforms. McMorrow (2006) and Sahlberg and Boce (2010) document and reference the teacher-centered nature of Irish and Albanian classrooms respectively. McMorrow outlines the view that active learning and cooperative group work learning are needed to prepare Irish students for work in the global knowledge economy. She stresses the importance of social learning experiences and skill development and concludes that Irish schools need more movement: “Movement within physical spaces, between students, between teachers and students, between colleagues and among all the players in education” (p. 333). Likewise, Sahlberg and Boce documented the teacher-centered nature of classrooms in Albania. The authors used the Flanders Interaction Analysis Categories (FIAC) system in observing classrooms in the first grade of general upper secondary school in Albania. This popular observation tool enabled them to classify what was happening in Albanian classrooms by taking regular and systematic notes about teaching and learning. Sahlberg and Boce determine that teachers in Albania do not take a constructivist approach, spending significantly more time talking than do students, who usually just speak when answering teacher questions (p. 38). The authors of both of these studies, just like the Chinese policymakers that Zhao describes, advocate for major educational reforms and a global education for students in Ireland and Albania. In this case, global education is more about producing 21st century skills, attitudes, and perspectives through active learning, which will in turn produce individuals better equipped for the global knowledge economy.

Teaching human rights and relating curriculum to the Millennium Development Goals (MDGs) was another aspect of the Maastricht Declaration, and this approach to global education can be found in the literature as well. Typically, authors that see content around human rights and the MDGs as core to global education use the language of global citizenship and global
citizenship education as well as social justice education and moral education when describing their vision of global education. Though it overlaps with the 21st century skills education vision of global education, this vision has more to do with respecting other cultures, understanding multiple perspectives, and being aware of the complex problems facing the planet. From Canada and Ireland to Turkey and Brazil, studies are being done on the efficacy of this version of global education (Pashby, 2011; Lima and Brown, 2007; Pamela et al., 2011; Niens and Reilly, 2012).

Lima and Brown’s (2007) study “ICT for development: Are Brazilian students well prepared to become global citizens?” is one international study of global citizenship education that highlights several arguments being made in support of it. The authors were specifically interested in how Brazilian students made meaning of global citizenship, collecting data in the form of Brazilian students’ knowledge, attitudes, and behaviors (KAB) towards global citizenship. In addition, the researchers wanted to know how the use of information and communication technology (ICT) factored into students’ KAB. The authors conclude “that Brazilian students demonstrate that they are using information and communication technologies (ICT) in socially valued ways to be informed about what is happening in the world, to communicate with people all over the world and to promote social justice” (p. 141). This study, then, not only provides a rationale for global citizenship education, but it also connects the global education movement with the use of technology, a theme throughout the literature in the U.S. as well.

Global Education in the United States

As previously discussed, political, economic, and social factors have all played a role in the global education movement’s history in the U.S. Much like global education advocates outside the U.S., Merryfield, Tye, Reimers, Zhao, Wagner and others articulate their vision of
global education based on how they define the field. Typically, they are able to point to a sampling of schools and districts that exemplify this vision and use the rapid growth in technology and new media to their advantage. More often, however, they discuss the gap between the global education that should be provided to students and what is actually happening in the classroom, blaming the increased standardization and focus on testing that came with NCLB. The aforementioned demand for educational reform abroad can also be seen at home as many in the business community are joining forces with policy makers and educators who believe that the current model is outdated. Nowhere is this more true than in secondary schools, where teacher centered learning is most common.

**Lacking a truly global education.** In order to bring attention to their field and promote change, global education advocates spend a good deal of time discussing how students are not currently receiving a global education. Wagner’s (2008) book “The Global Achievement” Gap is an excellent example. In the book, Wagner provides details from interviews with everyone from business leaders and professors to high school students and teachers. For example, he shares the conclusion of an MIT professor that freshman “coming out of high school AP classes know how to pass all the tests, but they don’t know how to observe, and they want to be told what the right answer is” (p. 45). To support this point, Wagner also references hundreds of ‘learning walks’, 10-15 minute visits to classrooms across the country, to detail what he thinks are some common problems in even the highest performing school districts in the country. From these visits, he determines that classrooms are mostly teacher-centered, with students listening to lectures and filling out worksheets. As a result, Wagner says, “too often students simply lack the skills that are essential for success in college: the ability to think critically, read complex material, apply knowledge to new problems, and write well” (p. 54). He concludes that teachers
are not teaching these skills because “they’ve been told that teaching subject content is more important than teaching skills” (p. 54). Wagner’s work speaks to the need for a greater emphasis on the teaching of 21st century skills. In his effort to highlight the need for change and reform, particularly at the secondary school level, he is not alone.

As previously discussed, Zhao (2009) and Reimers (2009a) both use the language ‘global competence’ in their advocacy of global education. Their definition of global competence not only refers to certain skills that students must have in order to be prepared for all professions, but it also includes certain knowledge and attitudes. Zhao (2009) spells them out; students need to be aware of the global nature of societal issues, to care about people in distant places, to understand the nature of global economic integration, to appreciate the interconnectedness and interdependence of peoples, to respect and protect cultural diversity, to fight for social justice for all, and to protect planet Earth. (p. 113). Like Wagner, Zhao does not blame teachers for their lack of emphasis on the knowledge and attitudes he thinks are vital (p. 113). Instead, he blames NCLB, which has “squeezed out any room for subjects other than what is being tested” (p. 113).

Wagner, Zhao, and others are able to point to more than just anecdotal evidence and NCLB when they assert that students in the U.S. are not receiving a global education. As was previously mentioned, the 2006 National Geographic-Roper Survey of Geographic Literacy tested the knowledge of 18-24 year olds and came to the stark conclusion that “too many young Americans have a limited understanding of the world.” There is a good reason for this. Geographic literacy and historical events like the signing of the Universal Declaration of Human Rights in 1948 and the Declaration of the Rights of Man and Citizen in 1789 receive scant attention in social studies frameworks (Andrzejewski & Alessio, 1999). Global citizenship
advocates, like Andrzejewski and Alessio, believe that these documents are at the essence of global citizenship and global understanding. In their article “Educating for Global Citizenship and Social Responsibility”, they assert that “issues of global justice, environment, survival, human rights and citizenship are, for the most part, not major components of the curriculum in PK-12 schools and are given short shrift in higher education institutions” (p. 6). Rapoport (2009) goes further. After conducting a comprehensive document analysis of the social studies curriculum documents from all fifty states in the U.S., Rapoport (2009) determined that fifteen states include the word globalization in their social studies standards and only two states mention global citizenship (pp. 98-101). Given the way globalization is shaping the world, including the global economy and the 21st century workforce, its neglect in most state standards is significant proof that today’s students are not being adequately prepared for their futures.

President Obama on global education. All of these studies speak of a need to transform education. Perhaps the person best positioned to lead this transformation or to initiate reform is President Obama, who has weighed in on global education several times during his presidency. In March of 2009, President Obama joined educational experts advocating for 21st century skills in the curriculum: “I'm calling on our nation's governors and state education chiefs to develop standards and assessments that…measure whether students…possess 21st century skills like problem-solving and critical thinking and entrepreneurship and creativity.” By recognizing 21st century learning in a speech, the President provided even more momentum for the movement P21 and others have initiated. The language used by President Obama, like problem solving and critical thinking, has become common in educational circles. President Obama has also used other common language of the global education movement. In the same speech in 2009, he spoke to globalization in saying “where jobs can be shipped wherever there's
an Internet connection, where a child born in Dallas is now competing with a child in New Delhi” (Obama). The previous year, at the time Democratic nominee Obama even referenced the idea of global citizenship during a speech in Berlin, stating, “Tonight, I speak to you not as a candidate for President, but as a citizen – a proud citizen of the United States, and a fellow citizen of the world” and later, “the burdens of global citizenship continue to bind us together” (2008).

It’s doubtful the rhetoric is solace to many global education supporters who would like to see NCLB repealed, but it may be helpful in broadening the global education movement. Despite the onus placed on NCLB, Merryfield, perhaps the most frequently cited author in the field of global education, still believes that educators are well positioned to make a significant difference in globalizing classrooms and schools. In 1999 she wrote “Pedagogy for global perspectives in education: Studies of teachers thinking in practice”, an early study of “master teachers considered the best global educators in their school districts” (p. 342). Since that article, Merryfield and others have highlighted best practice in the classroom as well as in teacher education and preparation.

**Global Education and Teacher Preparation**

Over the past decade, colleges and universities around the country have made significant strides to globalize their campuses. There are many reasons for these efforts, some of which overlap with the goals of global education at the elementary and secondary school level, most notably the need to prepare students for an interconnected and interdependent world. Institutions of higher education differ from most elementary and public schools in their need to attract students and this provides them with different incentives to internationalize. Beyond tapping into the international student market, colleges and universities are also looking to become more
attractive to American students who are increasingly desirous of more international opportunities. An American Council on Education (ACE) Report confirms that college-bound students’ interest in international learning experiences is “extremely high” (2008, p. 1) and this interest has translated into more students studying abroad (Open Doors, 2009). Despite this, the literature on the internationalization of teacher education shows little progress, as most teacher preparation programs are still not prioritizing global education and very few pre-service teachers are taking advantage of international experiences and opportunities that are available (Heyl and McCarthy, 2003; Cushner & Mahon, 2002; Kissock & Richardson, 2010; Schneider, 2007). The literature on the internationalization of teacher education is discussed below as preparing globally minded teachers is essential to the future of global education.

The internationalization of teacher education. Research on the international aspect of teacher preparation has grown steadily since the 1970’s. The American Association of Colleges of Teacher Education (AACTE) completed the first of several surveys on the subject in 1971, and their findings painted “a gloomy picture of the state of international education in teacher education” (as cited in Pickert, 2001, p. 6). The survey found that institutions were not prioritizing international education, citing a “lack of funds, competent faculty, appropriate curriculum materials and the need for schools of education to be more responsive to domestic multicultural realities” (as cited in Pickert, 2001, p. 6). Few colleges and universities required foreign language study of education students, and these students were rarely traveling abroad and even more rarely completing student teaching abroad (as cited in Pickert, 2001, p. 6). Richard Lambert’s *International Studies and the Undergraduate* (1989), though not focusing specifically on teacher education, noted that “the relatively light exposure [that] education majors get to internationally focused courses” was “especially disturbing” (as cited in Schneider, 2003, p. 7).
AACTE completed another international education survey in 1992, twenty years after the first. It showed that there was more faculty involvement, student activities, and course opportunities in international education, but there were still “many deficiencies” and “while the results from this survey report a variety of activities on campuses, they also suggest that much work is yet undone” (as cited in Pickert, 2001, p. 8). Merryfield, Jarchow, and Pickert’s work Preparing Teachers to Teach Global Perspectives (1997) came later in the decade and it includes many strategies for teacher trainers, with three articles focusing specifically on the implementation of overseas training for teachers (Kissock, 1997; Case & Werner, 1997; Jarchow, 1997). While more was being written about international teacher education in the 1990’s, little was being done to prepare globally-minded teachers, a criticism that is clear from the more expansive literature of the next decade.

Sarah Pickert completed the latest AACTE survey on international education in 2001. Like the 1992 survey, it showed marginal improvement in the international preparation of teachers. Results indicated that study abroad was available at 90% of institutions, though no attempt was made to find out how many education students actually took part in these programs. Overseas student teaching (OST), on the other hand, was far less prevalent, with only 36% of survey respondents having such programs. International topics were present in required courses at 55% of the institutions, while foreign language study was required for education students on just 29% of campuses (p. 14). These figures, though not entirely positive, were all up from the 1972 study (p.18).

Two years later, Ann Imlah Schneider, an international education consultant, published the first report to include significant research, extensive analysis, and an abundance of recommendations on internationalizing teacher education. The report used 174 interviews...
conducted on 24 college campuses by the researcher (2003, p. 5). Along with the AACTE surveys, “Schneider’s Internationalizing Teacher Education: What can be done?” was funded by the U.S. Department of Education, showing that the federal government is at least cognizant of deficiencies in the international preparation of its teachers. Interestingly, Schneider first sought to establish a definition of internationalization and what activities or aspects of college campuses might be considered international by allowing her interviewees to share their ideas (p. 13-14).

Defining internationalization is an important starting place for teacher education programs, as one challenge administrators of these programs face is knowing what international education means. In fact, in the 1972 AACTE survey “many institutions cited a need for a comprehensive definition of international education” (as cited in Pickert, 2001, p. 7). Allowing interviewees to provide their own ideas for what constitutes internationalization provided Schneider with a wide variety of answers. The activity most commonly associated with internationalization was study abroad; coursework in subjects that involve non-U.S. content was also a popular choice (p. 13).

From interviews with administrators, Schneider found several reasons to be encouraged. Interviewees were interested in discussing internationalization efforts and challenges. They mentioned a large variety of international activities happening on their campuses, believing that education students had access to all of them. Schneider found that there are offices of international affairs and international faculty on most campuses, and some of the schools have mission statements that include the word international. The vast majority of those interviewed said that efforts have been made to internationalize their campus (2003, p. 13).

Overall, however, Schneider reported many more weaknesses in international teacher education than strengths, furthering the pessimistic findings of earlier studies. This indicates that while many administrators may now be more interested in internationalizing their campuses...
and their education programs, they are still not fulfilling this mission. One of Schneider’s strongest contentions is in regard to student advising, an area she believes is core to internationalization. More than 80% of those asked about student advising said that it “needs improvement” (p. 5) as it does not provide education students with necessary information about international activities on and off campus. Furthermore, “more than half of the campus interviewees suggested adding more international courses and/or more international content to existing courses” (p.5). Schneider built off of this first study and completed another in 2007, “To Leave No Teacher Behind: Building International Competence into the Undergraduate Training,” which emphasizes the undergraduate preparation of elementary school teachers. The biggest difference between the two studies is that in 2007 even more interviewees felt that teacher education needs a global dimension, current teachers being the strongest voices in favor of additional international opportunities.

Heyl and McCarthy (2003) added to the growing research, focusing specifically on three teacher preparation programs in three different states – Old Dominion University in Virginia (ODU), the University of South Florida (USF), and St. Cloud State University in Minnesota (SCSU). In their study, they analyzed transcripts of a 2001 cohort of 690 licensed teachers from the three schools (p. 5). Heyl and McCarthy found that “teacher preparation students rarely pursued foreign language study at the college level” (p. 7) and even fewer studied abroad: 1% at ODU; 2.9% at USF; 6.5% at SCSU (p. 8). Comparing Pickert’s survey, Schneider’s report, and Heyl and McCarthy’s research with earlier literature shows minimal progress in the internationalization of teacher education.

Imperative for Change,” did not dispel these earlier findings. The report’s preface argued that “the critical role of teachers in internationalizing P-12 education has never been clearer, yet today’s educators rarely begin their careers with the deep knowledge and robust skills necessary to bring the world into their classrooms” (p. 3). Yet despite the fact that the report’s title and preface convey a familiar tone, much of its forty pages are more optimistic and describe the positive work being done to internationalize teacher preparation. Dozens of colleges and universities are provided as models for other schools to follow.

Colleges and universities from around the country are cited in the Longview Foundation Report, though notably, many of the schools mentioned are from the Midwest. This differs from earlier AACTE surveys that indicated more internationalization in the Northeast (Pickney, 2001, p. 7). Indiana University is lauded throughout the report. The school established a $100,000 incentive fund in 2007 to “take internationalization to the next level” and has provided grants to faculty who have built international or global themes into their undergraduate education courses (Longview Foundation, p. 9). The University of Wisconsin-Madison School of Education instituted a three-credit global perspectives requirement for all prospective teachers (p. 10) and the University of Minnesota-Morris promotes international education through its course “Introduction to Education in a Global Context” (p. 15). Michigan State University’s College of Education has created an advisor position that works with education students “ensuring that all pre-service teachers know about international courses, experiences, and resources” (p. 12), following one of Schneider’s biggest recommendations. Michigan State has also created a Global Educators Cohort Program (GECP) that will focus on specific international learning outcomes and the strategies to achieve them (p. 25).
The Longview Foundation Report, Schneider’s far-reaching work, and other literature provide a somewhat confounding picture of internationalization efforts on campuses throughout the U.S. While success stories have emerged, most schools are lagging behind and many believe that change is urgent. Heyl and McCarthy synthesize the situation well: “In assessing the current status of the international dimension of K-12 education, the international preparation of America’s teachers, and the role of institutions of higher education in producing the nation’s teachers, it is clear that a very complex task lies before us” (p. 2).

**Study abroad and overseas student teaching as part of teacher preparation.** The importance of study abroad and OST to the internationalization of teacher preparation is clear from the literature. Along with many other recommendations, Schneider (2007) listed the need for integration of study abroad and internships abroad into the professional training of teachers (p. 43). Pickert’s survey asked respondents what they thought was the most important means to achieve an international perspective, and 73% chose providing opportunities for students to study or work abroad (2001, p. 17-18). Furthermore, considerable research provides a rationale for these international programs, including increased cultural awareness and sensitivity, commitment to international understanding, empathy for other countries’ views, and greater interest in global affairs (Cushner & Mahon, 2002, p. 49).

The Longview Foundation Report praised schools and organizations that made a serious effort to include international experience as part of teacher preparation, whether they be short study trips or yearlong cultural immersion programs. Educators Abroad, a non-profit organization located in Minnesota, has placed over 2500 students from over 100 schools in educational settings around the world since 1989 (C. Kissock, personal communication, June 10, 2010). The organization has many different programs, including a three-week “International
Practicum in Education”, where students can observe classroom teaching in one of twelve countries (Longview Foundation, p. 22). The University of North Carolina, Charlotte takes a cohort of elementary education majors to Germany, where American teachers co-teach these students with German colleagues (p. 22). The University of San Diego School of Leadership and Educational Sciences (SOLES) actually has an international requirement for education students. Pre-service teachers may choose to study abroad for a semester or a year, complete an internship overseas, student teach abroad, or accompany a faculty member on a one to two-week study tour in another country (“SOLES Global Center”, n.d.). This requirement, housed in the SOLES Global Center, is one of the most significant steps taken by any university to internationalize their teacher education program.

A growing body of literature specifically related to OST has identified this experience as the key to the internationalization of teacher preparation. Articles in Merryfield, Jarchow, and Pickert’s *Preparing Teachers to Teach Global Perspectives* (1997), especially Kissock’s work, advocate OST over study abroad. This belief is supported by Cushner and Mahon (2002), who found that “overseas student teaching provides for the greatest impact on preservice teachers’ intercultural and international development” (p. 47). *Intercultural Student Teaching: A Bridge to Global Competence* (2007), edited by Cushner and Brennan, is dedicated solely to overseas student teaching. In their chapter “The Value of Learning to Teach in Another Culture,” Cushner and Brennan concede that universities worldwide are becoming more global with regard to their teacher-education programs through the study of foreign language, the creation of internationally focused courses, and the offering of extracurricular activities that include international experiences (p. 5). But they also contend that “these offerings are often rather limited and restricted” and while “these efforts undoubtedly offer some benefit in terms of
increasing cultural awareness, they are not sufficiently linked to practice to influence the professional lives of participating candidates in a lasting way” (p. 5). Still, a majority of schools do not offer OST (Pickert, 2001).

The few well established OST programs in existence are mentioned throughout the literature. The Consortium of Overseas Student Teaching (COST) is one such program, and it has been providing cultural immersion experiences to education students since 1972. COST is affiliated with fifteen colleges and universities from around the U.S. It places pre-service teachers in schools in seventeen host countries, where they are supervised by teacher education institutions there. Indiana University’s Cultural Immersion Project is similar; it provides OST experiences and supports them with other learning activities. Participating students receive “in-depth academic and cultural preparation” as well as 10 weeks of student teaching in Indiana to satisfy the state requirement before traveling abroad (Longview Foundation, 2008, p. 23). Once overseas, they practice teach for eight weeks, live with a local family, carry out a community-based service-learning project, and “complete structured reports that identify new learning and implications for personal and professional follow-up” (p. 23). The amount of preparation, academic work, and other requirements students must complete in order to participate in Indiana’s Cultural Immersion Project is substantial, and it is a starting point for a discussion of the barriers facing study abroad and OST.

**Barriers to international experiences in teacher preparation.** The barriers that prevent education students from studying or student teaching abroad are numerous, and they differ from state to state, campus to campus, and student to student. The aforementioned literature and conversations with several education school administrators and program coordinators show that these barriers are not decreasing, and may even be increasing. Many
states mandate that student teaching must be completed in that state (Mahon & Espinetti, 2007, p. 16). It can be difficult to form a partnership with a university abroad to oversee student teaching or to find a local school in which to place student teachers. Although some colleges and universities are finding ways to overcome these barriers, many are not, leaving education lagging behind other fields (Open Doors, 2009).

The recent economic downturn accentuates the financial challenges students and schools of education encounter when considering study abroad and overseas student teaching programs. Mahon and Espinetti (2007), in their support of OST, recognize that “any viable program must take into consideration pressures experienced by today’s students,” especially “financial considerations for potential candidates” (p.23). They itemize the average costs necessary for overseas student teaching and place the total amount, in addition to tuition, at $4000-$6000 (p. 23). Michigan State leads the nation in study abroad participation among public universities (Open Doors, 2009), and has made a big effort to endow international experiences, yet overall, students still incur most of the costs. Furthermore, since many education students at Michigan State travel abroad during the summer, they must forgo income that they could be making at home, something that is not an option for many students (J. Schwille, personal communication, June 10, 2010). In order for the University of San Diego to require an international experience of its undergraduate education students, the school has had to take on heavy financial burdens itself, cutting the tuition rate in half so that students’ international experiences (factoring in travel expenses) cost roughly the same as they would at home (C. Dujowich, personal communication, June 9, 2010). To study or student teach abroad, students and schools of education must overcome significant financial obstacles.
The demands students face as pre-service teachers are the strongest of the institutional barriers to a growth in study abroad and OST. With an abundance of academic and student teaching requirements, it is difficult, and sometimes impossible, for students to go abroad. Schneider’s interviewees mentioned that study abroad was difficult for education students because of “time constraints” (2003, p. 13). The Longview Foundation Report made the same point, maintaining that “course requirements and student teaching take up significant space in most pre-service teachers’ schedules, leaving little room for study abroad…. ” (2008, p. 6).

Teacher preparation programs have undergone some radical changes in the last several decades, mostly to account for increased standardization in K-12 education and the importance being placed on content specialty (Bullough, Clark, & Patterson, 2003; J. Schwille, personal communication, June 10, 2010). Those that have already worked hard to adapt their programs are often reluctant to make additional changes. John Schwille, Professor and Assistant Dean in the Office of International Studies in Education, said that Michigan State faculty were split about adding an international dimension to their education programs. Considerable effort had previously gone into creating a five year teacher preparation program that includes a one-year post baccalaureate internship year, and the coordinators of this program were opposed to any changes, citing the tightly integrated nature of the program. These coordinators had additional concerns when it came to OST proposals. They believe it is essential students complete their internship in a school close by Lansing so that the school can facilitate field instruction (J. Schwille, personal communication, June 10, 2010). The Longview Foundation Report explains this criticism in another way, saying, “Individuals who have invested much time into crafting a teacher-preparation program may believe the international context simply does not offer the same quality of philosophy of teaching. Thus, questions of context often lead to quality
concerns” (2008, p. 17). According to some, the student teaching experience at home can not be replaced by OST.

Kissock disagrees and provides a glimpse at why internationalizing teacher education has been slow: “The culture of teacher education is local and therefore has advanced policies that serve the neighborhood schools but not the needs of future citizens of today’s globalized world” (as cited in Longview Foundation, 2008, p. 6). When asked what he believes to be the biggest challenge to increasing participation in his programs, Kissock, who is also the director of Educators Abroad, answered simply “teacher educators” (C. Kissock, personal communication, June 10, 2010). Culture is difficult and perhaps impossible to change, so integrating OST will require novel and creative ideas. To work around the opposition at Michigan State, proponents of OST organized pre-internship cross cultural teaching experiences in South Africa, Australia, and Malaysia over the summer rather than during the traditional school year. Participants are enticed with graduate credit (J. Schwille, personal communication, June 10, 2010). Few schools have had this type of success.

Creating interest amongst education students may also be one of the most significant barriers to study abroad and OST. It is not clear what percentage of pre-service teachers are gaining international experience, but evidence suggests that the percentage is less than the percentage for other undergraduates. As mentioned earlier, education students make up only 3% of those studying abroad (Open Doors, 2009). This underlies a potential problem for any attempt made to internationalize teacher preparation and begs the question: Are students entering the teaching profession less interested in the world and not as concerned about obtaining a global perspective as other undergraduates? And, to what extent can this statistic be attributed to the requirements placed on education students and to the other barriers mentioned in this article?
More research is needed to ascertain exactly why education students continue to study abroad less than their peers.

**Global Education in Massachusetts.**

The global education movement in Massachusetts is being led by a loose assemblage of committed teachers and administrators, non-profit organizations and business community members, parents and students. There are forums and consistent dialogue about global education, but the state has not issued a global education mandate or policy directive and there is no statewide consensus for what global education should look like. Furthermore, MCAS tests do not require students to be globally aware and there is no other way students, teachers, schools, or districts are being assessed for global competence. As a result, global education is being administered on a district by district basis. Where some school districts have made great strides in developing a truly global education for their students, others have no initiatives in place and have not prioritized it. Education in the state of Massachusetts is frequently lauded and “by many measures sets the gold standard for public education in the United States” (Khadaroo, 2012). Conventional wisdom suggests: Why change what seems to be working?

**The Massachusetts Social Studies Frameworks.** Global education is often centered in social studies classrooms, so the Massachusetts History and Social Science Curriculum Framework is a good starting place for an evaluation of global education in the state. Citizenship education is deeply imbedded in the American history curriculum and the social studies standards in Massachusetts are proof of this fact. In the state frameworks document, the word citizen (including citizenship) appears over forty times. A letter from the commissioner of education introduces the frameworks and explains that the document “presents the academic content, concepts, and skills in history, geography, economics, and civics and government that
are essential to all American citizens” (p. ii). This establishes that the main purpose of the frameworks is to promote good citizenship. The purview of this citizenship is expanded beyond national borders in the formal introduction to the document:

   citizens in our society need to understand the current condition of the world and how it got that way, and be prepared to act upon the challenges to democracy in our own day.

   What are the roots of our current dangers, and of the choices before us? For intelligent citizenship, we need a thorough grasp of the daily workings of our own societies, as well as the societies of our friends and our adversaries, and of those who live amid poverty and violence, with little freedom and little hope. (p. 2)

This type of citizenship is global in nature. An awareness and understanding of other cultures is highlighted as necessary to ‘intelligent citizenship’ just like knowledge of U.S. history and American culture. Furthermore, the introduction to the frameworks recognizes that there are global problems and alludes to the fact that the lives of Americans are connected to these problems.

   Unfortunately, the Massachusetts history and social science frameworks do not reflect the tone of the document’s introduction. The word citizenship, as it appears in the actual standards, is limited in scope to the U.S., essentially following the simple definition of a citizen as someone involved in the democratic political process. This is why most college students, when asked what they associate with citizenship, mention five things: voting, obeying the law, paying taxes, saluting the flag, and saying the pledge of allegiance (Andrzejewski & Alessio, 1999, p. 4). The idea of global citizenship is not part of the Massachusetts social studies curriculum just as it is not part of most state standards throughout the U.S. (Rapoport, 2009).
Primary Source and state global education efforts between 2003 and 2007. Primary Source, a non-profit organization located in Watertown, Massachusetts, has been promoting global education since it was co-founded in 1989. Although the organization provides professional development opportunities nationally and even internationally, its focus has always been Massachusetts. Primary Source has led state coalitions on global education such as the Massachusetts Initiative for International Studies (MIIS) and Global Education Massachusetts (GEM). Through these partnerships, Primary Source has been a consistent voice for global education in the state of Massachusetts and the organization’s advocacy work shows the potential of collaboration, particularly in creating a dialogue around and awareness for global education. MIIS and GEM, however, also illustrate challenges to global education efforts within the state.

The MIIS partnership, which began in 2003 and has since changed its name to GEM, was originally comprised of business leaders, policy makers, and educators whose goal was to “extend and improve international education across Massachusetts in the field of global education” (Massachusetts Initiative for International Studies, 2007b). MIIS hosted four global education conferences in a five year span, starting with the 2003 Massachusetts: Education and the Global Economy conference. The MIIS conferences included keynote speeches, breakout sessions, and exhibit booths. I attended MIIS’s last conference in 2007, Teachers Leading the Way – Global Education for the 21st Century, where MIIS “shared their mission and best practices with over 300 teachers from districts in the commonwealth” (Guarino, 2007). In addition to Primary Source, the partners and sponsors for the conferences included a long list of non-profit organizations, think tanks, corporations, university institutes, and government committees (Massachusetts Initiative for International Studies, 2007b).
Through gifts from AIG WorldSource, MIIS gave out $1000 awards to the Shrewsbury and Burlington school districts at the 2006 and 2007 conferences respectively for showing “the most progress and sustained effort in developing an international focus in its schools” (Guarino, 2007). The Longview Foundation, the Goldman Sachs Foundation and Asia Society recognized MIIS and the work being done in Massachusetts, awarding the state a $25,000 prize for excellence in international education (Guarino, 2007). Overall, MIIS and the state of Massachusetts were earning national accolades and awards for their work in global education.

This national attention in turn may have helped spark further conversation at the state level, as policymakers and the DOE began seeing the increased energy around global education in the state of Massachusetts. Specifically, former state Commissioner of Education David Driscoll, who delivered one of the keynote addresses at the MIIS conference in 2007, seemed to be committing the state to global education. In a 2006 Longview Foundation memo titled *Global Education in Massachusetts Schools: The Case for Urgency*, Driscoll was quoted as saying, “All students will be prepared to be productive and contributing members of our democratic society and the global economy” (Longview Foundation). Speaking about the Goldman Sachs Foundation award, Driscoll said, “This will be seen as a milestone in the emergence of comprehensive global education for all students in our state” (Guarino, 2007). At the same time, Massachusetts state representative Kay Khan sponsored the International Education Initiative in 2006. It provided direction for the already established Global Education Advisory Council (GEAC) to gather information about international education programs and opportunities, develop guidelines and standards to help local and regional school districts establish international education programs, promote sister school partnerships between public schools in Massachusetts
and those abroad, and, perhaps most importantly, assess global education programs within public schools in the state (Khan, 2006).

From Driscoll’s speech to the participation of a wide array of partners to the energy and interest of educators in attendance, I left the 2007 MIIS conference impressed by the collective commitment to global education in Massachusetts and the accolades and publicity the state earned seemed warranted. Looking back, however, this optimism was misguided and the effectiveness of MIIS was somewhat limited. Conference participation, awards for districts, teachers, and the state, and even political initiatives, largely amounted to greater awareness about global education in the state of Massachusetts. Policymakers, who had a peripheral role in MIIS, were producing sound bites but a true statewide commitment to global education was still lacking and the state has not assessed global education programs in public schools. Whereas Massachusetts had the MIIS conferences to cite as proof of progress, other states were generating more tangible results. For example, Indiana created a Coordinator of International Education position and Wisconsin made standards for international education and increased enrollments in world language courses (Longview Foundation, 2006).

M.A.S.S. and recent state global education efforts. The Massachusetts Association of School Superintendents (M.A.S.S.) is a “statewide organization dedicated to the unique professional and advocacy concerns of school superintendents and assistant superintendents” (Massachusetts Association of School Superintendents, n.d.a). One of these concerns is global education. Consequently, the organization has been involved in state global education efforts in a variety of capacities, from discussing and drafting memorandums on global education and 21st century skills to participating in a travel delegation to Finland and Sweden.
On the organization’s website, there are documents titled “Practioner’s Response to the 21st Century Skills Debate” and “Defining Global Education.” These documents are the result of work done by approximately thirty M.A.S.S. members who comprised the Global Studies 21st Century Committee (GS-21) (Massachusetts Association of School Superintendents, n.d.c.). Interestingly, GS-21 speaks directly to the debate between emphasizing 21st century skills or academic concepts. In the “Practioner’s Response to the 21st Century Skills Debate”, GS-21 concludes that “it is possible, and in fact vital to the success of education reform efforts, to effectively blend the two” (Massachusetts Association of School Superintendents, n.d.b.). The document later states: “While it may be difficult to measure the attainment of real life skills, that should not become an excuse to not even try to teach them” (Massachusetts Association of School Superintendents, n.d.b.). GS-21’s memorandum is significant as it clearly synthesizes the challenges inherent to the 21st Century Skills Movement as well as the importance of it. The frequent use of the word “blend” in the document shows a promising path forward for educators: global education and 21st century skills do not have to supplant current teaching and learning, but instead, they can and should be interwoven into what is currently being done in school districts throughout the state.

GS-21’s attempt to define global education is also relevant to this study. The group found defining global education difficult, explaining that “it would be nice to report that we have reached agreement on all our deliberations, but, honestly, that’s not the case” (Massachusetts Association of School Superintendents, n.d.c.). Once again GS-21 addressed some of the challenges to the global education movement when saying,

The definition of global education is not a neat and static list of programs and activities.

Like the rapidly changing world in which we live, global education must evolve as
eductions, business leaders, and policy makers deepen their understanding of the future needs of today’s students. (Massachusetts Association of School Superintendents, n.d.c.). The memorandum went on to discuss several themes of globalization without providing a complete or clear definition of global education. Yet overall, the document did articulate that global education is an attempt to prepare students for their future in a globalized society, a notion that perhaps all contemporary definitions of global education share.

M.A.S.S. has also been true to its rhetoric about preparedness, applying this concept to the organization’s efforts at lifelong learning, including ‘global’ learning. In 2012, Massachusetts superintendents were part of a “delegation of Massachusetts policy makers and educators who travelled to Finland (and neighboring Sweden) to learn firsthand about their approach to education and see what, if any lessons could inform policy and practice in the United States” (Jefferson, 2012). Upon return, members of the delegation shared their experiences with communities across the state. For example, Dr. Thomas Jefferson wrote an opinion piece in the Wakefield Patch, titled “Finish Lessons”, sharing what the delegation learned from the Finnish system and what could be “infused into the American system” (Jefferson, 2012).

Linda Noonan, the executive director of the Massachusetts Business Alliance for Education (MBAE), also travelled to Finland and Sweden and she posted her takeaways on the MBAE website. Notably, she uses some of the language of global education when posing the question “How do the education systems in Finland and Sweden prepare students for the interconnected world of the 21st century?” (Noonan, 2012). Part of her answer was that students in Finland and Sweden are multi-lingual and there is an “expectation that everyone will be interacting with people from other countries and cultures” (Noonan, 2012). In qualifying this
last statement, Noonan points out that there are geographic advantages in Europe that allow people to interact much more easily.

The efforts of M.A.S.S., Noonan, and others in the delegation showcase the benefits of educators collaborating with other global education advocates in Massachusetts, with the business community in the state, and with educators around the world. This last form of collaboration sometimes leads to the formation of sister school relationships and the type of interaction Noonan references and that, inevitably, promotes global awareness and understanding.

**Global education studies in Massachusetts.** In addition to what has been said about global education in Massachusetts by the Asia Society, the Longview Foundation, and Primary Source, a series of dissertations have also shed light on the state of global education in Massachusetts by examining school districts and high schools. In their studies, McCarthy (2011) and Kilpatrick (2010) both address the role administrators play in the implementation of global education and the infusion of global perspectives into the curriculum.

McCarthy’s (2011) study “Superintendents’ perceptions of the role and goal of global education in the 21st century and the ways superintendents shape programs and policies to implement global education: A case study of three Massachusetts’s superintendents and their K-12 districts” grounded its definition of global education in Hanvey’s (1976) dimensions. Through interviews with superintendents as well as observations and site visits at three school districts, five themes emerged:

1) Global education must be integrated in curriculum
2) Cross cultural awareness was the common dimension (in terms of Hanvey’s five interdisciplinary dimensions) describing global education in the district’s studied

3) Technology tied to globalization plays a vital role in global education

4) Global education positions students as active agents

5) Global education represents a change from traditional education of the 20th century (p. 3)

These themes can be found in many of the other studies referenced in this literature review, such as Ioannou et al.’s (2009) support of technology in global education and the constructivist viewpoints espoused by Brown and King (2000) and McMorrow (2006). The notion that global education represents a shift from traditional education is also prevalent in the literature (Zhao, 2011).

The superintendents interviewed for McCarthy’s (2011) study also agreed upon five critical elements for moving the global education agenda forward:

1) Strong superintendent leadership is key

2) District strategic plans need to include global education

3) Dedicated district funding is necessary

4) High quality professional development is essential

5) Community involvement and support are needed (p. 3)

These elements show that superintendents in Massachusetts hold similar beliefs about global education as the field’s foremost scholars and organizations (Boix Mansilla & Jackson, 2011; Reimers, 2009b, Wagner, 2008). Most significant to my own study, however, is McCarthy’s finding that leadership is pivotal to the global education effort.
Kilpatrick (2010), in her study “Global education in Massachusetts: A case study of two high schools”, chose to examine an affluent suburb and an urban school district. Despite the many differences Kilpatrick saw between how the districts approach global education, she, like McCarthy, determined that school leaders were key to implementing global education at the high school level (p. 222). In the urban school district, Kilpatrick found that “the superintendent played a particularly important role by encouraging teachers to look beyond the ‘traditional’ curriculum and to consider alternative historical viewpoints and experiences” (pp. 222-223). One of the ways in which the superintendent supported global education was through professional development. Department heads at the high school were also instrumental in the global education effort and with the support of the superintendent provided educators “time for conversation and reflection on global education as a means to implementation. When provided with the time, capacity, and encouragement to reflect, teachers began to explore cross-disciplinary work and other ways to innovate curricula and bring a global perspective to classrooms” (p. 223). Time for teachers to innovate was also important at the suburban high school.

The suburban high school Kilpatrick (2010) studied is one of a growing number of high schools in the state of Massachusetts to develop a Global Competency Program (GCP) or what other school districts have called a global certificate program. These programs, which take various forms, provide students with an opportunity to distinguish themselves over the course of their high school careers by taking advantage of globally oriented courses, travel and service

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4 A significant number of high schools in Massachusetts have instituted a global certificate program, such as Needham High School and Masconomet Regional High School, and more are in the process of developing programs. There is more information about global certificate programs in subsequent chapters.
opportunities, and/or other activities that are global in nature. The genesis of the suburban school district’s GCP, which Kilpatrick thoroughly documents, is insightful to other districts attempting to create similar programs. The district based their program off of the high school’s mission and expectations and a desire to provide students with certain global competencies and skills, which came out of dialogue between students, parents, teachers, and administrators and the organized efforts of task forces and committees (pp. 108-109). The district even went so far as creating a GCP steering committee and a grant funded program coordinator, providing a support network instrumental to sustaining a program that in other school districts has become “a labor of love”, often falling on one unpaid volunteer (D. McDevitt, personal communication, September 20, 2012). The GCP has received the support of administrators throughout the district, and even though some administrators, like the high school principal, have not been “‘hands on’ in the process to implement the GCP”, they have still worked to create an atmosphere of innovation that is essential to global education (p. 223).

Through Kilpatrick’s (2010) case study and comparison of an urban and suburban high school, several challenges to global education emerge (some of which are discussed in more detail below). In the urban school district, the superintendent and various department heads articulated that other priorities often take precedent over global education. One department head said, “I think the roadblocks [in the process to implement global education] are the MCAS and the corrective action going on in the system” (p. 193). The superintendent also referenced what he perceives as a common reaction to new programming in a lower socio-economic community: “What do you need that for?” (p. 213). Kilpatrick (2010) inevitably concluded that “disadvantaged students may be less likely to have the opportunity to gain the knowledge and
skills for global competence” (p. 217). Even in the suburban school district, which had greater resources at its disposal, there was a fear that the self-selecting nature of the GCP and the international travel requirements made it so the program was available for an “elitist group of students” (p. 217). Furthermore, there was a feeling among many stakeholders in the suburban school district that the motivation for the GCP, to provide global competencies for students, was being overshadowed by the simple desire to make students look better for the competitive college application process (p. 220). Nevertheless, Kilpatrick (2010) found significant common ground between the urban and suburban school districts. Namely, interviewees in both districts were committed to infusing global perspectives and more generally, global education, into the curricula in their respective high schools. Her research also showed that various stakeholders in both districts were finding innovative ways to overcome challenges to global education. How school leaders are overcoming challenges to global education is an important aspect of my study as well.

**Challenges and Criticisms of Global Education**

The relatively new and evolving nature of global education presents its supporters with a number of challenges. First and foremost is the challenge of defining the field. How can advocates of global education convert others without an agreed upon list of characteristics needed to be a ‘global school’, a ‘global classroom’, or a ‘global teacher’? Furthermore, administrators and teachers are tasked with meeting state and local standards and improving their curriculum through the inclusion of more technology and the teaching of more skills. They are asked to cover more content and also teach the whole student through social and emotional learning. Although global education may help address all of these goals, many educators are likely unaware of this fact, seeing global education as an additional burden on their scarce time
and resources. Another common perception of global education, particularly global citizenship education, is that it devalues the nation-state and the importance of national citizenship. Critics argue that global citizenship education is part of an attempt to create a new world order, with some form of global governance as the inevitable goal. This view purports that global education comes at the expense of patriotism.

In their book “Educating for global competence: Preparing our youth to engage the world”, Asia Society succinctly addresses many of the challenges to the global education movement. First, there is the sentiment that “We have nearly all been to school, we think we know what it should be like, and school approaches appearing markedly different from the ‘known’ rarely find a favorable response in the community” (Boix Mansilla & Jackson, 2011, p. x). Regardless of the version of global education, whether it’s global citizenship education, 21st century skills education, or some other type, global education provides a different way of approaching schooling and deviates significantly from the ‘known’. The Asia Society also points out that assessments in the U.S. are geared towards “classical subject matter knowledge”, unable to assess the “flexible, cooperative thinking that is the hallmark of interdisciplinary thought” that comes with global education (Boix Mansilla & Jackson, 2011, p. x). This is no small challenge. As previously discussed, educators divert the majority of their resources, time, and energy to student achievement as measured by these formal assessments, namely standardized tests. Without changing the system of assessment, providing a truly global education becomes nearly impossible.

The Asia Society also points out that in the United States “there is a deep distrust of education that attempts to transcend borders and to take seriously the customs, values, and
priorities of nations and regions very different from one’s own” (Boix Mansilla & Jackson, 2011, p. x). Nussbaum, in the renowned article “Patriotism and Cosmopolitanism” (1996), famously addressed this issue and became an early promoter of global citizenship education. While conceding that students in the U.S. ought to pay “special attention to the history and current situation in their own nation” (p. 6), she emphasizes that this is not sufficient. Students should “learn a good deal more than they frequently do about the rest of the world in which they live, about India and Bolivia and Nigeria and Norway and their histories, problems, and comparative successes” (p. 6). More significantly, Nussbaum questions the current educational system in the U.S.: “Should they [students] be taught that they are, above all, citizens of the United States, or should they instead be taught that they are, above all, citizens of a world of human beings, and that, while they happen to be situated in the United States, they have to share this world with the citizens of other countries?” (p. 6). While Nussbaum’s overall argument is well-founded and does much to promote global citizenship in education, it also fuels dissention. The language that she uses in this line of questioning implies that it is one type of education or another, an education defined by patriotism and American citizenship or one defined by cosmopolitanism and global citizenship.

As a result, critics argue that global citizenship education goes too far. Nussbaum’s “Patriotism and Cosmopolitanism” was published along with other essays in “For Love of Country”, where several of her peers criticized her support of cosmopolitanism. While Bok (1996) agreed with several of Nussbaum’s points, she questioned Nussbaum’s position on global citizenship education, particularly if it meant students would be taught “to regard all claims to national or other identity as ‘morally irrelevant’” (p. 39). Bok went on to say, “there is nothing wrong with encouraging children to explore their most local existence…with lasting pride in,
love for, or identification through particular bonds, communities, and cultures” (p. 44). Falk (1996) expresses similar doubts, asking aloud why Nussbaum encourages a “polarized either/or view of the tension between national and cosmopolitan consciousness” (p. 53). The perception that global citizenship education is unpatriotic makes its inclusion in state standards and curriculum documents untenable for most policy makers and state education boards. As of 2009, the term ‘global citizen’ or ‘global citizenship’ could be found in only two state social studies curriculum documents (Rapoport, 2009).

Other critics of global citizenship education are even more forceful in their dissension. For example, Heater (2004) argues that global citizenship is neither “practical nor desirable” (p. 15) and citizenship and citizenship education should be left between the individual and the nation state. Critics argue that the universality of global citizenship can actually in effect be exclusive rather than inclusive, as it “results in the treatment of some groups as second-class citizens because group rights are not recognized and the principle of equal treatment is strictly applied” (Banks, 2008, p. 131). After their study of global citizenship education in the divided society of Northern Ireland, Niens and Reilly (2008) concluded that this form of education “will fail to overcome engrained cultural divisions locally and may perpetuate cultural stereotypes globally, unless local and global controversial issues are acknowledged and issues of identity and interdependence are critically examined at both levels” (p. 103). This last point speaks to a common critique about global education and one that Bok (1996) made as well: in its attempt to focus on the global, global education ignores the local, even if the local is diverse and multicultural in its own right. So while supporters of global citizenship education believe it can unify humanity and even overcome prejudice and division at the local level (Appiah, 2006; Nussbaum, 1996), many others have been expressing their doubts.
The global citizenship version of global education is not the only version that has faced criticism. Even the movement to provide students with 21st century skills has come under scrutiny. The Republican Party of Texas criticized the teaching of “critical thinking skills and other similar programs” because they believe them to be “behavior modification” with “the purpose of challenging the student’s fixed beliefs and undermining parental authority” (Republican Party of Texas, 2012). This line of attack is representative of another major challenge to global education. How does the movement overcome the belief of many conservatives in the U.S. that global education is simply an attempt to erode American family values? Despite its many supporters, from the President and leaders in the business community to educators across the nation, this staunchly held conservative belief makes it difficult for the global education movement to spread. The effect is that advocates of global education often find themselves “preaching to the choir”, like at the GEM meetings discussed above, rather than converting new stakeholders to their cause. In a similar way, global education researchers use purposive sampling to identify educators and schools who are already practicing global education. This has the effect of showing the advantages of global education, but it does not reflect the diverse views of global education that exist throughout the U.S. and the world.

Chapter Three: Methodology

Three main research questions guided this study:

1) How do administrators perceive global education?
2) How does their perception of global education influence the way they advocate for it?
3) In advocating for global education, what challenges do these administrators face and how do they handle these challenges?
These research questions led to the development of a qualitative study, whereby interviewees were able to make meaning of global education in their own way. The genesis of the research questions and the resultant study came out of a social constructivist worldview, the belief that “individuals develop subjective meanings of their experiences” (Creswell, 2009, p. 8). The methods outlined below all derive from that worldview.

**Research Design**

As previously stated, the research design for this study was qualitative. Fraenkel, Wallen, and Hyun (2011) explain that “qualitative researchers are especially interested in how things occur” (p. 427). As this study was focused on how administrators make meaning of global education and overcome challenges inherent to the field, a qualitative study was the best fit. A quantitative study would have limited data collection by forcing participants to address set Likert statements or answer specific survey questions, rather than allowing administrators to develop their own ideas and notions related to global education.

**Research Tradition**

The research tradition used in this study was phenomenology. This approach allowed the researcher to gain an in-depth understanding of global education, the phenomenon of interest, from a select group of participants. Phenomenology can be used only when all participants experience the same phenomenon and Creswell (2007) explains that “the type of problem best suited for this form of research is one in which it is important to understand several individuals’ common or shared experiences of a phenomenon” (p. 60). The sampling ensured that all of the administrators in the study had knowledge of and experience with global education. That does not mean, however, that they all had the same level of interest or the same working definition of
global education. The small number of participants typical in phenomenological studies matched the scope of the project.

**Recruitment and Access**

I used contacts at Primary Source, a non-profit organization committed to global education, to help me identify administrators in Massachusetts that are advocating for global education. I also used school administrator contacts that I have developed in nine years teaching in the state of Massachusetts to identify participants. All potential participants received a request by email from me in January, February, or early March (see Appendix A) asking if they were willing to be interviewed for my study. At that point they had the option to be included or excluded. Out of eleven emails I sent out, only one potential participant did not respond and all other email recipients ended up participating in the study. Two participants invited colleagues to the interview and these administrators were also advocates of global education.

Since there were not any clarifying questions about the nature of the study, I generally provided a brief oral explanation of the project (see Appendix B) at the beginning of interviews. Each participant signed an informed consent statement (see Appendix C). No incentives were offered participants, though they may have benefited from the interview by furthering their understanding of global education.

In submitting this study for IRB approval, I spoke to ethical considerations, confidentiality, and protection of human subjects. The names of participants were not included in the data analysis or any other reporting. I do not plan on destroying the participant identifiers as the study is not such that anyone would be interested in stealing the data or determining the identity of a participant.
Participants

Given that the topic of this study was global education in secondary level schools in Massachusetts, the population was administrators across the state that have an ability to promote global education in some capacity. As this study was about a specific phenomenon, global education, locating participants who have knowledge of and are advocates for global education was vital. Creswell (2007) makes the connection between phenomenological studies and criterion sampling, which “works well when all individuals studied represent people who have experienced the phenomenon” (p. 128). Consequently, the sample was homogenous, “one in which all of the members possess a certain trait or characteristic” (Fraenkel et al., 2012, p. 436). Creswell (2007) recommends a relatively small sample size of between five and twenty-five for phenomenological studies and this study had twelve participants. Fraenkel et al. (2011) point out that “there is seldom methodological justification for generalizing the findings” (p. 436) of a qualitative study and with a limited number of participants, this is true of this study as well.

The administrators who participated in the study include two superintendents, two assistant superintendents, two social studies directors, three program or district-wide curriculum coordinators, a high school principal, and two school chairs (see Appendix D for a detailed chart of participants, their administrative roles, the districts where they are employed, as well as a brief description of the districts). These participants included both males and females of advanced literacy as the requirements to being an administrator preclude individuals of low literacy levels. About half of the participants were relatively new (less than three years) to their administrative position, and three participants were in their first year in the position and district. Other administrators were employed in their districts and positions for over five years, many having
worked in various capacities within the district before entering their current administrative position.

I interviewed participants from a range of schools and districts. Approximately half of the participants were working in mostly homogenous, white, middle class / upper middle class suburbs to the north, south, and west of Boston. Some participants, however, represented urban schools and districts and worked with more diverse student populations, a characteristic that factored into interviews about school culture and global education. Finally, most participants worked in public school districts, though both of the interviews that included two participants were with charter school administrators, meaning that four participants worked in charter schools. Interestingly, one of these charter schools was an International Baccalaureate (IB) World School.

Data Collection

In order to answer the research questions, I collected qualitative data in the form of words. The main instrument to collect this data was an interview, so these words were mostly in the form of interview transcripts. For each participant, there were a series of in-depth, open-ended interviews (see Appendix E for interview questions), all of which were audiotaped and then transcribed. The interview questions were general in nature, which better allowed the participants to share their experience of the phenomenon. I asked follow-up questions in order to obtain more specific data and to learn more about these experiences. The interviews were at a location of the participant’s choosing – mostly their place of work, though three interviews were scheduled at alternative locations. The time for each session was between a half hour and an hour.
In order to validate some of the data collected through these interviews (and to prepare for the interviews), triangulation was employed through a document analysis of district curriculum guides, strategic plans, mission statements, and other relevant materials. Through an analysis of these documents I was able to see how or if global education was represented in district texts and if this correlated with what I was told by administrators.

Data Storage

The data collected during this study was stored on my computer, locked and password protected. I do plan on retaining the data just in case I try to publish my doctoral thesis at a later date. Nonetheless, my advisor and I are on the only people that will have access to the data.

Data Analysis

After interviews were conducted, I created documents for each interview question as well as other subtopics that emerged throughout the interviews. I then went through each interview and organized participant’s answers into the appropriate document. When I read the second and all subsequent interviews, I noticed themes and added them as subcategories within each interview question document. Fraenkel et al. (2011) defines themes as the aspects of the participants’ experiences that they had in common. These themes are also referred to as “clusters of meaning” (Creswell, 2007, p. 61) and are the key to phenomenological data analysis. Throughout the data analysis process I revised themes by broadening them or narrowing them to include more or less data. For the bigger questions about how educators advocated for global education and the challenges they faced in the process, I found many themes and as a result, I constantly read through them in order to categorize data in the correct places.
Trustworthiness

In order to maintain the trustworthiness and validity of a study, Creswell (2009) recommends eight primary strategies, three of which were used in this study: rich, thick description, clarifying researcher bias, and negative or discrepant information. According to Creswell (2009), when a qualitative researcher uses rich, thick description it provides the reader a feeling of “shared experiences” and this “can add to the validity of the findings” (p. 192). In addition, clarifying bias, as was done in the positionality section above, is an attempt to create an open and honest narrative and assuage concerns the reader might have about how the bias impacted the study. Finally, presenting negative or discrepant information that runs counter to the themes of the study “adds to the credibility of an account” (Crewell, 2009, p. 192). This was particularly important in this study where some participant’s responses were outliers, yet they were still valued and discussed.

There were several threats to the internal validity of this study. Given that the study took place over several months, there was always the possibility of a mortality threat, defined by Fraenkel et al. (2011) as losing a “subject” or participant during the study. To minimize this threat, interviews were scheduled soon after participants agreed to be interviewed for the study and all participants who agreed to participate did. The more significant threats of researcher bias and familiarity were also addressed. As an advocate of global education, I bring considerable bias to this study. One way the study reduced this bias was through the sampling method. By choosing only participants that are advocates of global education and focusing on how they define global education and support it, my bias was mitigated. This study was not about assessing the merits of global education (though this was discussed in many interviews).
Limitations

Marshall and Rossman (1999) write that “no proposed research project is without limitations,” explaining that studies are limited due to their research design and “its boundaries” (p. 42). In the case of this study, researcher familiarity is an issue. Although Hanson (1994) challenges the notion that a researcher’s familiarity with a setting and participants is inherently negative, the fact that I know several participants in this study, work in the same district as a participant, and am myself an advocate of global education could all compromise my lens. Hanson points out that having an understanding of the setting and the cultural norms of a community can in fact be beneficial to the researcher and the research. Regardless, Hanson (1994) also lays out the common “pitfalls” of researcher familiarity, most notably a potential lack of objectivity and the inability to see different viewpoints. By interviewing twelve administrators, the researcher obtained many different viewpoints from many different settings, reducing the threat that researcher familiarity leads to a narrow view of the topic.

It should also be noted that participants were recruited through contacts at Primary Source, and consequently, many of them had favorable things to say about this organization. Their relationship with Primary Source, and my connection to the organization, may have made it difficult for them to criticize the organization in any way. Finally, this study sheds light on global education efforts in Massachusetts through the ideas of twelve administrators. Its findings, however, are not meant to contribute to understandings on a broader national or international level.
Chapter Four: Report of Research Findings

In a phenomenological study, Creswell (2007) recommends presenting data around clustered themes or meaning units. Below, these themes are organized around three main research questions as well as specific interview questions. As phenomenological studies seek to describe the lived experience, I first reported meaning units to a series of interview questions I asked about participants’ interests in global education in a section titled ‘Why Global Education’. When did they first become involved in global education? Why did they become involved? These questions helped me delve into each educator’s story from the outset of the interview and the data accumulated allowed me to begin sharing these stories below before providing data more closely related to the research questions. From there, I explored the first research question: How do administrators perceive global education? To answer this question I asked a few different interview questions; the first simply asked administrators for their personal definition of global education. This question proved challenging so in later interviews I often asked this question in conjunction with a follow-up question: What terms or phrases do you associate with global education? The title of this section is ‘Defining Global Education’.

The next section of this chapter, ‘Advocating for Global Education’, examined the second research question: How does their [administrator’s] perception of global education influence the way they advocate for it? Inherently, this question required data related to the first research question as well as new data about how administrators advocated for global education. To help bridge this gap, I asked interviewees if they were using the language in their definition of global education when meeting with teachers and other administrators. I prepared for each interview by reading the district’s (or the high school’s) mission statement and by searching for their global
education initiatives online so as to draft related questions. This proved helpful and the
administrators I spoke with seemed to enjoy elaborating on how they were advocating for global
education, discussing their goals, initiatives, programs, partnerships, etc.

Finally, there is a section titled ‘Challenges to Global Education’ that includes themes
related to the final research question: In advocating for global education, what challenges do
these administrators face and how do they handle these challenges? Often participants spoke to
the challenges they faced early in the interview and I simply asked follow up questions at later
points. I also asked administrators to rank the challenges they faced and to discuss how they
were attempting to overcome these challenges.

Why Global Education

Throughout the ten interviews conducted, I sensed that all of the participants enjoyed
speaking about why global education has become one of their passions. Their stories were
varied, though several patterns emerged from the data. The most significant pattern, albeit a
general one, was that the upbringings and young adult lives of participants led them to the
importance of global education, often before they even became educators.

**Raised to be globally aware.** Alicia was one of several participants who traced her path
to global education back to childhood. “If you ask me how long I have been involved in global
education I would say my whole life. I think of myself as a global person, even as a child. It is
something I learned from my family.” After asking Renee how long she has been interested in
global education, she responded similarly: “I would say I have always been interested.” Deidra
referenced her upbringing as well, speaking to her father’s role in her advocacy of global
education and, more specifically, the values and qualities that he instilled in her:
Well, I grew up in a working class Irish Catholic family, and I was the first person on either side of my family, my mother and father’s family, to go to college and my father was a self-educated man who never finished high school but always loved to read, was really interested in politics and world issues - you know really made it his business to really know everything. He was just intellectually curious, at our meals and just growing up we would talk about events of the day, things that came up. One of the things that my father in particular...[he] just hated prejudice and was just a passion of his that you treat people with respect no matter where they come from and that was very much in a vacuum because the town I lived in greater Boston, you know, very little diversity.

**College and travel: Formative experiences in early adulthood.** Deidra went on to mention that although her dad had a great appreciation for diversity, she grew up in a homogenous community and she did not interact with many people from other backgrounds until she attended college. Participants cited college, other academic experiences, and trips abroad in their early adulthood as being crucial to their interest in global education. Explaining the genesis of how she became a global educator, Alexandra said

*Before I started teaching, I’ve been travelling to other countries and been involved with...like I did a semester abroad in college. I mean this goes all the way back to when I was 19. That would have been my first trip abroad to Cuba and my eyes were opened and ever since then I’ve been interested in global issues and how we talk about and bring it back home and so teaching about it – I just made it my mission.*

Her coworker, Shawna, shared a similar story. Laughingly, she said that her interests went back even earlier than Alexandra’s to 8th grade when she told her guidance counselor that she wanted
to be the U.S. Ambassador to the United Nations. Shawna was able to pursue her interest in the world during college, taking classes about global issues.

An interest in the world and travel were also critical to Renee’s career trajectory. She said, “I’ve always loved to travel. I love being integrated into different cultures, having different experiences, eating different foods, meeting different people.” Importantly, she added that these experiences are important to “develop people into well rounded individuals,” part of what she is aspiring to accomplish in her capacity as an administrator in Middleville.

**Professional and personal experiences later in life.** Not all of the stories I heard from educators were set in childhood or early adulthood. Many of the administrators were also able to point to conversations, awards, and even their own children as being integral to their interest in and support of global education. Steve highlighted his winning a Milken Education Award\(^5\) – add footnote in 2003. This achievement exposed him to the many opportunities the Milken Family Foundation offers, from webinars and travel to just “work that they are doing, research that they are doing.” He went on to say, “So I really began my interest then, when I saw some of the opportunities that Milken was providing.” For Alicia, it was participation in the Fulbright Program that led to her wanting to create a “mini-Fulbright” program for her students when she began teaching in the Bellflower Public Schools.

Deidra and Pamela each cited several reasons why they became advocates of global education and enjoyed telling their professional and personal journeys in getting to that point.

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\(^5\) Referral to as the “Oscars of Teaching”, Milken Education Awards have been given out since 1985. Winners of the distinguished award are typically in the early to middle part of their careers and as part of the award have access to “powerful networking and educational tools” (About Milken Education Awards, n.d.).
For Deidra perhaps nothing was more important than her experience “raising a daughter, a Hispanic daughter, and that’s…provided me with the real understanding of diversity - dealing with people from different cultures, the importance of our kids understanding different cultures.”

Pamela told a story of encountering a former student of the Carter-Princeville Public School District. Pamela recalled the student saying to her,

\[
\text{You know...none of my friends live around here; they're living all over the world. I would have never understood that when I was in high school. But now I've got friends everywhere, whether it is for grad school, military, whatever it is and I need to be able and we all need to be able to adapt and adjust to the different ways that people are.}
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To Pamela this conversation and her attendance at Primary Source events crystallized for her why global education had to be a priority; she distilled it to the need to understand each other and be able to communicate with one another. At several points during the interview she specifically mentioned the importance of improving understanding between China and the U.S.

**Other inspirations, considerations, and explanations for global education.** The administrators I spoke to pointed to a wide variety of additional reasons why global education became their calling and why global education is a charge of schools in the U.S. All of these reasons illuminate in greater detail the lived experiences of these educators. For example, Renee spoke of her time as a science teacher when she would share her trips, research, and personal experiences with her students:

\[
\text{Some of the kids had some real family issues, academic issues. I have had parents come to me, and I still hear from them, saying thank you so much for talking to my kid or sharing experiences because now he’s off doing research or he’s off travelling or he or}
\]
she had found their calling or something that they want to do. You’ve got them really excited and opened their eyes. So it’s very inspirational.

Lisa, influenced in part by her background researching global education, cited the literature as motivation. Notably, she also speaks to her concern about teacher preparation, a theme that is discussed in greater detail later.

Right now I’m thinking we have a bunch of teachers that are charged with providing a global education. We hear it. Whether we hear it from journalists like Thomas Friedman or education guys like Alan November or higher ed. people like Yong Zhao you keep hearing we have to do this. But I’m concerned because how can teachers be charged with providing global education when I certainly haven’t been trained in how to provide a global education.

Steve’s comments are founded on concerns that parallel these. Before coming to his current position as superintendent of schools, he was assistant superintendent in the same district, responsible for overseeing the curriculum. He thought he saw “a void in any sort of global education initiative” and, as he said, “that is how we started thinking about it.” As many high achieving school districts in the Boston area began to initiate new programming in global education, other administrators sought to emulate some of these programs. The work being done in Needham was frequently cited during interviews. Steve spoke to this when he said, “When Needham started its global education program, others were starting to…um…mirror, I suppose, some implementation in their school district.”

Lastly, interviewees spoke to concerns of country. They, in part, answered the question of why global education in terms of its social, economic, and political relevance in the era of globalization. Alexandra said poignantly, “I think that in our world today…you can’t do
anything and not affect somebody somewhere else, and so I feel like it is part of our responsibility in a democracy to let people know about places outside of our country.” Part of Alicia’s rationale for global education relates to globalization as well: “they [students] are competing to get into college against students from China, India, you know all over the world, and…we need to make sure they are prepared.” Likewise, Claire’s thoughts about the importance of global education address several of the themes above and provide fodder for later discussion about global education, education reform in the United States, and how these two may fit together:

*It just seems so obvious to me that...as a country we have certain benefits to our education system that other countries don’t have but we also have certain problems in our education system that other countries don’t have. We haven’t built up a system where our kids are going to be ones that have memorized the most facts or have gone to school for the longest amount of hours. What we have built up is a system tied to an economy where innovation and creativity are what kept our country as a leader and if we don’t get onboard with that as a high school in terms of teaching those skills to students and we shift to a place where we are going to try to compete with other countries in terms of memorization of facts, we are not going to maintain our status.* We really need, I think, to help foster a creative, innovative, deeply critically thinking generation of students that can then apply all of this information and then ask the right questions to find more information and connect it with what is going on in the rest of the world.

**Defining Global Education**
The participants in this study defined global education in a myriad of ways, reinforcing the fact that there is no one common definition amenable to even self-described advocates of global education. In fact, some interviewees seemed uncomfortable answering the question, almost as if they were under the impression that there was a right answer for which they were unaware. There were, however, some commonalities within definitions of global education and the language of global education established above – global awareness and global perspective, 21st century skills, and the concept of global citizenship – was frequently used throughout the interviews.

**The challenge of defining global education.** The most direct answer I received when asking administrators if they had a personal definition of global education came from Lisa. She said quite simply, “No. I’ve seen so many good ones to be honest with you. They capture different concepts….” She said later, “The short answer is no - I don't have a solid one. I've been studying the stuff for a while and I feel like inside my heart I have a feeling of what it means to be globally educated…” Claire was also nondescript in her answer: “Well, I think global education is really an all-encompassing term.”

Other administrators grappled with the challenging nature of this question in a less direct way, seeking out district or school documents to answer the question. Renee said, “I’m actually working on a PowerPoint right now for school committee”; the PowerPoint included some of her thinking about global education. Likewise, Andrew struggled to answer the question without support, referencing what the previous district he worked in was doing related to global education and then reading the mission statement of Global Education Madera. Frank and Henry, meanwhile, leaned on the IB mission to answer the question. Frank said, “Right off, our
mission statement actually is providing for a world class education. So that comes directly from the IB…let me see if I can find it.” Henry added, “I can take the IB learner profile and apply it. I could give you a copy of that. That is something that I put to memory, but that would serve the purpose.”

Although these administrators seemed uncomfortable defining global education, it is worth noting that all of them inevitably came to a definition on their own terms later in the interview. I have included some of their additional answers below.

**Preparing students for their future in a globalized world.** A common theme to participants’ definitions of global education was the idea that global education was about preparing students for their futures. Deidre spoke to this when she said, “…to me it’s preparing students for life, essentially.” The administrators I spoke to emphasized that due to globalization most students in their schools would be interacting with people from around the world, from diverse backgrounds and different cultures, regardless of their career path. Andrew spoke to his “personal mission statement” as “preparing students for a globalized society,” and then elaborated on this in saying

*When we say global awareness, why do we care about that? Because kids are going to have to go into a world and interact with people who speak different languages and have different cultural values and corporations are going to ask them to go places and interact with people and make decisions based on their understanding of geopolitical conflict and cultural norms. All these things that are more important than ever in a globalized world.*
The term globalization was alluded to by other interviewees as they sought to define global education. Steve said, “You know it’s rare that any country or ethnic group can survive exclusively on its own. We’re reliant on one another.” Speaking to Friedman’s thesis in *The World is Flat* (2005), Pamela said

*When I think of global education, I think of helping students understand how very small the world really is and I truly believe that today’s students need to have the skills and understanding of others and how the world operates because it is very unlikely that they are going to be living and working and communicating in the geographic area in which they live. So I see global ed. as the understanding that the world is your classroom, not your little part of the world that you live in. That’s something I have believed in for a long, long period of time.*

**Global awareness, global perspective, and even global citizenship.** While some administrators captured the essence of global education in terms of how it might benefit the students they served, others defined it in a similar, yet significantly different way. They spoke to providing students with a global perspective, global awareness, cultural awareness, or just generally, a better understanding of others. These traits, of course, have potential benefits that go well beyond just the students and the school districts where these administrators work. Lisa spoke to these greater benefits when she distilled her understanding of global education to “…it's when everything is done, do we have a better understanding of one another? I think that's the biggest piece.”

A significant number of administrators defined global education in a remarkably similar way to Lisa. Henry said,
When I think of global education or implementing it, I think of creating a curriculum that focuses on the student having passed through that curriculum who is aware - globally aware - by that I mean very simply, what is going on outside of [Maywood], Massachusetts?

In response to my question about what terms or phrases do you associate with global education, Steve said, “I would say cultural awareness. I would say respect for diversity and understanding of diversity. I would say the interconnectedness and interdependence of cultural and ethnic groups to one another.”

In her definition of global education, Shawna was more specific about what it means to be globally aware. She began her definition by saying “So I think global education starts with an awareness that you are part of a world that is bigger than your neighborhood, bigger than your country, and I think just sort of that awareness to begin with…. Then, she referenced a survey that she gives to students in her global citizenship class about what it means to be a global citizen, relating this idea back to being globally aware. She spoke of the products you purchase, where you travel, knowing a language, hosting someone from another country in your house, having a passport, knowing where things are on a map, buying shoes, drinking coffee, and then finally she said, “…everything. So I definitely think there’s a lot.” Shawna’s colleague, Alexandra, is also a teacher as well as a grade level chair and she made meaning of global education through her work in the classroom as well: “…so for me it starts with this sort of awareness of – like – place. Where we are situated in the world, the American perspective of the world and making students aware of that….\"
Alicia went even further in her use of language, equating global education with more than just the idea of global awareness and understanding. She used terms and phrases such as “globally responsive” and “empathy for others”, encapsulating global education in terms of activism and global citizenship, a term that she also used in her definition. Though like many of the other participants, she brought her definition of global education back to being “aware of our world we live in.”

Like Alicia, Frank referenced global citizenship in the course of defining global education. He mentioned that at Maywood Regional Charter School they were always talking about “educating the whole person” and he related this idea to the concept of citizenship:

For our school, when you think of global education, you’re trying to say there is a big world out there. You’re trying to set them up for success in that world, understand what is going on in that world and so you kind of attack that realm of educating the whole person.

**Defining global education in terms of skills or content.** Going into the interviews, I was interested in whether or not participants were going to define global education in terms of content – certain understandings or knowledge – or skills – 21st century skills, qualities, and/or attitudes. When the opportunity presented itself, I asked administrators explicitly where they fell on this increasingly pertinent question about the importance of skills or content.

Throughout her interview, Claire emphasized the importance of skills, mentioning the traction that the 21st Century Skills Movement had in her district. This led me to ask her if she
thought skills were more important than content in terms of providing a global education. She responded

*I think that the content knowledge is important because you have to have an understanding of what’s going on in different areas of the world and in different cultures but I think the content area is knowledge that your students can look up a lot more easily than they can learn the skills. So I wouldn’t necessarily say it is a huge imbalance between the content knowledge and the skills but I think the skills are really important for us to teach and use those to follow through with the content knowledge.*

In her definition of global education, Alexandra also emphasized the importance of skills when she said, “It’s [global education]…learning about how to interact and dialogue with people who have different ideas than you.”

Significantly, most other educators interviewed were unwilling to say that either skills or content were more important in providing a global education to students. Conversely, they argued (some passionately) that skills and content must come together and they are impossible to separate. In the interview with Pamela, I referenced the current debate in education circles over whether a greater emphasis should be on providing students with skills or content. Deidra responded quickly

*I see it as a false debate; I see that you have to have both things. You cannot - when you are teaching kids about global issues, and preparing them to deal with their world, you can’t separate content and knowledge from skills.*

Steve shared this sentiment:
I’ve always thought that teaching content area in isolation is inappropriate. That in order for children to see the larger picture and bigger connections to the world, they need to not see these discrete subjects and see these discrete skills and concepts, but they need to see how mathematics is beautifully dovetailed with science. They need to see how what you know about history and writing and language arts and the non-fiction books that children can read about historical events - you know - it needs to be taught together.

Talking about skills and content, Pamela said succinctly, “I think it has to come together.”

**Advocating for Global Education**

In order to determine the extent of the relationship between how an administrator defined global education and how they advocated for it, I asked each administrator if they were using the language they mentioned in their definition of global education with teachers and colleagues in their respective schools and districts. Moreover, were these teachers and colleagues comfortable with this language? Was the language from their definition in their mission statement, curriculum documents, or strategic plan? As the interviews continued, I asked participants to explain how they were advocating for global education or I asked follow up questions on goals and plans they had previously mentioned. Administrators presented a plethora of ways in which they were advocating for global education. Below there is data on how administrators have supported global education and what they believe to be the most effective approaches. There is also data about the programs and initiatives that are just being implemented in addition to future plans and goals for promoting global education. Generally speaking, this data is organized by the size and scope of the initiative or effort, from smaller initiatives like new course offerings or asking global education questions to applicants to improving system wide communication about
global education. Lastly, I discuss larger efforts that require greater planning and forethought as well as significant structural change.

**Using the language of global education.** More so than any other administrator, Deidra emphasized the importance of defining global education and related terms in order to support global education within the district. She shared that the district engaged in a conscious effort, over the course of several years, to create consensus among stakeholders about the meanings of these terms:

> We started...getting into...how do you define global education? Well, how do you define 21st century skills first of all? Then, looking at the partnership definition of 4 C’s⁶ and all of that then we spent at least a year with our administrative group, putting in writing what are...21st century skills. How would you explain them and what are they? Clearly the global learning, global education, global understanding is a huge part of that.

When I asked Deidra if the then established definitions of global education and 21st century skills were being used in the district, she said with confidence, “Yeah, very much so.”

Like Deidra, Lisa is an assistant superintendent and she also spoke to the importance of establishing and then using the language of global education in her work. To the same question, she answered, “Yes, I am definitely using it” and then went on to say,

> In fact, when I was in my previous district we actually did some activities around...you know...write a definition and those kinds of things as we were talking about [global education] because we were going to be developing our own lessons...So when we were

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⁶ The Partnership for 21st Century Skills’ (P21) 4C’s or “super skills”, include communication, collaboration, critical thinking, and creativity (The Partnership for 21st Century Skills, n.d.)
talking about design your own lessons we were saying that they should be global in nature and have a global perspective and they should have application skills built-in and so on. So we were definitely using that kind of language.

Pamela, another administrator at the central office level, was also confident in her answer to the question about whether the language of global education was being used in her district: “Absolutely, one of the things we’ve worked on is really trying to immerse everyone in the lens of global education.” Other administrators answered affirmatively as well. Steve, a superintendent of schools, answered yes as did Frank, who as a longstanding principal at a charter school has a good deal of autonomy in his job. Finally, Clair answered yes. She had used the language of 21st century skills in her definition of global education and due to the recent push for teacher risk taking, creativity, and innovation in the classroom by the high school principal in her district, Claire felt like the language of global education was “coming up a lot” in conversations among administrators and teachers.

As district curriculum coordinator, Renee works in her school district’s central office though her answer differed than that of Deidra, Lisa, Pamela, and Steve. Given that she was new to the district, the language of global education was not as prevalent in staff conversations as Renee hoped it would be in the future. Although she said that the language was being used, she went on to say that

It’s going to be more. Just because this is something new…this district didn’t have it before I came in so trying to get that vocabulary out there, trying to get the awareness out there…It’s dripping right now, so to speak.
Other administrators felt that the language of global education was coming up in certain conversations with administrators and staff who were also supportive of global education but the language was not being used in larger circles. For example, Andrew cited using the language frequently with the foreign language director, who he described as his biggest global education ally in the district. But he quickly went on to say that there wasn’t much buy-in at the teacher level yet, so the language was not being used in many staff meetings. Likewise, Alexandra said, “On the micro level, some of us talk about it [the language of global education] more than others… definitely more the humanities that deals with these things.”

**Familiarity and comfort with the language of global education.** Answers to the question ‘Do you think teachers and other administrators understand this language / are comfortable with this language?’ were far less positive. In fact, no administrator said definitively that administrators and teachers in their district were comfortable with the language. Answers followed a remarkably similar pattern.

Claire – *I am not sure everyone is on the same page with some of that.*

Andrew – *Some are. Some aren’t. It depends on the individual.*

Pamela – *I think some are and some aren’t.*

Lisa – *No. I think people have an understanding. My concern is that their understanding is not as broad as it needs to be.*

Steve – *No, I think that it’s something that will require a real significant district focus. For example, part of a strategic plan, part of something, before it becomes everyday language.*
The language of global education in district and school documents. Steve’s point above, that inserting the language of global education into a strategic plan was an important step towards improving staff familiarity with global education and thus advocating for it, was what I had in mind when I asked each participant: Is the language of global education in district documents? If not, have you considered inserting this language into any documents? As mentioned in the methodology section above, I was able to ascertain partial answers to these questions from perusing mission statements, strategic plans, and curriculum documents available online. Answers to these questions during interviews, however, were helpful in gaining a better understanding of the lived experience of each administrator – particularly in regards to how they felt about their district’s effort to promote global education.

Deidra was more comfortable than other administrators in saying that global education was well established in district documents. She smiled and stated that it was “everywhere,” an assertion that was easily proven true from a search of the Halstead Public School Website. The mission of the Halstead Public Schools “is to provide challenging and comprehensive educational programs in a safe and supportive environment, enabling all students to develop the knowledge and skills necessary for success as local and global citizens” (Anonymous, n.d.) Among the administrators interviewed, Deidra was the only participant working where the district / school mission statement included the politically charged term global citizen. Moreover, the Halstead High School’s course offerings were full of terms associated with global education (incidentally, Deidra did not use these terms when defining global education but instead used them to refer to what was being done in the district). The overview of business and technology courses in the program of studies says, “Students are encouraged to elect business
and technology courses that lead to twenty-first century skills and prepare them for an increasingly competitive global society” (Anonymous, n.d.). The term global awareness is imbedded in the description of each of the school’s foreign language courses and the high school even has an elective titled Global Foods, with the goal of “Exposing students to regional and ethnic cuisines will prepare students as we become a more global society” (Anonymous, n.d.).

At the beginning of Alicia’s interview, she kindly handed me a folder of information about her district. The contents included brochures and guidelines for the international programs that she was supporting as the Director of Global Education. As we spoke about the language being used in Bellflower, she was able to reference the words of the superintendent of schools located within one of the brochures:

_BPS offers students the opportunity to travel the world – learning about new cultures and making international connections that will drive the 21st century. We are teaching our students to see the world as a classroom without walls; to become informed and active participants in critical global issues; and to be proud ambassadors of the wonderful city we call home. International exposure prepares our students to be culturally responsive adults as well as prepares them to compete on an international scale._ (Anonymous, n.d.)

Alicia’s directing me to the brochure was one of many instances during the interview where she signified that global education was an important part of the overall efforts of the district.

The two superintendents I interviewed mentioned the importance of having global education in strategic planning documents. Pamela said, “Our strategic plan is really looking at students being lifelong learners…global citizens, so it’s a mindset, it’s a vision.” The Carter-Princeville Strategic Plan from 2010-2015 mentions promoting “responsible citizenship”, both in
the district’s mission statement as well as its vision statement. Other language of global education – particularly language related to the 21st Century Skills Movement – can also be found in the vision statement: critical thinking, creativity, and effective communication skills. The word ‘global’, however, is not written into the strategic plan (Anonymous, n.d.). Steve’s district’s strategic plan did include the world ‘global’ as part of a ‘Strategic Objective’ to “Develop students’ global and social competencies” (Anonymous, n.d.). They also had a ‘Strategic Initiative’ to “Focus professional development on Diversity and Cultural Awareness” (Anonymous, n.d.). Steve felt as though the inclusion of this language in the strategic plan was crucial to his ability to advocate for global education, saying, “Because it’s in our plan, we’ll do it. Otherwise, I think it would be left more to happenstance than not.”

Some of the administrators that were new to their respective districts were more uncertain about whether the language of global education was in district documents. Andrew mentioned that global education “is probably alluded to in the Mass Frameworks around world history” and the “21st century documents”, but “people aren’t getting there.” He went on to mention that although a few elective courses at the high school might incorporate some global education language, overall global education was not a well-established part of the curriculum. The Madera Public Schools Mission Statement, however, does reference the ‘global community’ and the need for students to be responsible, respectful, and successful participants in that community (Anonymous, n.d.).

Claire thought that most global education language was only in newly created global certificate program documents. To this point, she said, “Global education - I would say - is not well embedded in the curriculum documents. I think we are taking a first step toward that with
our global certificate program that we are launching next year.” Global education is also not embedded in or alluded to in the district mission statement, core beliefs, vision statement, and strategic plan, including district “strategic goals” or “key initiatives” (Anonymous, 2012). Conversely, Claire mentioned that language tied to 21st century skills was “everywhere,” a point discussed in greater detail below. Although Renee was not well versed in her district’s mission statement, she did not believe that there was anything in it related to global education. Changing this is one of her goals: “what I would like to see as we go through our mission is to add something on global learning, on being global citizens.”

Charter school administrators spoke differently about their mission statements and the relationship between these missions and efforts to advocate for global education. First, their mission statements are core to every aspect of school life. This was apparent throughout the course of the interviews as Alexandra, Shawna, Frank, and Henry would cite their mission statements without prompting, which did not happen in other interviews. Within the East-West Academy’s mission there is reference to the merging of cultures; the school aspires for students to reach certain goals “by combining the best of the East - high standards, discipline and character education - with the best of the West - a commitment to individualism, creativity and diversity” (Anonymous, n.d.). This unique mission statement almost inherently makes the East-West Academy global in nature and as Shawna said, this “definitely impacts you. Not every single day but in big ways in the way our school functions.” The school mission statement was the first thing I saw upon entering the school.

A similar story exists at the Maywood Regional Charter School given its status as an IB school. When I asked Henry and Frank if the terms they were using, global awareness and
international mindedness, were in curriculum documents, they replied in similar ways. Henry said, “It is not necessarily in the curriculum documents, but the approach is in the curriculum itself because our curriculum feeds our IB program.” Frank added, “It’s also directed from our mission.” Later, Frank went on to say, “I mean you know we spend - when you get here as a teacher - we spend time going over the mission and really…what does the mission mean to our school?” Their emphasis on the mission, however, did not automatically translate to providing students with a global education. Frank said candidly, “We revisit our mission and we say, what does it mean for us to be an IB school, an international school and I think we struggle with that…what other ways can we instill this [global education] into the curriculum…I think that we could do more.” Henry concluded, “We can always do better.”

Lisa’s discussion of her district’s mission statement mirrors the constant struggle by Frank and Henry to bring their mission statement to fruition. She, however, goes much further, expressing disappointment in her district’s (and other districts’) inability to carry out their mission. When I asked Lisa if global education was anywhere in their mission statement, she responded,

\textit{Oh, probably in almost every mission statement now. Either global education or global citizenship. Everybody puts the word global in but that is actually one of my biggest concerns is that everybody is putting it in and everybody is expecting teachers to be providing a global education but nobody has helped them to define it, nobody is giving them the training to do it, and nobody is working hard enough to change their perspective so that they are actually providing – have skills to provide a global}
education. But if you were to do that as part of your research you’d find it everywhere.

Everyone’s doing global, except they are not.

Lisa’s passionate response stands in stark contrast to the words of other administrators, illustrating the great differences seen in the challenges educators face supporting global education in some districts versus the challenges educators face in other districts. These challenges are discussed in detail below, but now I address more specifically how administrators are advocating for global education.

**Innovative courses and new programs.** One way that administrators are advocating for global education is through the development of innovative courses and new programs. Although the process of altering curriculum, a program of studies, or the sequence students take classes can be wrought with challenges and may involve significant effort, these changes are relatively simple compared to district wide initiatives. Therefore, many educators I spoke to had already gone in this direction or were in the process of doing so. For example, Pamela mentioned adapting the 7th grade world geography class from one “where you pull the maps down and do that kind of thing” to a new course called ‘Interactive World’, where the use of Smart Boards and other technology facilitates virtual “geographical field trips”. The shift was meant to improve student engagement around global issues: “Middle school students are so concerned about peer relationships, not always academics, and we were really looking for a hook to get them involved academically and looking at that as well.”

Andrew had similar aspirations for courses in his district. In his first year as an administrator, he had identified an absence of global education in the program of studies. “We don’t have a global issues course…which is again making this [global education] tangible –
having a capstone course or any course that defines some of the issues...my vision is more that global issues course....” At the time of our interview, creating this new course was proving difficult. Alexandra was far more optimistic about a similar endeavor at her charter school. She discussed the plan “to change the 11th and 12th grade structure so that hopefully, not next year, but the year after I will be able to teach a senior seminar.” Though she had not planned the class yet, she knew it would build off of what Shawna was doing in her global citizenship English class. “It will be about, like, foreign policy issues, United Nations, diplomacy type stuff.” In her role as a grade level chair and teacher, Alexandra felt like she had “a lot of control over [the] curriculum,” which seemed to contribute to her enthusiasm about the future course. She also mentioned how efforts promoting certain communication skills in the required history courses she teaches dovetailed with the Model UN program at her school:

It’s really cool...the UN advisor at different times has told me that the debates, the deliberations we do in my freshmen class, and I really teach them how to talk to each other, that they can see that in the Model UN. Our kids, I would say for the most part, our kids know how to speak in a large group to each other and discuss issues, and [this is] such an important skill. I think it transfers into all these other places, like Model UN.

The positivity shown in this quote was apparent throughout the interview with Alexandra and Shawna.

Though several educators mentioned new courses and longstanding programs like Model UN, far more discussed global certificate programs. Also referred to as global competence programs or global citizenship programs, these ever popular programs are an effort to provide high school students the opportunity to distinguish themselves as ‘globally competent’ or ‘global
citizens’ through coursework, travel, projects, service, and/or a portfolio. Interviewees discussed the merits of these programs as well as the specific nature of their district’s current or future program.

Steve, Deidra, and Andrew all had global certificate programs currently running at the high schools in their district, though their attitudes about their respective programs differ greatly. As assistant superintendents, Steve and Deidra were both instrumental in their program’s development whereas Andrew, new to his district, was not. Deidra raved about the Global Citizenship Program at Halstead High School. Much of its success can be credited to planning and collaboration and consequently, I discuss it in greater length in other sections below. Steve was not quite as positive, though he still felt the program he created benefitted students and could be improved. Steve described the program in detail:

_The first year we had ten students at the high school who expressed interest. They have to submit an application; there’s a process. This year we probably had about 15 kids express interest. We match each kid that shows interest in the program, one on one with an adult mentor, a teacher at the high school. Actually I was a mentor for one of the kids and excluding me, all the teachers who serve as mentors receive a stipend so there is this financial component that I have to weave into the budget. So as part of our program, we have this foreign language component, travel or immersion experience, it doesn’t have to be travel to be immersed in foreign language, you can go to Boston and work with a population in the inner city. There’s a service research project, so these four or five various components._
Pamela, Renee, and Claire were still in the planning phase, hoping to start their global certificate programs in the near future. Pamela said that their global certificate program would likely include “some international travel as a piece of it, language study as a piece of it, coursework as a piece of it, some project-based learning.” Renee and Claire had similar ideas for their programs. Neither thought international travel should be required due to the incumbent financial burden that would place on students. They each mentioned the importance of students being able to include the certification on their résumé. Claire, a little further along in the development process, provided more details about her high school’s program as well as a brief explanation of its importance:

*The global certificate program is an opportunity for students to build and be recognized for building themselves into global citizens. What this program will be is that students will take a foreign language for four years. Students will take a globally oriented elective; students will collect globally oriented projects with reflections from the traditional curriculum that already exists. And students will end their stay at [Bailey High School] with a capstone project that will be housed in a one semester course. They will be creating a global action project and all of this is something that students will have access to at all levels based on their own interest and it is something that builds from the current curriculum we have and allows students to really self-identify and to pursue their own interests and then to be recognized for that.*

Although most educators were in agreement that a global certificate program of some sort was an effective way to support global education in their district, they differed on the number of students they hoped would partake. Andrew’s district was having a difficult time generating
interest in the program, so he was hoping to boost the number of students earning a certificate: “We have um…approximately 250 kids per class…so I think…I would say 30 students at any given time would be an appropriate number.” Conversely, Deidra told how the Global Citizenship Program was so popular in her district that “they couldn’t take all the kids. They had an application process for it. They ended up taking 60 kids.” Pamela had an entirely different vision for the program they were in the process of developing: “I would want every student to have a global certificate.” She did go on to say that this was “probably idealistic.”

**Capable administrators and teachers.** Many of the educators I spoke to were quick to point out the importance of capable teachers and administrators to the implementation of global certificate programs, new courses, as well as other global education initiatives. Each interviewee was cognizant of the fact that they could not promote global education by themselves. When I asked a follow-up question about how administrators went about developing allies within the district, participants had plenty to talk about. Several interviewees spoke at length about their work with other administrators, while others discussed building relationships at the teacher level.

**Allies at the administrative level.** Every participant was able to mention at least one ally they had at the administrative level. Most emphasized the importance of the superintendent, so I discuss the role of district leaders in a separate section below. Others referenced building administrators and curriculum directors, often multiple times and without prompting. For example, Andrew, a social studies director, talked about his alliance with the foreign language director. Together they were spearheading most of the district’s global education initiatives, most notably Global Education Madera (GEM), their global certificate program. Deidra raved about a vice principal at the high school, Ryan Sampson, who she mentioned almost a dozen
times during the interview. *Ryan is the champion; Ryan Sampson has led.* She argued that he deserved a great deal of the credit for their successful global education programs, like the high school’s Global Citizenship Program and ‘Green Week’, an environmentally conscious week of green initiatives that she sees as going “hand in hand” with global education.

From a central office standpoint, Deidra also appreciated the support of curriculum coordinators and their ability to carry out the global education vision of the superintendent. She spoke to the importance of having K-12 curriculum directors rather than just department heads:

*I coordinate and we are lucky in that we have K-12 curriculum directors...so you know we have dedicated...they are dedicated but also dedicated meaning curriculum people who are focused on the whole K-12 curriculum and not just pieces of it.*

With regard to global education, she added “It’s not anything that we had to convince anybody about.” As superintendent, Pamela had a similar appreciation for her administrative team and their willingness to support global education.

*We have a lot of allies here. Most of our administrators have done international travel; we are very fortunate about that. One of our elementary principals...is one of the people going to China next week. Another elementary teacher also has been to China, so we have a lot of interest. I find with our administrators, a lot of interest in this and cooperation.*

**Teacher autonomy.** Even more participants cited the efforts of teachers, several explicitly saying that teachers were the key to promoting global education. Although some administrators found developing global education allies at the teacher level to be a significant
challenge, others were having more success. Importantly, a theme developed around this issue: many administrators believed they were better able to support global education by providing teachers with the flexibility to find their own approach to global education.

Claire, whose primary global education goals were related to 21st century skills, explained that she did not want to mandate a specific way teachers had to teach these skills. She discussed at length the approach she was taking.

What I am doing is much more informal this year and really trying to support projects coming from different groups of people to try to start to gain some momentum in that way. So that when we do work more on it in the future we will have some people that are already supportive. People who are already on board, people who are practicing it and testing it in their classrooms to really help us gain some momentum. I feel we need to get those - identify groups of people on board and starting to look at how these skills can be worked into their classroom rather than start at a more cold, hard starting point but rather a softer point where we have some grass root support built up for this idea, focusing on how do we teach skills and then we will be able to grow much more fluidly from that point.

Claire was the 3rd administrator that I interviewed and her ‘grassroots’ approach came up again and again in subsequent interviews. Deidra spoke to the importance of being surrounded by a competent staff and, moreover, to the symbiotic nature of their district’s collaboration around global education:
The thing is like I always say, initiatives like this are successful when something that has been a goal of yours and that you have been working on for years, that somebody else at the school or another group comes to you and says, ‘we need to do this’. Then it’s like - it worked.

Steve’s approach mirrored Claire’s as well. As superintendent of schools, he was weary of dictating exactly how administrators and inevitably teachers carried out global education in the classroom. He said that global education had been “less ordered” in his district, the thought process being that “hopefully” teachers would interpret global education in their own way and see it come to fruition.

The idea of providing teachers with a great deal of autonomy was well-established at East-West Academy where Alexandra and Shawna work. In addition to being grade level and department chairs respectfully, Alexandra and Shawna are both classroom teachers. Speaking about the integration of global education into the curriculum, Alexandra said, “We are given so much freedom with our curriculum. I don’t feel like I have to squeeze it in with something else; I feel like I can weave it in any way I want to.” As Shawna explains, part of this freedom is attributable to the charter school model: “The charter basically means that we don’t have to… whatever the city…mandates, we don’t have to do that. We can do whatever we want.”

Finally, during the last interview conducted, Alicia emphasized over and over the importance of teachers to her efforts enhancing international travel programs in her urban school district. I asked her if she was making an effort to have teachers connect student travel back to what they were learning in the classroom or if there were certain aspects of her definition of global education that she wanted teachers to weave into their travel programs. She began
answering the question by saying, “So I think all of our trips take on a different aspect of global education, different skills or different competencies, you could say.” She went on to point out that “it is defined by our teachers. So I think it is really important because these are all the voluntary efforts of our teachers...this is not something that they have been hired to do.” In Alicia’s opinion, every teacher led trip ought to have a learning experience connected to it, but “there isn’t a mandate as to exactly what that should look like, more than what they see and defining what the educational goals are.” Alicia then, just like Claire and Steve, believed that teachers were the key and allowing them flexibility in determining what the learning goals related to global education ought to be was the best course.

**Hiring teachers and administrators with a global mindset.** The thought process of some interviewees was that in order to promote global education through capable administrators and teachers you first had to hire educators with a global mindset. One of the last interview questions I asked was ‘When hiring, is a global education background an important factor?’ Most participants had some involvement in the hiring process, though several new administrators had not taken part in the process yet and other administrators only met with candidates after they had already essentially been hired by a school principal. Steve explained his role in the hiring process as well as how he included global education in the interviews he conducted.

*I’m currently the last line for teachers and administrators. Building based decisions are made. I ask building principals to send only one candidate but I meet with every person when they come to the central office to learn about their benefits and so forth and they don’t become official until I sign off on them. When I have that one on one*
I always ask questions around what is your experience with regard to global education and for some people it’s a short answer and for others it’s longer.

Steve went on to say that he thought his question about global education was a hard question for many teachers to answer, but he still found it important to ask every potential hire.

The other superintendent I interviewed, Pamela, was of a similar opinion. “It’s critical. Critical when I hire.” She mentioned asking each teacher: “What is your interest in global education? What does it mean to you?” Other questions she asks include “What are your interests in this, what is your thinking, what international travel have you done, what perspectives are you bringing to the classroom?” Then she would explain to interviewees the global education professional development and international travel opportunities offered in her district. When I asked a follow-up question to see if there were any other ‘global’ attributes Pamela was looking for in a new hire, she was quick to point out that she was looking for “Enthusiasm. Even if they haven’t [travelled], do they want to go? Do they see the reasoning for this? Do they understand that today’s students need these experiences?”

Frank, who spoke often about the importance of his school’s mission statement, used this mission statement in interviews with potential hires (above, I mentioned how Frank said global education is “directed from our mission”). He started answering the hiring question by saying, “I mean when we look at hiring people, we are trying to hire people that…that believe in our mission, that believe in what we do.” He went on to say,

I mean we also ask questions that kind of revolve around our mission to get the ball rolling, to get a better feel of who you are. We also do a predicative index that we send to
every single person that we interview with and that kind of goes through who they are, what they believe in, what they think. It is a quick online survey and that gives us a good reading in to who you are.

Although she was not intimately involved in the hiring process, Alexandra went into detail about how she thought certain qualities should factor into hiring decisions. In the course of explaining these qualities, she also cited the mission statement at her charter school:

*I would think, generally...someone with worldliness. It's an asset. It's not like one of the criteria. I think like curiosity, diversity, and acceptance and like fostering, you know, a welcoming community, I think those things are things a person interested in global education has and so, we tend to attract people like that. It’s in our school mission....*

Another way one administrator, Steve, attempts to foster global education through the hiring process is by attracting a more diverse staff or, at least, a staff that is comfortable with teaching students of different backgrounds. He referenced the diversity of his school district, with “a large Russian population, Orthodox Jews within the Russian population. We have a large Asian population, we have a large Indian population, and they are growing.” Given this, he seeks applicants that have “had experience in working with children from other cultures.” If they haven’t had these experiences, they at least “need to know that every child sitting in your classroom is not going to be a reflection of you, if you are a teacher that is Caucasian.” Finally, he added that they were also “trying to diversify our workforce to represent our kids in the classroom. We go to minority job fairs. We advertise in minority newspapers.” Beyond any other administrator, Steve articulated the importance of the hiring process to his district’s global education efforts.
Cultivating global educators through professional development and travel. Aside from hiring a globally aware staff, many administrators believed that professional development and international travel was playing or could play a significant role in advancing global education in their districts. Each participant mentioned professional development during the interview and most had partnerships with Primary Source or are considering a partnership.

The importance of globally oriented professional development. When discussing professional development, administrators frequently put forth a similar belief: in order to provide students with a global perspective you must first have globally competent teachers. Alicia put it more succinctly: “global teachers equal global classrooms.” Primary Source, the leading provider of globally oriented professional development in Massachusetts, was highly regarded by interviewees. Central office administrators, like Deidra, and Steve, were involved in developing their district’s partnership with Primary Source. Steve, formerly an assistant superintendent in the district, spoke at length of this:

Then of course part of my job as the assistant superintendent was also professional development. So it is one thing to offer courses to our kids, but it is quite something else to expand teacher’s knowledge about how to incorporate global education into their classroom, so we partnered with Primary Source…they have various levels of partnership, so we have been a member for a number of years and we have brought global education initiatives or professional development experiences into the district from Primary Source. We have another one this summer.

Deidra talked about the popularity of Primary Source with teachers, saying, “We have been very active with them…A lot of our teachers have been through their courses.” Claire’s district has
also had a longstanding partnership with Primary Source, which she offered as proof of the district’s commitment to global education: “We do support professional development around global education through our partnership with Primary Source which allows teachers to take professional development opportunities at no cost to themselves with a global focus. I think it’s a pretty big investment.”

Alicia’s district was just beginning a relationship with Primary Source, and she saw this as “our first concrete step towards making sure that our curriculum is a little bit more global too, or making a more deliberate effort to do that.” She was waiting to hear about a grant she applied for to bring a Primary Source course to teachers in the district. Henry’s school did not have a partnership with Primary Source yet either, though they were in the process of considering one. The staff at his charter school did, however, still attend globally oriented professional development due to their IB status.

Our IB faculty is required to go to workshop training, which is not just a day here and a half-a-day there. We have to send them off to hither, dither, and yon, all over North America, to these workshops...we just sent some [faculty] to Atlanta. They have people coming in from Africa, London, and...so they are imparting that globularity kind of aspect. Now our teachers bring it back.

Lisa was more passionate about fostering global understanding among staff than any of the other participants. “So from my perspective now global education is about having to start with the teachers and teach them how to be global educators before we can really actually think that they can teach with a global perspective.” She came back to this idea at several points
during the interview and she had a unique plan for how teachers might become globally prepared:

*I want a global leadership program for teachers. Which is made up of a variety of activities that they have to complete in order to...um...you know...become a global educator. Whether it is tied in with a stamp of approval from a district or whether it is tied in to some incentive pay for achieving that - whatever it is...that is one of my goals.*

*To start a global certificate program for teachers along with students.*

Lisa is also a strong advocate of international travel for teachers. This is discussed below.

**International travel for teachers.** In addition to providing globally oriented courses and seminars, Primary Source provides travel opportunities for educators. The genesis of Deidra’s district’s relationship with Primary Source is the result of her travelling to China as part of a Primary Source program.

*I went to China through Primary Source, you know years ago, and it was two or three years after I started here. So, I went on one of their administrative groups. When I came back...we joined and became a partnership.*

Four other administrators mentioned travel opportunities for teachers as well, often sharing the efficacy of teacher travel in the process of explaining how their district went about providing these opportunities to staff. Lisa explained, “I am so passionate about the study tours and programs like what Primary Source runs...because to me, we've got to change their [teacher’s] perspective....” Lisa’s incredible passion was also due to the successful nature of the
programs, which is why she continues to advocate for teacher travel despite significant opposition in her district.

_I know what it has done for teachers. They tell me their stories and I know that I have to keep fighting for it because they talk about how much it has changed them, how it has reinvigorated them, and I could give story after story about that so I don’t want to let go of it._

She did, in fact, provide several lengthy inspirational stories about teacher travel. Importantly, one of these stories involved a student who after hearing the study tour experiences of her 6th grade teacher became fascinated about the world and now, a sophomore in high school, this student was going on a community service trip to Guatemala.

Lisa also elaborated on why she believed study tours for teachers were the ideal form of professional development. From the school district’s point of view, teacher travel is inexpensive. Since “teachers are paying their own way”, the district simply must incur the cost of a substitute if school days are missed. In Lisa’s district this cost is $75 per day. In return teachers “get over 100 hours of professional development.” _We start three months before we go. We start bringing in guest speakers. The teachers have to blog on everything. So it’s reflective. It is sustained._

_It’s experiential._ Furthermore, for the study tours Lisa organizes, she mandates that only educators can participate. She explained her rationale for this in saying,

_You can’t bring your spouse. You can’t bring your friend. You have to be an educator to go. It can be any grade level and any discipline. And that means that people are going – they don’t know each other at all. So what are they going to talk about? The only thing_
they have in common is what they start with. So they are talking about education. Day and night. And sharing ideas and they never get that time so they get so pumped up and get one another excited that they just want to keep talking about it.

In Lisa’s experience, this excitement has led to tangible benefits in the classroom as teachers have entered into meaningful conversations with other educators about how best to incorporate global education into their respective classes. In Lisa’s opinion, there is no better form of professional development than teacher travel.

Renee shared a similar sentiment and elaborated on the importance of teacher travel as well:

We’re expecting to teach our children 21st century learning skills which includes global awareness, yet we are confined to the four walls of the classroom. So these opportunities [international travel] provide teachers with hands on experience and knowledge to go out and be actually integrated into another culture, help with community service, to be able to bring that back to the community.

Renee went on to mention the tangible benefits of this travel. Anecdotally, like Lisa, she was hearing from teachers and students that when teachers returned to their classrooms and shared their experiences abroad it inspired students to ask their parents to visit different countries and different cultures. She concluded her thoughts about international teacher travel by saying that it

Will help provide that global perspective because we are preparing students for jobs and careers that don’t even exist yet and we’re a global society now and what better way to do that than to actually have hands on experience.
Pamela also went into detail on the subject of teacher travel. She discussed what teacher travel tours often entail, such as visiting schools in other countries and “shadowing students and going to classes with them.” In her district, teachers were preparing for an upcoming trip with high school students to China as part of an ongoing exchange program.

One of the other things we have done in [Carter-Princeville] in terms of global education is we have been involved in the Chinese Guest Teacher Program since 2006. I had the opportunity in 2006 to travel to China with the College Board. As a result of that trip, we became eligible to have a Chinese guest teacher - a teacher from China come and spend time with us. Since that time, we have a high school teacher here who spent one year teaching in Suzhou, China and as a result of his experience, we have also been able to have a Chinese guest teacher come. So there has been at least one, and for one year we actually had two Chinese teachers, living in [Carter-Princeville] and teaching here at the high school and also in our elementary and middle schools.

This type of travel and exchange takes greater planning and effort, a significant commitment from administrators. More established partnerships, such as this one, are discussed at greater length below.

In the last interview I conducted, Alicia also referenced teacher travel. To her, it was about offering “possibilities that they [teachers] may not have gotten” and she went on to compare this to offering students these same opportunities: “just like our kids when they go abroad. They have experiences, so my job is to also make sure that the teachers know about the opportunities or to support them in their efforts to globalize their lives.”
Putting students at the core of global education efforts. Of course, any discussion about how to support global education must come back to students and each participant referenced students during the course of their interview. In some of the interviews, administrators seemed to suggest that providing students with 21st century skills and greater global awareness was simply the byproduct of more global programs, course offerings, and globally competent teachers. In other interviews, however, students seemed to be at the core of the district’s global efforts, meaning that they were involved in the planning of global programs, the fundraising, and/or the travel. These efforts entailed greater coordination.

Students involved in planning, marketing, and fundraising for global education. The most unique idea of how to advocate for global education came during Deidra’s interview as part of a discussion of her district’s Global Citizenship Program. As was mentioned above, most administrators I spoke to were either in the planning phase of their global certificate program or already had a program in place. Deidra, however, was the only administrator who indicated that students played an important role in the development of their program. When stakeholders, including parents, teachers, and administrators, were having conversations about what their Global Citizenship Program would look like, students were directly involved in the discussions as well. In her estimation, the result of this was great student interest in the program when it came to fruition. Beyond this early involvement, students were also contributing to the Global Citizenship Program’s marketing campaign. She mentioned a promotional video students created and she was so enthusiastic about this video that she pulled it up on her computer during the interview in order to show me. In addition, “other kids did, you know, because we have great
graphics and video programs - did these neat leaflets that were in the plane, you could fold them up into paper planes.” Most importantly, Deidra concluded from this collaboration that

*part of the 21st century is for the kids to work with adults to come up with these things. And I think that is why it [the Global Certificate Program] has become so successful, because it had a group of kids working with the teachers.*

Another way that administrators were saying students were directly involved in the process of promoting global education was through fundraising efforts for student travel. Alicia, Amy, and Talmadge all talked about the importance of fundraising, given the fact that their student populations had fewer resources. Alicia praised teachers and students for their creativity in fundraising, listing off some of their efforts: canvassing during school events, sponsoring dinners, hosting book readings with writers, karaoke nights, and even a hamburger eating contest.

**Student travel.** Student travel was by far the most popular way to directly involve students in global education efforts. In fact, interviews with Lisa, Renee, and Alicia centered on travel. Conversations about student travel varied greatly, however, as administrators discussed different types of travel experiences occurring in their districts, from fairly basic tours to Europe to more involved service learning experiences and longer cultural exchanges.

Alicia’s primary task as the first Director of Global Education in Bellflower was to coordinate all of the many international student travel programs in the very large urban district where she worked. Her goals included creating common protocols for all the trips, expanding the number of travel opportunities offered in the district, and making these opportunities
equitable across schools and for a diverse group of students (more is written about the nature of these goals below). She was able to point to some accomplishments in her short tenure: “These are our international field trip guidelines. They are all online.” Moreover, “A couple of years ago [there were] 13 international trips and between 2010 and 11, and last year we had 25, so it almost doubled.” Although these significant gains were made at least in part through Alicia’s efforts, she was quick to give credit to others: “that’s all through our teachers’ efforts.”

Some of the travel experiences administrators, including Alicia, mentioned were to European countries where districts have been travelling for decades. Frank cited these common destinations: “We travel to Europe each year. This year we go to England, France. Every other year we go to Spain.” Interestingly, however, more administrators discussed student travel to Asia, Latin America, and Africa. They also mentioned alternative or newly created programs that offered students experiences beyond simple sight-seeing tours. Renee alluded to a transition in the type of travel experiences students were having when she said,

_I think it is starting to expand beyond just taking a tour to different countries, say Italy or France, where now it is incorporating curriculum into the trips that they are doing. So for example, [a] science teacher and I are taking a bunch of students down to Costa Rica for a global environmental summit._

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7 Education First (EF) held their first ever Global Leadership Summit in Costa Rica in April, 2013. Renee’s district sent students to this invitation only event, which featured Al Gore as a speaker. There is already a Global Leadership Summit planned for 2014 in China (“Global Student Leaders Summit”, 2013).
Deidra discussed an organization that her district was using called World Challenge Expeditions. Students had travelled or were going to travel to “unusual places” like Thailand, South Africa, and the Galapagos Islands. She described the importance of these expeditions as well as their international travel programs as a whole:

So I mean we still do the French and the Spanish nations, the typical. They [students] have really been all over the place and not just the typical field trips, but these world travel challenge trips, you spend an extended time in the country, doing service projects and really learning about the culture. If you go into the high school in the lobby, we have a photo gallery where all the kids and teachers and people that have been on trips, they put up beautiful photographs of all the places that people have been to.

The benefits of cultural immersion was a popular topic of conversation, the belief being that longer stays that involved deeper contact with another culture increased the chance of making an impact on students. These types of experiences also had greater potential connections to the curriculum. Steve discussed student travel programs run through the foreign language department at the high school:

Last summer we had kids go to Ecuador for summer... it was not an exchange, it was more of a service experience. Three weeks in Central America...the teachers who were sponsoring this were teachers of Spanish so they wanted the kids to have that immersion experience.

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8 World Challenge Expeditions considers itself the first “schools expedition” company. These student expeditions go to the developing world and are meant to “foster team spirit and leadership skills” (World Challenge Expeditions, n.d.).
The most popular destination for cultural immersion was China, as three districts / schools had been involved in longstanding programs there. Steve said that there were high school students that left “for China last Friday…for 8 weeks.” In his district, the relationship with China was around “six or seven years, maybe year eight now” and it involved teaching Chinese at the elementary school level and an exchange program where high school students and teachers spend extended time at a partner school in China and vice-versa. A similar partnership had been established between Pamela’s school district and a school in China, where teachers and students were forming a strong connection:

So we’ve had a Chinese teacher here since 2006. When our students go to China next week, they are going to be visiting a, the school where one of our Chinese teachers came from. He was here two years ago; he has helped put together a program with [Carter-Princeville] students. They’ve been pen paling each other back and forth and now when they actually go to Hebei Province, our students will be matched up with the students they have been in communication with and it will give them the opportunity to see what their lives are like.

The mission statement at the East-West Academy makes China a logical choice for their most popular travel destination. Alexandra and Shawna walked me through the different levels of China exchange that existed at their school. Alexandra explained,

So the very basic level is a two week trip that is more like educational. So in January, February, we host about 14 or 15 students from China from our sister school in China. We host them in our homes so the teacher stays with us, whatever teacher can host them. The students from China stay with students at our school. Then they kind of do
excursions and stuff. In April, next week in fact, we send about 14 or 15 or so students and teachers, like two or three teachers from our school, to China for about two weeks and the same sort of hosting and exchange happens. We’ve had that for a really long time now, since almost the beginning of the school. Ten years now?

Alexandra shared about the other levels of immersion in a similar fashion, talking about how students would study at their sister school in Beijing for two months, living in dorms there. There was also a newly established summer program that involved language instruction and service. Alexandra’s enthusiasm throughout the interview was apparent during this discussion as well. In reference to the two month program, she said, “It’s really cool.” The goal of East-West Academy is for “like 80%, 75% of our student body will have travelled to China by the time they graduate.”

This level of travel involves a significant effort on the part of administrators, teachers, students, and parents alike and for that reason it is riddled with challenges that are discussed in the ‘Challenges of Promoting Global Education’ section below. This effort is also why Renee has come to the unique conclusion that students should receive additional credit for certain types of travel. When we met, she was in the process of trying to advocate for this in her district:

Since I’m just starting out with this, I would like to see - I think it would be great, this global leadership trip to Costa Rica - I think it would be great to offer credit to the kids. They are putting a lot of work into it along with working on an independent project they are going to go present at a conference the last two days. So it would be nice to offer courses... for credit and also opportunities for that [global] certification and then again
for travel. And also fund raising opportunities. I would like to see it more engrained in the curriculum.

This idea of engraining global education in the curriculum, at least in a broader sense than creating a new ‘global course’ or even a global certificate program, takes far more planning and necessitates more time, a greater commitment by a district or school, and perhaps even a cultural change. All of the approaches to support global education below require this type of commitment and effort.

Forging alliances, networking, and serving on committees outside of the district.

Given the busy schedules of the administrators I interviewed, it was extraordinary how many mentioned their involvement in global education efforts outside of their district. Sometimes these efforts were meant to improve global education within their district, yet on many occasions administrators gave their time to benefit others. Some of these alliances and commitments were short term, an occasional meeting or event, but many were longstanding.

In April, Primary Source invited educators to a meeting about global certificate programs. This meeting was intended to help educators share ideas about the programs they currently had in place or plans for their future program. Pamela was invited to the meeting and was interested in attending because they were having difficulty funding their program. Well we haven’t funded that [their global certificate program] yet. That is why we are going to the meeting. We’re going to try to look at ways to figure that out and just what it’s going to be. Knowing that Pamela was asked to speak at various conferences and meetings (for example, I saw her name listed on a GEM meeting agenda), I asked her if she thought these efforts were important to advocating for global education. She responded, “I think it’s a huge piece of it. Absolutely a huge piece of it. If
I’m asked to speak about it [global education], I will…I think it’s critically important.” I pushed her a little more on this, asking her why she thought this way. She added,

*I just think it is extremely important. I also see the more we work together we can get good ideas from other places too, you know. We’ll find out, well this particular trip worked well or what about that. We are doing a trip to China with students, extremely differently than most school systems are...[kids will] do a lot of fundraising so they don’t have to pay a lot of money, try to stay in homes, give them the most authentic experience as possible. So I think it is helpful for me to be able to go out to school districts that might be having a hard time getting started with this and say, well this is how we approach that.*

This type of collaboration was proving so fruitful that administrators have begun creating their own groups to facilitate dialogue about global education. Deidra was chiefly responsible for the establishment of the South Shore Global Learning Group and she discussed it at length during the interview. The group came up during other interviews as Steve, Lisa, and Renee mentioned it without prompting. Its reach extended beyond the South Shore, a point Steve made when he said, “I think it needs to change its name.” In explaining how the group was created, Deidra mentioned that she knew of a similar group in the suburbs west of Boston that was discussing 21st century education. This group was seeking new members, and Deidra as well as the Halstead superintendent Dory, were asked if they were interested.

*We were but it was just too far away. [Dory’s] idea was, let’s start our own group...South Shore Global Learning Group and so she asked [Ryan] and myself: What we were going to do was set up just one meeting. We figured that would be good and so*
we sent out invitations to all the South Shore through assistant superintendents and principals and social studies networks. We had our first meeting in November and we have had like between 20-25 people participate, 16 different districts, and we just decided to do two more meetings. Because when you meet too much people get overwhelmed, so we did a November one, I think February or January and then this one in March.

The popularity of these meetings is impressive given the newness of the group and the busy schedules of administrators. From our conversation, it was clear that Deidra put a significant amount of time and effort into the group and its meetings, but she thought that the time and effort were worth it due to the resultant collaboration. She summed up the nature of the group in saying,

   A lot of what we talked about is, when we say South Shore or global learning group, it’s a lot about us learning, going back and teachers come too, it is not just administrators, so we just put it out there. Any district administrators, principals, teachers - who want to come and learn together, network, on global learning - come to our meeting.

   As superintendent of schools, Steve, like Deidra, has many time commitments, yet conversing with likeminded global educators is important to him. He serves on the Governor’s Global Advisory Committee, which meets four or five times a year. He had recently hosted a meeting in the conference room adjacent to his office. I asked Steve why and how he goes about developing allies outside of the district
I think a lot is through networking. You know as the assistant superintendent I was once part of the Lighthouse Assistant Superintendents Group, primarily meant for assistant superintendents from the South Shore, although there were a few others who I wouldn’t consider South Shore...who are part of that group. Networking with others who have global education on their minds, seeing what other people are doing, maintaining the connection with Primary Source, the professional development offerings they have.

It’s noteworthy to mention that Steve said most superintendents are not as involved as he is in curriculum decisions. In transitioning from assistant superintendent to superintendent, he kept many of his former responsibilities, in part because he isn’t as interested in the budget but also because he likes working with the curriculum and professional development, and through these, global education.

**More extensive partnerships outside of the district.** I previously mentioned how many administrators had developed partnerships between the high schools in their district and schools in China and elsewhere. These out-of-district alliances, or “sister school relationships”, were only some of the examples of how administrators were promoting global education through partnerships.

Alicia was trying to use partnerships with foundations to help fund student travel opportunities. For example, she mentioned new partnerships made with the Maple Leaf Foundation, “a not-for-profit organization dedicated to the advancement of understanding between Canada and the United States of America” (The Maple Leaf Foundation, 2013). She referred to the importance of her district’s partnerships, saying, “We couldn’t do it without them.”
Frank and Henry were also working the partnership angle, leveraging their school’s IB status to help them develop relationships. Henry mentioned working with non-governmental organizations (NGOs), like the Tony Blair Faith Foundation, which, along with other goals, is committed to reducing malaria in Africa. Of this partnership, he said, “That worked out extremely well. It was a couple of years ago that we did that. Kids really got in touch with the plight of people in Africa and how simple it is to overcome all those deaths.” In addition, Henry has seen opportunities for partnerships within the IB curriculum. He explained that IB schools around the world are completing the same units at virtually the same time, making collaboration easier. Specifically, he mentioned facilitating an IB ‘Group 4 experimental science project’ with a school in India, where students in Massachusetts and India investigated the content of water in streams. When we spoke, Henry was working on a partnership with an IB school in Zambia where he knew a principal.

Frank and Henry were also pursing an entirely different type of partner for a different reason. They were in discussions with Hillsdale College, a small college in the Midwest, about the possibility of tailoring that school’s teacher preparation program “to create teachers that we’re looking for.” Henry was optimistic that the conversations would “develop into a real partnership,” as his IB charter school in Massachusetts and Hillsdale College in Michigan were

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9 The Tony Blair Faith Foundation supports his initiatives in the field of inter-religious dialogue. This includes bringing students of different faiths together for interactive videoconferences and to support causes related to the Millennium Development Goals such as the eradication of Malaria (Tony Blair Faith Foundation, n.d.).

10 Group 4 is part of the IB Diploma Programme and it includes environmental science classes. Students must take at least one Group 4 course to graduate from an IB school. The courses include biology, chemistry, design technology, physics, and environmental systems and societies (“Diploma Programme curriculum”, n.d.).
promoting some of the same values.\textsuperscript{11} Frank went into more depth about this relationship and how it fit into what they were already doing at their charter school:

\textit{They’ve developed some course or something on …character ed...we begin every day with character education. Character education is 9\textsuperscript{th} and 10\textsuperscript{th} grade; civics is junior and senior year. So we do ‘We the People’\textsuperscript{12} those two years. It’s a book series, so Hillsdale came up with a character ed piece as well.}

I asked Frank if he saw character education fitting in with global education. He replied, “Oh yeah, oh absolutely."

Alicia, who had previously mentioned working with non-profit organizations and foundations, had also created a partnership with a university, Bridgewater State University (BSU). Given the Bellflower Public School’s large population of Cape Verdean students, Alicia thought her district could benefit from working with BSU, which has been committed to Cape Verde through various programs and exchanges. Bridgewater State “designed [a service tour] for our [Bellflower] Public School teachers” with the idea that teachers could bring that experience back to the classroom, improving their ability to teach the Cape Verdean population.

\textbf{The importance of communication and collaboration within the district.} For all the hurdles implicit in developing partnerships and collaborating outside of the district, forging alliances in support of global education within the district was also seen as a significant

\textsuperscript{11} Hillsdale College has a project called the Barney Charter School Initiative. Beyond supporting the establishment of charter schools, this initiative also promotes the principles of moral character and civic virtue (“The Barney Charter School Initiative”, n.d.).

\textsuperscript{12} We The People: The Citizen and the Constitution Program is a civics education curriculum for upper elementary and secondary school students. The program includes a textbook, simulation activities related to the Constitution, and other interactive strategies, all with the purpose of promoting civic competence and responsibility (“We the People: The Citizen and the Constitution”, n.d).
undertaking. This effort, however, was essential. Administrators, whether at the central office or not, saw the superintendent as a key figure in promoting global education. School committees (or boards of trustees at the two charter schools) were also deemed important. Consequently, administrators advocated for global education by communicating with stakeholders, often higher-ups, in order to reach their goals.

**The superintendent.** Renee was one of many administrators that felt she had support to promote global education coming right from the top, the superintendent of schools. In describing her superintendent as “very supportive of global education”, she also shared her thoughts about other districts:

> There are proponents, some superintendents that are really supportive of it, and there are some that wouldn’t even consider it and then you have some superintendents that feel in other districts that they are the only ones that should partake [in travel], the rest of the staff shouldn’t.

I previously mentioned how Alicia handed me a brochure at the beginning of her interview and within that brochure was a quote from the superintendent in support of global education. She credited the superintendent for much of her district’s global education efforts, including the creation of the position she currently held: Director of Global Education. Alicia maintained that “she [the superintendent] wanted all of our schools, all of our kids, no matter what school they went to, to have access to international opportunities” and obviously “the [school] system thinks [global education] is important because I haven’t seen too many people with the job I have in other districts.”
Given the nature of charter schools, a charter school principal shares some of the same responsibilities as a superintendent, establishing the vision of the school and communicating with the board of directors or board of trustees. Similar to Renee’s and Alicia’s feelings about their respective superintendents, Alexandra and Shawna believe that their principal is an ally in the effort to support global education at the East-West Academy. Shawna gave the principal high praises, saying,

*She recommended some global texts that she really liked for some of my courses. She is really interested in it, interested in me teaching it and also has given both [Alexandra] and I and other teachers...time off where we get coverage so we could go to other places and learn more, do seminars abroad.*

Alexandra enthusiastically added,

*Oh yeah, anytime, almost every year I have travelled somewhere different, a different country and sometimes both of us have gone two or three places in one year and had to take time off. Went to Israel for a week and we had a whole week off of school and the principal was like no problem and we went to Lebanon and we needed a couple of days off for Lebanon, Morocco.*

Their principal’s support of the global education work they were doing was apparent throughout the interview. As a grade level chair and the only teacher of 9th grade world history, Alexandra has the ability to adapt the course’s curriculum, bring in speakers, and alter the schedule so that the entire freshmen class can enjoy these speakers. For several years, she focused on the Arab-Israeli crisis, inviting Israeli soldiers to speak. In summation, she said, “Yes, so the 9th grade
world history curriculum is really how I want it and I pushed for as much global stuff as possible.” With the support of her principal, this was possible.

Even the assistant superintendents and superintendents interviewed understood the importance of their positions in advocating for global education. Partly, this is due to their experience having seen districts with strong central office leaders and others that were less effective. Pamela cited her experience in the district where she was currently employed, saying,

*When I was an assistant superintendent, the superintendent was every bit as committed to this as I am and so the two of us together were a pretty impressive force in terms of getting things done. He [the superintendent] went to China on an exchange. We had a principal from China here. He was very encouraging for me to go to China. He was a great proponent of Primary Source, so the two of us together had a very synergistic effect.*

Deidra, an assistant superintendent, was of a similar opinion about the partnership she has been able to forge with the superintendent of schools in her district. Together they have been able to support the work of school administrators and teachers by, as was discussed above, providing those administrators and teachers autonomy.

*What’s really cool about it [the global citizenship program at the high school] too is they all did it with the understanding that rather than central office people being obstructionists and resistant, that we were all for it. So they could focus on the program, how to do it, who was going to do what, knowing full well that this was something that they didn’t have to convince us about because we have been talking about it for years.*
Lisa, also an assistant superintendent, was less positive about her current relationship with the superintendent, at least vis-à-vis global education. In expressing the importance of the superintendent’s role in promoting global education, Lisa harkened back to the experience she had in her previous district:

As an assistant I need to be in an environment where at least the superintendent supports me. For example, when I was in my previous district I got 100% support - hands down no blinking. This superintendent was on board with me...so that made it easy to continue to offer and support it [global education; study tours for teachers and students] because I had the blessing from her.

School committees. Deidra was also adamant that communication between central office leadership and the school committee was essential to globalizing education in her district. Right after she finished discussing the importance of communication between school administrators and central office administrators, she said,

Our superintendent has done a lot of similar work with the school committee, always talking to them about these things...keeping them aware of like what are our goals and what are we working on, so that that is part of it too, because then when we bring proposals forward it is not a new idea for the school committee, the decision makers.

These efforts were paying off as the school committee was supporting the global education programs that were being proposed. Deidra was fortunate for this, understanding from experience that the school committee must be behind programs in order for them to come to fruition. Just recently, a new school committee member read a book about global education and
recommended it at a meeting. Deidra was impressed: “This is from a school committee member.”

The school committee was mentioned in other interviews as well. When faced with challenges implementing a Chinese exchange program in her district, Pamela took the issue right to the school committee. She recalled what she said at the meeting:

*If we are really going to prepare our students for 21st century global skills, this Chinese program is really important because Chinese is one of the critical languages identified by the State Department. Will you support me in this Chinese guest teacher program when I am having trouble trying to find a place for the Chinese teacher to live, or trying to help the Chinese teacher feel welcomed in the community?*

This seemed to be a pivotal moment in her efforts to globalize education as seemed to recognize that even as a superintendent she couldn’t promote global education alone. Fortunately, she received “unanimous support”, which she believed illustrated the “long distance we’ve come in [Carter-Princeville].” Emphasizing the importance of communication, she concluded her point by saying, “But we also do a lot to keep the conversation out there all the time.”

Alicia mentioned the school committee in the course of discussing challenges to global education in her district as well. The school committee “had questions about a lot of the international trips that came before them for approval” due to safety issues that had arisen in the past. Alicia understood these concerns and worked with the school committee to assuage them. Inevitably, she felt like “they are supportive” and this support was essential to her goal of growing the international travel programs throughout the district.
At a charter school, the board of trustees functions much like a school committee. For example, the board of trustees at Maywood Regional Charter School must sign off on major expenses. For Frank and Henry, this relates to their professional development effort to do “more for our teachers and getting them more globally minded and kind of expand their background as well.” As the IB is part of their charter, they are committed to being an “international” school and consequently, they receive great support from the board. In fact, as coordinator of the IB program, Henry said, “I’ve never been turned down for anything.”

This type of carte blanche support is obviously not apparent in every school district or at every charter school, and not all interviewees were as positive as Frank, Henry, Alicia, Pamela, and Deidra. For example, Renee shared some of her apprehension about an upcoming school committee meeting where she planned to present her global education initiatives. These initiatives included “a little bit of everything”, from “advocating for global leadership, global citizenship, global travel for teachers and students.” In this meeting, Renee was going to present with teachers who had just come back from a trip to Ecuador and the Galapagos. The intent was to share “how important it [foreign travel] is for global learning for teachers and its use and benefits for kids in the district.” Regardless of Renee’s uncertainty about how the presentation would be received, the mere fact that teachers would be presenting alongside the new director of curriculum about global education at a school committee meeting is significant in and of itself. It shows the importance of collaboration between various levels of staff and the essential nature of school committee support.

**Other in district communication efforts.** Beyond communication with central office administrators, boards of trustees, and school committees, administrators expressed how vital it
was to take their case for global education to the broader school community, be it teachers or parents. Deidra talked about how they “had done a good job of keeping…parents’ groups apprised of it [their global citizenship program] so there was a lot of enthusiasm for it.” This enthusiasm seemed to be the goal of other administrative efforts to encourage dialogue around global education, whether through community book groups or a weekly newsletter. Pamela was one educator who saw the newsletter as an important piece of the puzzle. She was part of the previously mentioned delegation to Finland and Sweden in 2012 and explained how she shared this and her other global education efforts with her staff:

*The challenges when you do something like that and you learn about education in different places [is] how do I get the word back and get people’s attention and one of the things I do is I write a weekly newsletter to staff. One pager, that’s it. I figure the human attention span can take a one pager, bulleted it down. So what I did when I came back from Finland is every single week I would write about something new that I saw there, thought about, or something that I thought maybe teacher’s would say, ‘Oh, that’s pretty interesting I would like to learn more about that.’ And I do the same thing with global studies, for instance the high school principal and I are very interested in a global certificate for graduation, and we are going up to Primary Source on Thursday to a meeting to talk about that, so that is something when I write my newsletter, I’ll put it in my newsletter. My newsletter for this week is going to include celebrating the 6 students who are going off to China.*

Lisa was taking a similar approach with regard to communication. In order to get the school committee behind her global education efforts, she had made it a goal “to get [the]
community more involved.” She was going about this in a few different ways. First, to build support for study tours, she created a blog about an upcoming teacher trip to Ecuador and the Galapagos. She included frequently asked questions like “which teachers go? And why is this beneficial?” as well as more contentious questions like “Who pays for this? And, ah, will teachers be missing class time?” In addition, she was always on the lookout for new allies, having conversations with parents and community leaders any chance she could.

So if I have a parent that says something to me and is chatty I will say ‘would you like to be on my global perspective type of committee and would you be a community rep for that?’ And, ‘Oh, you have been where? Mr. so and so because we are going to be doing this.’ So, I’m trying to find out as I keep talking about it who are people that seem interested. I try to snag them to build that advocacy base.

Creating and implementing a comprehensive global education plan. Newsletters are undoubtedly a helpful way to communicate and advocate for global education, but in order to successfully globalize a school district educators must have a foreword thinking, comprehensive plan to promote global education. This type of plan goes well beyond adding a new globally oriented elective for students, a global professional development offering for staff, or even a relationship with a school on the other side of the world; it takes global education into consideration during every aspect of district planning. This is a true challenge for districts that are considering many other factors as they review their curriculum as well as strategic plans and goals (this is discussed in detail below in the ‘Challenges to Global Education’ section).

Global education and systematic reform. In his position as social studies director, Andrew, along with the foreign language director, is considering wholesale changes to district
curriculum and programming in order to further global education. Their idea is to boost enrollment in the GEM certificate program at the high school by changing their approach to global education at the middle school. Of this effort, Andrew said, “So, we want to continue the progress that was made last year in 6th grade with that World History Summit because it brought a lot of attention to the GEM program…the GEM students volunteered and helped out.” Then, he went on to say,

The buildings are connected [high school and middle school] so there is an opportunity there. I think ideally...the foreign language director’s vision, would be to...work toward Model UN at the 8th grade level and then in 9th grade to have the world history teachers introduce the program [GEM] at the beginning of the year.

Although these plans are smaller in scope than the plans of other interviewees discussed below, Andrew is a first year administrator so making this type of proposal, modifying several courses at both the middle school and high school level, is nonetheless significant.

Pamela is also working on a systematic change in her district, particularly around the types of travel opportunities offered to students. Working with Education First (EF), a leader in international travel programs, Pamela is

Going to try to put together a four year plan for high school that’s on a rotating, from year to year to year, you know, where students will be able to go for international travel, so that when a student comes into ninth grade, parents know, well, we do this trip in 9th grade, we do this in 10th, we do this in 11th, and we do this in 12th. So that they can start saving for it, fundraising, doing whatever they need.

She went on to explain, in greater detail, why she thought this effort was import.
We haven’t been systematic before and this would allow us to be, and I really want to tie in the foreign languages that we teach, because a lot of times the way we live in this country you can take Spanish for 4 years but never go anywhere where somebody really speaks it or the same with French, or even with our Chinese, so we are trying to give them venues where they are going to have to use the language.

In other words, Pamela is hoping that through efforts to set up annual, predictable travel opportunities to various locations, her district can weave these learning experiences into what is being done in the classroom. This takes a considerable amount of coordination as it involves many stakeholders as well as the curriculum.

Before administrators begin implementing a major plan such as this, they often must engage in other types of activities like collecting data and setting goals. Alicia has become very familiar with this type of work as it was the main thrust of her first year as Director of Global Education. During the interview, she discussed how she met with principals and teachers throughout the large urban district where she worked, learning “what exists and what it looks like.” She started by researching what was already in place, seeking statistics about how many students of color and how many English Language Learners had access to the international programs currently in existence. She learned that these groups were not participating at the same level as others and that boys were underrepresented as well. This research led to goal setting. Alicia said, “We don’t want to just offer a program and say, ‘this trip is for $2000 dollars, sign up’, without supporting students who need that support and really making a conscious effort towards doing that.” This conscious effort was to make international travel opportunities equitable and accessible for all students, a goal that she repeated throughout the interview.
Deidra’s district had also collected data as part of their systematic attempt to improve global education. As she explained, this was a collaborative effort:

_They spent a whole year collecting data on what is it that we want high school kids to have when they graduate...what’s important to the kids. And they surveyed parents and they surveyed kids and they collected a lot of information and they were very thoughtful about it. They came up with this group called team 21, which was a volunteer group of teachers and department heads and administrators and this was at the high school level, who were just really interested in this. The professional development like over a year or two was on those identified maybe 4 or 5 topics that came out of that survey global education being a big one._

Having data supporting the idea that global education should be enhanced at the high school gave the district a mandate; there was consensus from all stakeholders. Even with this mandate, Deidra still expressed that her district was very fortunate at how a series of factors converged. Right after they collected the aforementioned data, they began defining global education. This coincided with a New England Association of Schools and Colleges (NEASC) evaluation

_When you have to redo your mission, student expectations and all of that so it came around the same time that we were doing it so it worked really well. We were also doing strategic planning too at the time so it all kind of came together._

What came together was an overarching plan to weave global education into every aspect of education:
We were saying that this is our mission, and that this is our student expectations and you know part of the process is how to measure that and you have to put curriculum and other things in place for kids to demonstrate...it became not just academic but very real in terms of we had to implement a system...not just say we believe in global education but how are we going to demonstrate that we do it and our kids have those skills...if we truly believe this then we need to operationalize it.

Although he did not use the word operationalize in talking about global education, I think this is what Steve had in mind when he discussed the systematic changes his district had undergone during his tenure as assistant superintendent and then superintendent. These changes were apparent when he shared the history of the curriculum review process in his district and how this related to global education efforts in the district:

I don’t mean to imply that reviews didn’t happen, but there wasn’t a systematic cycle and at least now know you can rely on that every X number of years this curricula will go through a review. So that was created in 08-09, that cycle and along with that cycle was created the protocol for...what do you need to do? What does it mean to go through a curricula review process?

Global education was not in the district’s purview when the new system was created, but, importantly, a system was now in place by which the district would regularly and thoroughly review curriculum, taking certain factors into consideration during the process. So when global education was added (It wasn’t probably until 2010-2011), it was then a part of all curriculum conversations district wide.
Steve went on to discuss how the inclusion of global education in this curriculum review process improved the district’s ability to advocate for it – essentially, how the process played out.

We have a textbook adoption rubric, for example. Nothing should be selected to be used in our classrooms without going through this rubric. Part of the rubric is...addresses multi-cultural, global education, global needs and if a teacher committee who’s looking at new curriculum materials can’t say, ‘oh this doesn’t address diversity needs at all or multi-cultural needs at all’ then that wouldn’t be the resource we would elect to choose.

Global education – “not an add on”. In essence, what Steve and Deidra and others were seeking as part of their systematic efforts to globalize their districts was to weave global education into every aspect of education. In other words, to insure that global education was not seen as just another “add on.” Using different language, many educators sung the praises of this notion of global education:

    Bethany – It can wind itself through all curricula.
    Lisa – So whenever I try to talk about global education. I try to keep it as a theme.
    Steve – It’s not an entity in and of itself...separate from other content area. It is something that is interwoven into the fabric.
    Shawna – I teach a bunch of different courses [in addition to a course titled Global Citizenship] and that is definitely something I try to weave into every course.
    Alexandra – I feel it is infused in every aspect of what I do, some kind of citizenship or global perspective.
Pamela – I don’t like to see it [global education] as something separate; I like to see it as inevitable, to living in the 21st century.

They espoused this idea with various examples. Lisa talked about the need to have libraries stocked with global resources and to have music and art programs that represented different countries in the world. Steve spoke about students at the elementary school level being exposed to other cultures through the books they were reading. Alexandra talked about the skills of negotiation and communication factoring into more classes. Each of these educators, essentially, was making the point that 21st century skills and global understanding would not be the result of a singular effort but, rather, a holistic approach.

**Encompassing this holistic approach: Deidra’s district.** When I asked Deidra about the idea of “fitting in” global education, she was quick to respond.

I don’t think that people have viewed it as one more thing because of that belief system and understanding that it wasn’t an add on, it was part of how we should teach kids and what they should learn and how I need to prepare them.

As can be judged by how frequently Deidra and her district are cited in this section, I consider efforts to advocate for global education in Halstead to be more comprehensive than what I gleamed was happening in any other district. Although other administrators alluded to attempts to “operationalize” global education in a thoughtful, time consuming, and systematic way, no educator articulated their plans and successes to the same extent she did. Deidra had less to say when I asked her about challenges to global education, leading me to believe that she was encountering few challenges. This was not true, however, for many other administrators who talked at length about the challenges they faced.
Challenges to Global Education

When, in a lengthy quote above, Pamela references travelling to Finland and Sweden, writing about three different global education efforts in succeeding newsletters, and attending a Primary Source meeting altogether in the process of answering one question, it becomes obvious just how much time and energy goes into supporting global education. Finding this time and energy to promote global education is the primary challenge for administrators in Massachusetts as judged by how often this challenge was mentioned and for how long it was discussed. I include this challenge at the end of the chapter. Many other challenges, conversely, were discussed by only one administrator. Yet these challenges still merit discussion as each of them was presenting difficulty to that administrator’s efforts to further global education.

Individual challenges faced by just one educator. Claire referenced two challenges that were not mentioned by any other participants. The high school in her district has done well in national rankings and is highly acclaimed for providing its students with an excellent education (Anonymous, 2013). By many standards (Claire mentioned AP and SAT scores), the district is “doing well.” Consequently, Claire did not see a collective push towards this [global education] ... I’m not saying that good teaching isn’t going on but I think it is a sense of where there is a lack of urgency, things are fine. Why do we need to change? Why do we need to look globally? Why do we need to teach more innovation or creativity or critical thinking because what we are doing is meeting the needs of our community? Kids are scoring well; kids are going to good colleges. Why fix it if it’s not broken?
She referred to her district as “traditional”, making the types of changes needed to promote global education unlikely. In a brief exchange, Lisa presented a somewhat similar description of her community, noting that the students are “incredibly self-motivated. They are smart. They have great backgrounds. I mean these kids could be soaring and I think that the focus right now is on the high achievement of test scores and not on [being] well-rounded….”

As social studies director, Claire also found opposition to her global education efforts coming from other departments.

_I think the global education piece in this district is really relegated to the social studies department and perhaps the foreign language department. But I would not say that other departments are buying into the idea that that is part of their mission as well. I don’t know that it’s because they don’t like it so much as much as it’s just that feeling of burden already with MCAS and other testing._

Pamela also cited two challenges that were unique to her. First, she talked about her need for a strong central office partner. She harkened back to her time as assistant superintendent when she said,

_One of the challenges now is that we are looking for a new assistant superintendent for teaching and learning and I really need a colleague at the central office level who’s promoting this [global education] as much as I promoted it when I was an assistant superintendent._

Later, she said, “I have not been fortunate to have that” and so she was really hoping to get someone that has “this vision that it’s what we do. It’s not an addition to what we do.” Pamela
was also running into some difficulty with the Chinese exchange program at the high school. Specifically referencing the guest teacher aspect of this program, she said that “certain people in the district don’t take it seriously, particularly the guidance department.” This meant that stronger students of higher academic standing were steered away from enrolling in Chinese. In her opinion, this correlated with discipline problems and the district’s guest teachers from China needed coaching to become “good disciplinarians” as they were not accustomed to the same problems at home. Pamela seemed to be taking these challenges in stride, seeing them as part of the process of initiating new programs and promoting global education.

As an assistant superintendent, Lisa felt as though her global education initiatives were not receiving the necessary support from the superintendent in her district. She went as far as saying, “I don’t think we are sharing the same philosophy. So it’s a challenge.” About the current superintendent, she wondered “are you really even in favor of global education?” With her district going through the hiring process for a new superintendent, Lisa was hopeful that change might bring an important ally to the central office.

During his interview, Steve also presented an interesting challenge: effecting change at the policy level. As part of his global education efforts, he serves on the Governor’s Global Advisory Committee. The committee is charged with drafting an end of the year report, so I asked him if there was a link between what was written in their reports and policies that were drafted at the state level. He responded,

There is. Whether or not they pay attention to our end of the year report is another story.

I think the global advisory committee has written a report for two years in a row now that probably didn’t get read.
He used the word “jaundiced” to describe this sentiment and the fact that “the committee itself feels like we don’t really have an influence over curriculum….…” If a truly global education is to be provided to students statewide, there must be changes to state frameworks. From Steve’s anecdote, these changes didn’t seem to be forthcoming.

More common challenges faced by multiple educators. Certain global education initiatives, like global certificate programs and student / teacher travel, were tied to specific challenges faced by many administrators. Sometimes these challenges were representative of other larger issues that are discussed later, like equity and resources. Often, these challenges highlighted another key concern of global education advocates: the difficulty of convincing important stakeholders like teachers and other administrators of the need for global education.

Challenges related to global certificate programs. As was mentioned previously, global certificate programs have become increasingly prevalent in Massachusetts’ high schools to the point where most administrators either mentioned having a program in place or were in the process of creating such a program. That does not, however, mean that these programs are free of challenges, a point that was made abundantly clear during several interviews.

Deidra’s district was one that already had a program in place. According to Deidra, their Global Citizenship Program was off to an excellent start as many stakeholders were involved in the program’s development. Still, Deidra recognized that other districts were not having the same success, which she learned through the first several South Shore Global Learning Group meetings.
When we first got together, part of what we did was we shared, just very quickly, what we were doing and there was a huge interest about our Global Citizenship Program because listening to the various districts speak about the different initiatives, a lot of them had started it or were planning or had run into roadblocks or for whatever reason - money, administrative support...had really been trying and really hadn’t gotten to that operational phase.

The experiences of Pamela and Claire echoed some of the challenges Deidra outlined.

Primary Source, aware of both the interest in these programs as well as some of the “roadblocks” administrators were facing, put together a Global Certificate Round Table to facilitate discussion around this topic. Although Claire was not able to participate, Pamela attended this meeting just days after the interview. I spoke with Julia de la Torre, the director of Primary Source, the following week to see how the round table went. She mentioned that the types of programs being implemented varied greatly from school district to school district, but many of the struggles were the same. Foremost among these was making determinations about program requirements, especially whether or not travel and capstone projects should be included. With regard to travel, Julia mentioned that the idea of equity came up in conversation given the costs associated with international trips. The pros and cons of having a competitive application process were also weighed. In the end, the round table discussion sounded fruitful, with constructive dialogue and the type of collaboration that many administrators are seeking in their attempt to advocate for global education (personal communication, April 12, 2013). Yet challenges remain. Given the great differences between communities across the state, especially with regard to the goals of their respective programs, there is no one simple template that
administrators like Pamela can follow as they move forward in the process of initiating a global certificate program.

Like Deidra, Andrew and Steve had global certificate programs currently running in their districts. They, however, were encountering some different issues related to their programs. Andrew mentioned that “one kid is going to get a GEM certificate this year and he is like top five in his class.” Obviously, Andrew wanted more kids enrolled in their program, but, notably, he also wanted different types of students. Speaking to this, he said, “My vision is of a program that can service a whole host of kids. An option for kids that don’t have a robust résumé.” The one student that was earning the certificate had just “fallen into [it]” and was simply checking off requirements. *He doesn’t have to work hard for this.*

As part of the GEM program, students have to complete certain courses, though Andrew said that “we sort of scraped together enough offerings so that kids could get four courses.” He mentioned that ‘wellness’ was a course, insinuating that he didn’t see a strong connection between the curriculum of that course and global education. This exemplified, in part, why Andrew believed the program was not popular. He mentioned that STEM (Science, Technology, Engineering, and Math) courses are “more tangible for kids that are interested in science and math.” As a result, Andrew believed there needed to be a greater focus on marketing the program to students as well as teachers. He said, “There is no feeder program. Students don’t know about it. Not enough has been done to make them aware.”

Steve saw different challenges related to the global certificate program in his district. Primarily, he was concerned with the authenticity of the program.
It feels like it’s a check list. ‘I’ve done my global research project, done. I did my foreign travel, done.’ Is there a true authentic connection to a global problem, a global experience, culture? Other than their own? Not so much.

After a follow up question, Steve went on to explain what he thought an “authentic” experience entailed.

I think the China experience [a specific initiative in his district] is because it is for so long and the kids are living with families and it’s a really valuable experience and the kids come back with an incredibly different level of understanding of the Chinese culture, of the Chinese experience. I think that is the only experience we offer kids at the high school that helps us get them to that level of understanding. I don’t think the Global Competence Program does yet.

Of course, there are a variety of factors that make it impossible for all students to experience the level of immersion that Steve’s district offers with their China trip. One factor is funding, which is discussed below.

In the end, Andrew and Steve were both still optimistic about their respective global certificate programs and were making plans about how to improve what they had in place. Andrew said, “We could get the numbers. We have to roll it out to the freshmen. We have to get the freshmen teachers educated about it. We need to embed it in a couple of freshmen courses.” Tim discussed his plan at length, which included bringing together the staff involved in overseeing the program and mentoring students enrolled in it. In this meeting, he plans to say,
Let’s evaluate where we are in the implementation of this program and how authentic is it for kids. Do we think that those students who received a certificate, indicating their global competence, did they earn that certificate simply because they did work that they could check off a list or did they earn that certificate because they truly had a deep understanding of another culture, or another experience?

In conclusion, he added, “So like with all programs you start somewhere and it develops and matures and meets different needs as it evolves.”

**Opposition to student and teacher travel.** In the case of travel, administrators cited opposition from important stakeholders, from parents and school committee members to administrators and staff. For example, Pamela’s initial effort to promote travel to China received little interest. *We first offered a trip to China for students three years ago, and we couldn’t pull it off. It was too different, too strange for everybody...the parents were concerned.* This apprehension about student travel dated back to an incident that took place in Ireland over a decade prior. After this incident, international travel for students in the district was not school sanctioned and this was still the case when Pamela became superintendent. She believed this to be “disingenuous”, saying,

*I felt that if we really believed that international travel is important, studies of foreign languages are important, our trips need to come from the district. They need to be linked to the curriculum. The trips that happened in the past, they were doing one to Spain and they never even consulted the department chair in foreign languages. Like that doesn’t work, so when I became superintendent I said ‘No, we are not going to do that anymore’.*
Pamela made logistical changes to the way her district was operating with regard to student travel, sanctioning it and tying student travel to the curriculum. This effort seemed to be helping, though some parents remained wary of their kids travelling far away to China.

Encountering similar challenges in her district, Alicia took a similar approach. At one point in the 1990s, there was a tragic drowning accident during a student trip, so for some time her district was not allowing swimming or water activities. To Alicia, this issue seemed to showcase that “all of our policies needed to be looked at.” In her first year as Director of Global Education, she was working on international travel programs with many different schools, administrators, and teachers, learning that permission slips and requirements were vastly different from one trip to the next. Alicia recalled that in organizing student trips to Africa when she was a teacher “no one asked me…did you do this, did you do that, basic requirements. You know, I made sure I went out and all my students had a doctor. I made sure I had medical forms…details about allergies….” Due to her efforts in creating uniform policies and requirements throughout the district, “Now we require all of those things.” These logistical efforts were, however, challenging. For example, she mentioned that “it took a really long time to do research with the countries legal department[s].” Nevertheless, Alicia felt as though these efforts were worth it as they communicated to all stakeholders that the district believed in global education, student travel, and making sure students are safe.

During Pamela’s interview, she discussed a Chinese New Year celebration in her district, saying, “I also have to be very careful to not be seen as just a China lover.” The idea of being stigmatized was cited by Renee and Lisa as well. In their cases, the stigmatization related to their advocacy of teacher and student travel. Both new administrators, Renee and Lisa were
working in suburban school districts and their stories about facing opposition to teacher travel were remarkably similar.

Lisa alluded to how she was stigmatized at various points during the interview. *I know that I am getting pinned as the study tour lady and there is a part of me that hesitates with that because people will think that that’s the only thing that I am all about.* Later, she said, “I am willing to be the crazy global teacher lady.” She explained that the resistance to travel was coming from a few different places and for a few different reasons. Rather than seeing the benefits of teacher travel, Lisa saw people getting “all negative”, fixating on teachers missing class time or the perception that study tours are just “vacations”. Lisa referenced this first concern as she discussed her aforementioned travel blog.

*Will they read the teachers’ blogs or will they get focused on FAQs and then not pay attention to the real point? And be like ‘Oh my God, they are missing three days [of school].’ Even though I explain it. What are they going to focus on? It’s a big gamble. You should think that you wouldn’t have to make a gamble like that.*

Lisa went back to why she believes teacher travel is great professional development in sharing the other main opposition to the study tours: the notion that these tours are just vacations.

*It [teacher travel] has everything you want in PD...I mean if I said to you ‘I’m going to teach you about China, [do] you want to go take a course at Primary Source?’ People will be like – ‘sign [them] up. And if I said to you – ‘What is the best kind of teaching? Is it lecture or is it experiential?’ Everyone would say experiential. But the second I*
somehow put you on an airplane it becomes a vacation. And people totally lose how meaningful it can be.

Although Lisa didn’t specify exactly who was opposing teacher travel, she was more forthcoming about who was blocking her efforts to increase student study tours: the school committee. They told her: “I think this is too much for one year.” She expressed being “baffled by that” as it is her belief that “too much is when you saturate and you can’t get kids to come.” They were not at that point yet. I sensed, given how much Lisa shared about the district’s opposition to student and teacher travel, that she was frustrated and somewhat shocked by the roadblocks she was encountering. Lisa pointed out that the district seemed to have committed itself to global education through its mission and they hired her as an assistant superintendent, knowing her track record as a staunch supporter of global education.

Less than a month later I heard of similar frustrations from Renee, though notably, these frustrations were not as strongly expressed. Opposition to teacher travel in her district was coming from school administrators. Talking about service learning tours, she said,

Some of the other administrators think it’s just a vacation. So trying to knock down those barriers and show them that this is a real experience, not sitting on the beach somewhere. It’s going into communities, helping, teaching them English, bringing them supplies, going to the Galapagos, witnessing firsthand what Darwin did for science teachers, for elementary teachers.

She followed this general discussion with a specific story. In preparation for student participation in the Global Leadership Summit in Costa Rica, Renee and several staff members
“went down for five days…to see what the kids were going to be doing and kind of do a condensed version of it in three days.” During their time in Costa Rica, she videotaped a physics teacher illustrating a physics problem through a zip line ride.

*It was fantastic. He set the problem up and then there is a video of him doing it and I came back and showed the principal and he said, ‘Oh, I see you guys had fun.’ This was an awesome physics problem with all the data and I was just.*

At that point, Renee sighed, expressing her amazement about the administrator’s reaction. She then went on to say that she was volunteered for a project since she had been away, presumably on “vacation”.

In answering a question about whether or not he had allies within administrative ranks, Andrew responded, “I think the superintendent probably. The principals – probably not. They are not curriculum people. They are more nuts and bolts people.” From their stories, I inferred that Lisa and Renee are encountering a similar issue. Some of the administrators that were opposing teacher travel did not seem to have the same appreciation for curriculum matters as they do in their respective positions. Instead, logistical issues like finding substitutes were deemed more important.

**Convincing the “movers and shakers.”** The stories that Lisa and Renee shared are indicative of a problem for global education advocates that goes beyond opposition to travel. As was discussed in the ‘Advocating for Global Education’ section, many administrators found allies within their district and across the state of Massachusetts. Working with allies, however, is sometimes like “preaching to the choir”, an expression that was used to describe GEM meetings
where attendees all seemed to be in agreement about the importance of global education (J. de la Torre, personal communication, March 19, 2012). In the communities where interviewees worked, they were also encountering plenty of teachers and administrators who were apathetic about the need for global education. In talking about a district sponsored trip for adults to China, Pamela explained that it “did not have the ripple effect I would have hoped it would have in terms of the school system.” When I asked her why not, she responded, “I think we had too many people that weren’t part of the district along and probably not enough of the movers and shakers in the district to really make a difference.” Convincing the “movers and shakers” and explaining to them the importance of global education was proving difficult for many administrators.

Pamela discussed the variance of opinions among staff on the topic of global education. She first described the teachers who “embrace it” and “tend to become the frequent flyers for professional development with Primary Source”, but then she mentioned another demographic: “I am sure there are teachers here who can’t possibly understand what this interest [in global education] is. That if it was good enough for them, it is good enough for us.” In saying this, Pamela is recognizing the challenge of convincing educators that the world has changed dramatically and that the education they received is no longer sufficient for students today.

Andrew, Lisa, and Renee all thought that gaining the support of these educators was the key to future global education efforts in their districts. With regard to teacher interest in global education efforts in the district, Renee said, “I think they need to be more educated.” Andrew shared this sentiment as well.
You need the boots on the ground. The soldiers doing the work on a day to day basis.

Those have to be the teachers and administrators. The kids interact with teachers every day. The teachers need to be informed and supportive of the [global certificate] program.

As a first year administrator, Andrew explained why he thought there wasn’t the necessary support for global education and that was essentially that nobody had solicited their support. Nobody has ever sold it to them. Like the value in it. What is the value in it? And how does your job as a world history teacher fit into this.

When I asked Lisa to rank the most significant challenge she faced in advocating for global education she reiterated much of what Andrew expressed.

The number one challenge is getting people to understand its value. That is number one because once you solve that — which is why I said I wanted to reach out to the community — you’ve got to get a couple of key teachers hooked — at every grade level — because you need advocates in the building. Because if you don’t build advocacy it won’t spread.

Finding the time to build this advocacy group was a significant challenge that every educator mentioned at some point during their interview and it is discussed in the final ‘Challenges of Global Education’ section below.

**Systematic issues and major challenges to global education.** Aside from the challenges that individuals or a small number of interviewees referenced are four larger challenges: providing a global education for all students, finding the resources needed to support
global education, making structural changes and evaluating global education, and finding the
time to support global education. These challenges were either discussed at length by a majority
of participants or exposed major systematic issues that, although not discussed at length, are
nonetheless inherent to most school districts throughout Massachusetts.

_Equity and providing a global education for all students._ The idea of equity and equal
access to global education was first brought up above in relation to international travel, a global
education opportunity that was available in most districts. Frank mentioned that approximately
thirty students out of one hundred and fifty juniors and seniors were travelling abroad as part of a
school sanctioned trip. He believed that to be “a pretty good percentage.” On the other hand,
that means that most students are not participating, and, therefore, not accessing the same type of
global education. This was one of Alicia’s primary concerns about global education in her
district.

_There are a lot of wonderful things happening in the BPS but only a few schools for a few
students and…in looking at our data, boys are underserved, students of color are
underserved and we want equity and so that is one of the efforts that I am trying to work
on. Equity and access._

Steve came at this same issue from a different angle.

_I think the inclination is to provide an offering like one class or a program like the
Global Competence Program and say [Seneca High School] infuses global competencies
or global education into its experiences. Well first of all, both programs only address a
targeted number of children._
Given the popular global education initiatives administrators are supporting, the challenge of “equity and access” will continue. At East-West Academy, one of the Chinese travel options for students includes not only staying in the home of a local family while in China, but also hosting a student in their own home. Shawna explained that “for a lot of… students they can’t. Their homes don’t allow them to host.” Consequently, the school offered another Chinese travel option “that one allows them to take the trip without having to host anyone.” Districts and schools will have to provide a greater number of opportunities like, and, they will have to do more than create programs that are optional or require students to incur significant costs.

**Finding the resources needed to support global education.** When I asked administrators what challenges they faced in advocating for global education, most of them mentioned funding. Some of the financial concerns related to students, as Shawna’s example demonstrates. More often, however, finding resources was a concern of the school or district. Administrators talked about this challenge in a variety of contexts, from money needed to pay for professional development for teachers to the costs associated with providing globally oriented courses at the high school level. Perhaps Alicia’s comments, after discussing a variety of other challenges, best summarize administrator opinion on this particular challenge: “And funding is a challenge. Funding is a huge challenge actually.”

Sometimes the lack of resources was affecting small global initiatives. Shawna and Alexandra spoke about bringing in globally oriented speakers, though sometimes this was difficult. Shawna explained that this was due to the

*funding issue. We don’t have money, unless it’s a big all school event. We really don’t have money in the budget for me to hire or bring in a speaker and pay them and so like a
couple of authors I’ve wanted to bring in and historians and I just can’t, we just can’t afford to give them any money.

Other districts were grappling with how to pay staff for overseeing their global certificate programs. Discussing this particular challenge, Deidra said, “Everyone is strapped for money so you know that even though it is not that much to pay an advisor it is still - when you are cutting things, it is difficult.” Steve shared his experience:

To get the Global Competency Program up and running budget was a challenge. Most school committees don’t want to fund something that doesn’t have a proven track record. Can you show us how this is going to be worthwhile and maybe we will reserve money for it or find money for it?

Pamela elaborated the most on the issue of funding. She cited money as an obstacle to many global education initiatives that she was wanted to carry out:

If we had a nice chunk of change, there’s a tremendous amount that we could do. And that also ties into electives. If we want to offer electives that really expand global learning, this year we offered one on Southeast Asia for the first time, we have to have the funds to be able to do it because we have to be able to hire the teachers to do it.

She mentioned that “trying to find the money each year for the Primary Source membership is a challenge.” The most significant manifestation of budgetary problems, however, was the lack of foreign language offerings within Pamela’s district. She shared the history of this:

Trying to have a foreign language department that we’re really proud of in terms of our offerings is a huge challenge. Five years ago we had no foreign language program in the
middle schools. None. None. Budget cuts had decimated it. We now have one Spanish teacher at [Carter Middle School] and one at [Princeville Middle School]. That’s it, and then they are feeding into the high school program. We have very limited opportunities in foreign language.

When I heard this, I was somewhat incredulous and asked, “So you have kids that won’t take a foreign language until they are in high school?” Pamela replied, “Until they get to 9th grade. That’s right.”

**Making structural changes and evaluating global education.** Whereas many administrators indicated that funding was a major challenge in their school or district, only two participants discussed the difficulty of operationalizing and evaluating global education initiatives: Deidra and Steve. Both central office administrators, their grappling with this challenge seemed to be beyond where many other educators were at with regard to their thinking about global education so that is why I believe other administrators did not mention it.

During his interview, Steve referenced structural change when he cited the need for greater interdisciplinary collaboration in order to truly provide students with 21st century skills and a global education. Speaking to the progress they were making, he said,

*It is hard. I would say we’re more successful along the lines of alignment, not collaboration and co–teaching and integrating in that sense. Ok, if you’re math and I’m science and someone forces us to have a conversation about complimentary skills, then we can have that conversation and perhaps we can adjust our scope and sequence to fit*
students’ needs where they are learning about similar content at the same time. But that’s the depth of it. We haven’t gone anywhere beyond that.

Deidra felt like her district had already made some of the large structural changes and had even broached the idea of evaluating their global education efforts. She described her district’s efforts.

*Part of the process is how to measure that and you have to put curriculum and other things in place for kids to demonstrate. It became not just academic but very real in terms of we had to implement a system not just say we believe in global education but how are we going to demonstrate that we do it and our kids have those skills?*

Later, she elaborated on her ideas while indicating the difficulty other school districts were facing in making large scale changes.

*If we truly believe this [the importance of global education] then we need to operationalize it. I think that is where a lot of the gap comes that I see school districts that really do this and ones that don’t is that you espouse it and have a mission but you don’t define it, you don’t operationalize it, you don’t show models, you don’t look at…what does this look like, and what can we do in our schools?*

**Finding the time to support global education.** One of the reasons why many districts may struggle to ask the questions that Deidra’s district did is due to time constraints: a challenge that was referenced by all administrators. The challenge of time constraints presented itself in a variety of ways during the interviews. While some administrators discussed their difficulty finding time for global education given their busy schedules, other administrators spoke of time concerns for teachers and even students. Furthermore, interviewees talked about the significant
logistical issues inherent to some global education programs, intimating that these presented additional time constraints. Most often, however, administrators referenced other priorities that made finding time for global education nearly impossible.

When I asked administrators, especially central office administrators, about the challenges they faced advocating for global education, I often heard about the many Massachusetts Department of Elementary and Secondary Education (DESE) initiatives that were taking up a substantial amount of their time. In my notes, I began referring to this as “The List” and, in later interviews, I could sense when an administrator was about to share their list. Seven administrators shared their version of “The List”; notably, the charter school administrators did not.

Lisa - *I can’t give it the time that I want because there are mandates that have to get done of which I have no control over. For example, right now I am spending an incredible amount of time on supervision and evaluation.*

Alicia - *There is the new teacher evaluation system in Massachusetts that our teachers are trying to understand and to make sure they are savvy with as well as administrators.*

Pamela - *I think the most difficult challenges are the ongoing initiatives from the Department of elementary and secondary education that take tremendous amounts of time and energy and resources.*

Deidra - *The last two or three years the Common Core, evaluation, fingerprinting, ...PARCC. It never ends, and it’s overwhelming.*
Renee - Right now with everything coming down the pipe line, I don’t know how to fit it in... not with everything coming down from the state you know, the Ed Eval, Common Core, RETELL, WIDA, I mean all of that stuff.

Steve - In this age of educator evaluation, Common Core, new PARCC assessment, ELL, the RETELL Initiative...these are some pretty big initiatives that we are putting through the pipeline in the next few years.

Andrew - But between implementing a new evaluation system, curriculum initiatives, in all honesty – huge instructional issues – we have to tackle that.

Administrators expanded on how exactly the DESE initiatives affected their ability to advocate for global education. Lisa explained,

So I can’t spend as much time getting these teams and groups together. Global leadership programs together. I am starting to get together some small groups to find out who those key people are going to be to find out who can give the time to this. But supervision and evaluation - that is a huge time suck. Making sure that we have the Common Core implemented is a huge time commitment along with the common assessments that are going to go with that. I could rattle off 50 other initiatives that either we or the state has put in.

Other administrators referenced their own district initiatives alongside the DESE mandates. Steve said, “I would even add our districts strategic plan which sets a course and focuses on different things, like differentiated instruction, response to intervention at the elementary level….” Deidra recognized that all of these initiatives were not simply affecting administrators,
but “it’s overwhelming for the teachers because it’s like so much has been changing all at once and there is so much accountability.”

In order to support teachers with all of the changes, administrators, often by mandate from the DESE, were building professional development time around these initiatives. Above, Renee was speaking about globally oriented professional development when she said that she “didn’t know how she was going to fit it in.” She went on to say,

To be honest with you unless it’s something we do afterschool...I know Primary Source offers courses and things like that. I will be happy to promote all of that but in terms of the professional development we have here...not with everything coming down from the state.

Steve underscored this point as well, explaining how professional development time in his district was being allotted: “If we have X amount of time for the whole district, whether it’s through staff meetings, professional development days, which we have limited amounts, or other means, where does it [global education] fit?” Later, he added,

Then there are district wide issues. We have a district wide professional development release day next Thursday, everybody is available, to focus on a district initiative or to focus on something like Global Education. What are we using our time to do? We are teaching everyone in our district about Smart Goals. Because they have to have, by law, four hours of training.

As a result, Steve was resigned to the fact that global education was not as high of a priority as he would have liked.
During his interview, Andrew cited similar concerns to Steve’s and some of the other administrators, but in a slightly different way. In the opinion of central office administrators in his district, providing content oriented professional development, which Andrew linked to global education, was not as important as other types of professional development. To explain why this was the case, he mentioned that he had recently provided a workshop on classroom summarizers, saying,

And until those things are well attended and teachers have mastered those basic instructional strategies I don’t think there is any interest from administrators to open up their funds to content PD. The response is ‘we don’t need content PD. We need teachers that learn to be better teachers.’

Andrew elaborated on this same point when discussing his district’s global certificate program.

I almost envision this as being a program in a school that already has the basics down. Good curriculum. Good instruction. Good assessment. And this is something on top of that. If I had to pick a biggest barrier, that would be it. The priority needs to be that every kid is getting a good education and all of those things need to be there...we are so focused on our core courses - making them rigorous and legitimate.

For Andrew’s district, there was simply not enough time and resources to provide globally oriented professional development and to revamp their global certificate program.

Like Andrew, Alicia discussed other priorities in her district that amounted to meeting the basic needs of students. She said,
Our literacy scores are not as high as they should be, so there is an all-out literacy effort. There’s a reading effort at the elementary school level, so the scores have made a push in certain leadership efforts, which is not to say that people don’t think of this [global education] as important, but....”

Alicia completely understood how a reading campaign might take precedence over the international travel opportunities she was organizing. When she met with educators, she found that they believed global education was important “but they don’t know how to go about it or that they think it is important but right at the moment the MCAS is really important.” She summed up the challenge of time constraints in saying, “I just think their time is limited.”

Another time issue that many administrators mentioned during their interview was the idea of coverage. Given the fact that many administrators were formerly in the classroom (and Claire, Andrew, Shawna, and Alexandra are still in the classroom), they seemed to empathize with the difficult predicament of teachers trying to covering an assigned curriculum. Of this predicament, Renee said, “I think in general, you know, and as a former teacher, you come in year after year, day after day, and you have to follow a set curriculum so how could I possibly think of global awareness.” Steve and Lisa, though not expressing the same degree of empathy, felt strongly that the emphasis on coverage was impeding global education efforts in their districts. Steve explained this challenge, saying,

Most teachers are tied to the concept of coverage. I have a curriculum to cover, and unless you are going to give me a prepackaged plan that says here’s how you cover the curriculum with a focus on global education or through the lenses of global education, it’s seen as an add on. So that makes it a challenge.
Lisa said nearly the same thing:

*Teachers are telling me they are afraid of being one day off – especially in math and English – where it is so prescribed. We have to hit all of these marks. And teachers say ‘I don’t have time for this’. We have got to pull back and that is a curriculum rewrite but it’s hard when the state says this is what you have to teach.*

Even Alexandra who as a charter school teacher and grade level chair had greater autonomy and flexibility with her curriculum referenced certain limitations. In the U.S. history courses at her school, she found there to be less room for global education, saying, “Not that you don’t add global stuff in but the standards are just the way they are.”

Alexandra, along with her colleague Shawna, also mentioned the significant time it took to manage logistical issues related to some of their global education initiatives. For example, they mentioned setting up dialogues through Skype between their students and students in other countries, including classrooms in Lebanon and Morocco where they had travelled and established relationships with teachers. Although they found the intercultural communication to be beneficial to their students, Alexandra and Shawna both relayed that the logistical challenges were too numerous and time consuming to continue these dialogues. Shawna said, “I think it is a challenge, logistically so much work to make it happen and that sort of dissuaded me, and I’m missing out on curriculum time.” Alexandra also mentioned scaling back some of the guest speakers she had invited to the school. In the past, she brought in a Sudanese refugee and a Holocaust survivor. Thinking out loud about the prospects of having speakers at the school in the future, Alexandra said,
I am going to have to disrupt everyone else’s schedule in the building to have a big presentation in the multi-purpose space. So this year I haven’t. It’s logistics. I haven’t had any speakers come in because logistically I just can’t quite figure out how to make it work. So that would be the piece I am having a hard time fitting in.

Given the nature of Alicia’s Director of Global Education position, it wasn’t surprising that she also mentioned logistical issues related to her travel initiatives. She maintained that trying to establish consistent guidelines and procedures throughout her district “took a long time” and, later, “it was just starting with the building blocks and the policies that took time.” Renee, another strong supporter of international travel as a means to promote global education, was having trouble finding the time to juggle the demands of travelling herself as part of a study tour and all of her other administrative responsibilities. She described these struggles, saying,

This is like an extra I am doing, bringing it into the district. It is tough being away for that period of time because the work, you try to get everything done ahead of time, then you come back and it is all piled up.

By the end of ten interviews, I heard that everyone from veteran superintendents to students was experiencing some variation of these time constraints. Pamela, a longtime superintendent, shared her fatigue at trying to locate places for Chinese exchange teachers to stay year in and year out. Frank said, “You can tell our IB diploma kids when you walk down the hallway, because they’re the ones bumping into the furniture. They’re up until 2 o’clock in the morning.” Given this, he felt like global education “really has to come mostly while you have them in the school.” Any global education programs planned after school simply weren’t tenable. Inevitably, the particular time challenges seen by each administrator were negatively
affecting his or her district’s ability to procure a global education for their students. All of these issues illustrate the enormous responsibility administrators have in today’s educational climate.

Several interviewees succinctly expressed the overwhelming nature of their job:

Alicia - *But honestly, it can at times be a little overwhelming because I feel like when you’re in such a large district, how do you roll something out?*

Pamela - *I would love to spend a lot more time on this than I am able to spend but I spend an awful lot of time on other things.*

Henry - *Only twenty four hours in every day. That’s the biggest problem.*

Steve - *Probably the greatest challenge is - where does it fit on the plate?*

Despite these feelings of frustration, many educators were optimistic about the future of global education, convinced that its benefits for students were worth overcoming whatever obstacles were in place. Deidra was one such educator. She said,

*I mean we are all overwhelmed with all this stuff, but to me it’s important…we have so much mandated we have to remind ourselves - why did we go into education in the first place? Was it to fill out forms and carry out mandates? It was to help prepare kids for life.*

**Chapter Five: Discussion of Research Findings**

This study sought answers to three research questions:

1) How do administrators perceive global education?

2) How does their perception of global education influence the way they advocate for it?
3) In advocating for global education, what challenges do these administrators face and how do they handle these challenges?

With more and more research supporting the need to provide students with a global education, this study delved into the experiences of administrators in Massachusetts who were attempting to accomplish this in their districts and schools. Below I discuss the findings in relationship to the literature as well as the theoretical lenses of symbolic interactionism and transformational leadership theory. Although some of this discussion may prove beneficial to administrators and other educators who are trying to advocate for global education in the state of Massachusetts, it should be noted that in most cases the evidence leads to claims that are suggested tentatively and no measure of certainty exists.

Global Education: An Identity Crisis

There is no common definition of global education. Kirkwood wrote of the “definitional ambiguities” in global education back in 2001 and it is apparent that little has changed since he concluded that “the field of global education has struggled in defining itself” (p. 11). Different language is used even among global education advocates, whether it is the terminology Hanvey originally laid out in 1976 like ‘global perspective’ and ‘global awareness’ or more recent additions to the discourse like ‘global competencies’, ‘global citizenship’, and ‘21st century skills’. The findings above confirmed what was in the research; each participant in this study referred to at least one of the commonly used terms, though importantly, no one term was cited by more than two thirds of participants. ‘Global citizenship’ and ‘global awareness’ were the terms most frequently used, with ‘21st century skills’ and ‘global understanding’ cited a little less often. ‘Global competence’ was mentioned only once (See Appendix F for a table of these numbers). Several administrators interviewed were well aware of global education’s identity
cres. When I asked Steve how he defined global education, he answered, “It’s a great question. Depending on whom you ask, you will get a different definition.” This was true.

A closer examination of the evidence using symbolic interactionism theory. When this research study began, I planned to use symbolic interactionism theory as a lens through which to view the relationship between how administrators defined global education and how they advocated for it. This theory, however, can be applied in a way not originally foreseen. Administrators’ definitions of global education seemed to be a manifestation of their experiences, having more to do with their upbringing and personal experiences than with what was being written in the literature (only one participant referenced the literature). Symbolic interactionism purports that humans act on the basis of the meanings they ascribe to things and, importantly, that these meanings are based on their experiences and interaction with others. Data from this study supported this idea.

The most obvious example of this was around the importance of travel. Three administrators, Lisa, Renee, and Alicia, discussed student and teacher travel for a significant portion of the interview. Notably, a travel experience played a formative role in each of these participant’s lives, whether it was working or studying abroad (Renee and Lisa) or participating in a Fulbright program (Alicia). Conversation around how they defined and advocated for global education circled back to travel often as travel was their entry point into global education.

Other administrators were making meaning of global education through their own life experiences as well. Deidra was defining global education broadly: “To me it’s preparing students for life.” This broad definition could be traced back to the stories she told. For example, Deidra saw ‘life’ as working and living in a diverse society. She had firsthand experience with this having raised an adopted daughter from Columbia and having worked as a
principal in a very diverse community, “which is like going to school at the United Nations every day.” Therefore, she was advocating for global education by trying to provide students with the skills and understandings needed to navigate this diverse world. Pamela told similar stories about how global education became her calling. She discussed a niece and nephew “who played a major role” in her thinking about global education. China factored into both of their career trajectories. Talking about her niece, Pamela said, “So learning about how Chinese do business, learning about Chinese customs, understanding some Chinese words is extremely important to her.” When asked to define global education, Pamela said,

*When I think of global education, I think of helping students understand how very small the world really is and I truly believe that today’s students need to have the skills and understanding of others and how the world operates, because it is very unlikely that they are going to be living and working and communicating in the geographic area in which they live.*

Her definition, as well as the roots of it, was playing out in how she was advocating for global education. Many of her primary initiatives involved China, from student and teacher travel there to supporting the Chinese exchanges teachers who lived and worked in her district over the years. In light of the works of Mead (1934) and Blumer (1969) it makes sense that one can trace the way administrators advocate for global education back past how they define it to previous life experiences.

There was another way that administrators seemed to be making meaning of global education to which symbolic interactionism can also shed light. Administrators were at times defining global education not simply based on their pasts, but also on their present situations. In other words, their definitions were based not entirely on a previously conceived philosophy but
rather on the initiatives already in place in their districts and what they thought they could accomplish in their settings.

In Lisa’s case, the correlation between her current setting and how she was defining global education was explicitly stated. In defining global education, she said, “Right now, for me, when I think of global education and this is more because of my role probably right now I’m thinking we have a bunch of teachers….’” Her role involved overseeing professional development and since she saw a gap between the global understanding that teachers needed to carry out a global education and the understanding they currently had, she was saying that “from my perspective now global education is about having to start with the teachers and teach them how to be teaching to be global educators before we can really actually think that they can teach with a global perspective.” At the end of this quote, Lisa is seeing her definition through to the advocacy phase.

Other educators were not explicitly making the correlation between their setting’s circumstances and their definition, though the evidence indicated this relationship existed. Although Claire saw global education as “really an all-encompassing term,” the way she discussed it was more narrow and largely had to do with 21st century skills: “So when you look at global education I think it has a lot to do with skills and how you help student’s master skills and then help them to apply those skills to a global context.” She did go on to say that global education was a balance between those skills and certain understandings about the world, but the majority of her global education efforts were around promoting 21st century skills in her social studies department. Interestingly, this was in line with where the district was at in terms of their thinking about global education. She mentioned that ‘21st century skills’ was a “pervasive term” in the district and they had “really taken hold”. Her definition, then, seemed to be the result of
her experiences working in the district where she was a longtime teacher before becoming the
director of social studies.

Although the literature provides a muddled picture of global education, perhaps this
doesn’t matter. The evidence from this study shows that administrators are largely defining
global education based on their experiences and current situations. These, of course, are vastly
different so perhaps a common definition of global education isn’t realistic regardless of what is
written in the literature. At this point, it must be cautioned that the administrators I interviewed
did not always explain the genesis of their global education definitions like Lisa did in the above
quote, and therefore, I have inferred how they came to their definitions using the totality of their
interviews. Of course, even though most educators did not reference the literature in their
interviews that is not proof that what is written in the literature isn’t permeating into their
definitions of global education. The many references to 21st century skills is proof that
interviewees are at the least cognizant of current research. Finally, just because several
administrators in this study may be defining global education based on either their past
experiences or current settings does not mean that other administrators are doing the same.

An example of the identity crisis: How global education relates to 21st century skills.

As was indicated in the literature review, some researchers tie global education to the 21st
century skills movement and other major educational reform efforts (Jacobs, 2010; Trilling &
Fadel, 2009). Yet the relationship between 21st century skills and global education is
complicated. If global education is defined in the broadest terms, then one aspect of it would
include providing students with the skills that P21 sets forth, including research and technology,
communication and collaboration, and problem solving and critical thinking skills (The
skills, however, was a notion that was rejected by some of the participants I interviewed. In fact, they saw the opposite relationship with 21st century skills being a broad overarching movement of which global education was one part.

After I became aware of this sentiment in the first few interviews, I began to specifically ask the question: Do you see 21st century skills being part of global education or vice versa? Pamela replied, “I see it as very similar in terms of the 21st century skills. It really is one of them to be a global citizen.” As was noted above, Claire saw 21st century skills as having greater traction in her district, and therefore, the idea of global education was taking on a lesser role. Deidra’s district may also have seen 21st century skills as a broader idea. In the process of explaining how her district was working to define terms, she said, “We started the next year or two getting into - How do you define global education? Well, how do you define 21st century skills first of all?” She went on to say, “You know if you were to explain 21st century skills, how would you explain them and what are they? Clearly the global learning, global education, global understanding is a huge part of that.” Deidra’s district was obviously viewing 21st century skills as the more overarching concept.

From a name recognition standpoint then, the 21st Century Skills Movement seems to be better positioned than global education. NEASC, an accreditation body that wields significant power over the schools it visits, may be one reason for this. Measurement of a school’s “twenty-first century learning” is one aspect of NEASC site visits, and the language 21st century skills is significantly featured on their website while global education is not (New England Association of Schools and Colleges Commission on Public Secondary Schools, 2011). Deidra and Claire both mentioned NEASC during their interviews as their districts had recently been through evaluations. This may just be a coincidence, but regardless, these administrators saw global
education in the shadow of 21\textsuperscript{st} century skills, further exacerbating global education’s identity crisis.

**From Defining Global Education to Advocating for it**

When Alicia thought of global education, she defined it “really broadly”. Other administrators did not, placing it underneath the 21\textsuperscript{st} Century Skills Movement. At this point it is relevant to ask: So what? Does global education’s status vis-à-vis 21\textsuperscript{st} century skills make a difference? Does it matter that administrators are defining global education differently? Most importantly, does the way an administrator defines global education impact their success in advocating for it? As with many other aspects of global education, answers to these questions are complicated and this study does not fully or clearly answer any of them.

**Definitional ambiguity: A cause for concern.** On the one hand, it can be reasonably claimed that global education’s identity crisis is negatively affecting the ability of administrators to successfully provide students with this type of education. During her interview, Lisa discussed the difficulty of “getting people to understand [global education’s] value.” Other administrators had similar ideas, believing that global education had to be sold to teachers (and other administrators) and staff needed to be educated on the topic. One theory holds that explaining the importance of global education and providing this support to staff necessitates drawing a clear picture of global education, a definition that is tangible for teachers and others who have limited time to grapple with their own definition or peruse the research. The fact that a significant number of administrators discussed resistance to their global education initiatives within their communities and that several more tied this resistance to a lack of understanding about the meaning of global education is an indication that definitional ambiguity is an issue.
Moreover, many administrators struggled with the question ‘How do you define global education?’ This question was so difficult for some of the first interviewees that in later interviews I began asking it along with the easier follow-up question: ‘What terms and phrases do you associate with global education?’ Defining global education seemed to be particularly difficult for administrators that were new to their roles or had less experience, and therefore less time, to think about the meaning of global education. It’s reasonable to conclude that it is hard to advocate for something you have difficulty defining, and given the most prominent challenges of global education this would seem to be particularly true. The most successful way that administrators supported global education was by weaving it into all aspects of their school system rather than it being just an “add on”. This approach, however, was also the most difficult to implement due to time constraints and the major changes implicit to it.

Deidra’s successes in advocating for global education are worth mentioning here. The significant structural changes made in her district – adding global education to the mission statement, embedding it in curriculum documents, operationalizing and evaluating it – were only possible after global education was first defined. Importantly, students and parents were involved in discussions of how to define global education and what it should look like. As a result, these stakeholders were supportive of later global education initiatives, understanding that these initiatives were the product of a collaborative effort. Without this understanding and support, and again, a working definition of global education, large scale systematic change will continue to be elusive for many districts. As Pamela said, “Schools are not great bastions of change.”
**How a loose definition of global education can also lead to success.** This theory, that global education must be clearly defined before an administrator can successfully advocate for it, is not the only interpretation of the data. A case can be made that a loose, or somewhat vague definition of global education, is sufficient. In other words, a district might even be able to advance global education without a common understanding of what global education looks like.

Steve’s experience as assistant superintendent and then superintendent was supporting this notion. He said, “We haven’t defined [global education] in a formal district wide, here’s everybody’s understanding of what global education is.” Instead, he had individual meetings with curriculum coordinators in his district about global education, letting them interpret it and, thus, advocate for it in different ways. Part of Steve’s reasoning was to make sure that global education was “less ordered” in the district with the hope that this would provide administrators and then inevitably teachers flexibility to take their own approach to global education. There were indications that this was working, even to the extent of producing major structural change within the district. As part of the aforementioned curriculum review process in Steve’s district, committees were responsible for “working at and looking at our offerings all throughout their department or their grade levels” and “global education is on their list of ‘to look for.’” If the committee did not see evidence of “an infusion of global education concepts” then they had to make a recommendation to fill that void.

It’s reasonable to ask how exactly these committees could make a determination about whether curriculum included global education concepts without a list of concepts from which to work or, in essence, a definition. Steve seemed confident that the process was working out, that greater autonomy over the curriculum was beneficial to these committees, curriculum
coordinators, and teachers, who were all burdened with enough mandates from the central office and the state. Despite this, I wondered how Steve’s vision of global education could come to fruition if he was not defining it and leaving it to the interpretation of others. Furthermore, I was skeptical about this “less ordered” approach, believing that administrators and teachers who were not strong supporters of global education might simply push it aside given all of their other responsibilities and time constraints.

This skepticism abates as I think about the kind of leader Steve appeared to be. Although he was not micromanaging the implementation of global education in his district, this did not mean that he was uninvolved in the process. To the contrary, Steve believed that he was much more attached to the curriculum than most superintendents. He told of his important decision to hire an assistant superintendent with expertise around the budget so that he could keep his responsibilities as head of curriculum development that he held as assistant superintendent. This afforded him the opportunity to have those global education conversations with each curriculum coordinator. Burns (1978) and Bass (1985) saw a transformational leader as someone who could change a culture or an organization by attracting followers and increasing their awareness of certain tasks and values. With regard to global education, Steve seemed to be accomplishing this. He personally established global education as a priority in his district, making it one of the criteria that the curriculum review committees had to consider. Then, he provided space for administrators and teachers to make meaning of global education as they saw fit, a decision that was likely key to his gaining more supporters and less detractors.

Although Steve’s approach looked to be working, more evidence would be needed to validate this claim, such as the opinions of other stakeholders in the district. It is also worth
pointing out that Steve may have been successful due to the supportive culture in his district and that even a strong leader would be hard-pressed to take the same approach in a district whose culture did not support global education. Still, Steve’s story highlights the potential of transformational leadership. The importance of a district’s culture to the implementation of global education is discussed in greater detail below.

Leadership and Culture

Bass and Riggio (2005), in their work *Transformational Leadership*, shared why they felt this leadership style was becoming so popular, particularly in the business world. They explained that “followers not only seek an inspirational leader to help guide them through an uncertain environment but…followers also wanted to be challenged and to feel empowered” (p. xi). For these reasons, researchers and practitioners have applied transformational leadership theory to the field of education. For example, Leithwood, Janzi, and Steinbech (2009) specifically studied transformational leaders in educational settings and found this style to be well suited to today’s educational climate of uncertainty where leaders must be passionate, skilled communicators and problem solvers. Aspects of transformational leadership could be seen in actions taken or planned by all of the administrators interviewed. The findings above illustrate they are innovative in their approaches to global education, willing to meet complex challenges by collaborating with stakeholders and allies inside and outside of their districts. Importantly, however, it was the administrators that held positions of greater influence, had been employed in their districts longer, and were more experienced that were seeing the most success, and therefore, showed a greater proclivity for transformational leadership.
The importance of experience and influence. One way to glean how effective a district is in providing students with a global education is to examine how often the language of global education is mentioned in district conversations and documents. Some administrators in this study believed that the language was being used in their districts, while others were less certain and some were skeptical. After ten interviews, it is noteworthy to point out that the four administrators at the superintendent or assistant superintendent level answered affirmatively that the language of global education was being used in their districts. Significantly, Lisa, an assistant superintendent who had spent less than a year in her current district, articulated that although “everyone’s doing global”, they really were not. She clearly insinuated during the interview that her district was not yet true to their global education mission. Renee, similar to Lisa, had a significant amount of influence as district wide curriculum coordinator, yet she was still just attempting “to get that vocabulary out there, trying to get the awareness out there.” That was because she was new to her district and they weren’t using the language of global education before she came. Andrew was another first year administrator who saw global education floundering somewhat and despite his good intentions and vision, global education was being overshadowed by other priorities in his district. It’s not to say that Lisa, Renee, and Andrew were not experiencing any success, it was just that they were not yet able to make some of the major structural and systematic changes that were benefitting greater numbers of students.

These types of successes were more often shared by Steve, Pamela, and Deidra, three central office administrators who were all well versed in the politics of their districts having worked in them for five, ten and twelve years respectfully. These administrators shared certain

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13 It is very important to point out again that all administrators shared amazing success stories, including Lisa, Renee, and Andrew. Many of these three administrators’ success stories, however, dated back to their work in other school districts and as a result, they don’t fit into the argument being made here.
traits; they were all well-spoken and able to articulate a vision for global education in their districts. Their confidence seemed to be, at least in part, a product of their experience. When I asked Deidra if the language of global education was being used in her district, she replied, “Yeah, very much so. I’m the person who is responsible for professional development and all the teaching and learning and curriculum things. I have the best job in the school district.” This statement is proof of Deidra’s love of her job, but it is also proof that global education had taken hold in her district. It had become part of the fabric, part of the culture.

Global education and school / district culture. Throughout each interview I tried to gauge an interviewee’s answer to the last interview question before I even asked it: Do you think the culture of your community is generally supportive of global education? Nine out of twelve interviewees answered this question favorably, with two other administrators saying that the culture of their district was mostly supportive of global education and only one administrator concluding that the district was not yet supportive. Given how much some interviewees focused on the challenges they faced, this might seem surprising. After a closer inspection of the data, however, it seems as though several important factors account for why most administrators felt that their culture was supportive of global education.

First, all of the diverse school communities felt as though their makeup was an advantage in promoting global education. Alicia worked in an urban district with an incredibly diverse student body. In answering the question about whether or not the culture of the community supported global education, she responded,

Yes, absolutely, I mean just looking at our student population. Our kids come from over 140 countries, an extremely diverse group. They speak over 70 languages at home. I
think that we absolutely understand that we are global, that the [Bellflower Public Schools] is a global place.

Many of the districts that were less diverse happened to be more affluent, and these communities were also largely supportive of global education. Even though Renee was apprehensive about an upcoming school committee meeting where she was going to present some of her global education initiatives, she still felt that “parents here really want to provide their kids with any opportunities they can to get into a good college and [have a] good job, be more open-minded, have more experience.” It was only Andrew that said, “In general, no”, the culture of his district was not supportive of global education. He added, “It is not an exceptionally diverse community and it is not an exceptionally well-travelled community.”

To this point, nothing has been said about the charter school administrators in this discussion of research findings. Partly this is due to the difficulty of fitting them into arguments given the drastically different nature of their roles and schools as compared to the other participants and settings. In this discussion of culture, however, it is important to mention that all four charter school administrators strongly maintained that their school cultures supported global education. They each tied this back to the importance of their mission statements, which imbedded themes of global education. It is impossible to make any claims about this data given the incredibly small number of charter school participants in this study. More research should be conducted to see if there is actually a connection between charter school mission statements, school culture, and global education. Furthermore, more research is needed to determine the extent to which a community’s affluence and diversity play a role in their culture’s acceptance of global education. In the end, the fact that administrators perceived the culture of their
communities to be supportive of global education reflects the optimism that each administrator inevitably showed with regard to their current initiatives and future plans and ideas.

**Challenges to Global Education**

From an examination of all of the data, the biggest challenge facing administrators trying to advocate for global education is making this type of education available to all students. This can be done only if global education is interwoven into all aspects of what a school or district does. To accomplish this, administrators must overcome time constraints, logistical concerns, budgetary limitations, and a myriad of other issues. The Asia Society, in its guidebook “Educating for global competence: Preparing our youth to engage the world” (Boix Mansilla & Jackson, 2011), provides a roadmap for how a school can imbed global education into all aspects of what it does. This includes ‘global learning goals’ and ideas for assessing this ‘global learning’. Although a good roadmap and continued collaboration will help administrators along their global education journey, significant concerns remain. Each administrator faced distinct challenges related to their community so no magic formula exists to help them overcome issues unique to their setting.

On the other hand, each administrator exuded a passion for global education and for many interviewees global education was their primary calling. This passion manifested into dedication and perseverance, qualities that a transformational leader must have to effect change. Despite the obstacles, Lisa was willing to be the “crazy global teacher lady”. Deidra knew that she was an administrator because she wanted to prepare students for life, her definition of global education. These feelings were not fleeting; the administrators interviewed will continue to be global education advocates and they have been for a long time. Pamela said, “As long as I can
remember I have always had an innate understanding that we need to know about peoples and cultures other than the one we live in and I would say this probably goes back to my childhood.”

The question is whether the passion of individual leaders is enough to overcome global education’s identity crisis and the demands being placed on these leaders and school districts across the state. Administrators certainly can’t do it alone. Alicia conceded that “Everybody knows…that one person doesn’t have the ability to maintain and to build even more [international programs] by herself.” In all likelihood, more allies will be needed and administrators must recruit the “movers and the shakers” in addition to just the Primary Source “frequent flyers”. Due to the fact that many educators referenced experiences in their early life as being the reason why they advocated for global education later in life, an important threshold of support for global education might soon be reached if current administrators continue to make significant progress in exposing the next generation to global education.

**Future Research and Final Recommendations**

Much more research is needed in the field of global education on a national and international level, whether it is to solve global education’s identity crisis or expand on best practice. In the state of Massachusetts, there has been consistent dialogue about global education for over a decade, though still more is needed. One issue that was only touched upon in this study and begets greater attention is how global education presents itself in a variety of settings, from urban to suburban, diverse to largely homogenous, poor to affluent. Regardless of the makeup of their own district’s student population, educators should think to leverage the state’s diversity to fulfill their mission of providing a global education for all students. In essence, global education has the potential to take off where multicultural education left off by providing
opportunities for students to learn about various cultures, which is imperative in today’s globalized world.

These various cultures may be closer to home, and thus, global education can be local too. Future research should examine the extent to which urban communities are seeing their own diverse student populations as a product of globalization and therefore, an asset when thinking about 21st century skills, global citizenship, global awareness, or some other interpretation of global education. Alicia was one urban educator who saw her district as being “global”, but is there consensus around this idea and how does this sentiment come to fruition in the classroom?

As for suburban districts, particularly those like Andrew’s that are less well off, the first instinct for advocates of global education need not always be sending teachers and students to far away China, an experience that will likely never be fully inclusive. Instead, they should think about how to forge connections with the diverse communities within Massachusetts, a state with a large variety of immigrant populations. Further research into this phenomenon might start with administrators, as many are recognizing that global can also be local. Renee summed this point up well, saying, “I think that each town kind of has its own culture, so other events that people have in their town that might be of different cultures, so it doesn’t necessarily mean students travel. We can bring it to them.”
References


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PARTICIPANT EMAIL REQUEST

Dear __________.

I am a graduate student at Northeastern University and am writing to ask for your help in my current research.

I am in the process of completing a study on global education in Massachusetts as part of my doctoral thesis. I am interested in interviewing supporters of global education to see how they define global education and advocate for it. Through conversation with ______________, I learned that you fit the description of the type of participant I am interested in interviewing for my study.

Would you be willing for me to interview you between December and January? The interview would likely take an hour and would be scheduled at your convenience. There is a possibility that I might need to conduct a follow up interview.

Thank you in advance for your time and consideration.

If you are interested in participating in this study please contact me at 617-699-6458 or jshea@belmont.k12.ma.us and I will send you a consent form. Any interviews I conduct will be under stringent university protocol, which give the interviewee the right to withdraw at any time and to remain anonymous if they wish.

Sincerely,

Jeff Shea

Ed.D. Candidate

Northeastern University
Appendix B

ORAL EXPLANATION OF THE STUDY

This project is a qualitative study of school administrators in the state of Massachusetts who are in a position to make curriculum decisions related to global education. I have contacted you because it came to my attention that you not only fit this description, but you are also a supporter of global education. This study is primarily interested in how administrators make meaning of global education, how they advocate for it in their particular school district, and what challenges they face in this advocacy.

If you agree to participate in this study, we will set up an interview sometime in December or January at a location of your choosing. The interview will take between one and two hours. Please review the informed consent statement before making a decision.

Thank you for considering participation in this study.
Appendix C

INFORMED CONSENT STATEMENT

Northeastern University

Consent to Participate in a Research Study

________________________________________________________________________

IRB Study #_______

Consent Form Version Date: December 1, 2012

Title of Study: Global Education in Massachusetts: A Study of the Role of Administrators

Principal Investigator: Jeff Shea

Northeastern University Department: College of Professional Studies

Faculty Advisor: Dr. Kristal Clemons

Phone Number: (773)-396-6499

E-mail: k.clemons@neu.edu

Study Contact telephone number: (617) 699-6458

Study Contact email: jshea@belmont.k12.ma.us

________________________________________________________________________

What are some general things you should know about research studies?

You are being asked to participate in a research study. Your participation in this study is completely voluntary, so you may refuse to join, or you may withdraw your consent to be in the study, at any time and for any reason, without penalty. Research studies are designed to obtain new knowledge. This new information may help people in the future. You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies. Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. Please ask Jeff Shea any questions you have about this study at any time.

What is the purpose of this study?
The goal of this research project is to learn how administrators make meaning of global education, how they advocate for it, and what challenges they face in this advocacy. As a supporter of global education, your understanding of the field and work in it can help illuminate global education for others.

**How many people will take part in this study?**

If you decide to be in this study, you will be one of several participants in this research study.

**How long will your part in this study last?**

The interview process will last approximately one hour. I may follow up with an email request for curriculum documents or with a few additional questions.

**What will happen if you take part in the study?**

You are being asked to participate in an in-person interview that will last approximately one hour. With your permission, your interview will be audiotaped. At any time during the interview, you may ask that the recorder be turned off. You are not obligated to answer any question and may feel free to decline to answer any question for any reason. Before beginning the interview, you will be given two consent forms, one to take with you and one to give your written consent. The interviews will consist of 11 main questions that will gain information about your beliefs about global education and how these relate to your role as an administrator.

**What are the possible benefits from being in this study?**

Research is designed to benefit society by gaining new knowledge. You may not benefit personally from being in this research study.

**What are the possible risks or discomforts involved from being in this study?**

There are no risks anticipated from your participation in this study.

**How will your privacy be protected?**

Every effort will be taken to protect your identity as a participant in this study. You will not be identified in any report or publication of this study or its results. You will be given a pseudonym that will replace your name on all documents. The list, which matches names and your pseudonym, will be kept in a locked filing cabinet in a secure place. After the audiotape has been transcribed, the tape and any contact information will be destroyed. The only people with access to this information are my faculty advisor and me.

**Will you receive anything for being in this study?**
You will not receive anything for taking part in this study.

**Will it cost you anything to be in this study?**

There will be no costs for being in the study.

**What if you have questions about this study?**

You have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the researchers listed on the first page of this form.

**What if you have questions about your rights as a research participant?**

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board Human Subject Research Protection at 617-373-7570.

---

**Participant’s Agreement:**

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this research study.

_______________________________________  __________________
Signature of Research Participant                             Date

___________________________________________
Printed Name of Research Participant

_______________________________________  __________________
Signature of Person Obtaining Consent                             Date

___________________________________________
Printed Name of Person Obtaining Consent
## Participant Chart

<table>
<thead>
<tr>
<th>Participants</th>
<th>Job Title</th>
<th>District / School Name</th>
<th>Brief Description of District / School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew</td>
<td>Social Studies Department Head</td>
<td>Madera Public Schools</td>
<td>A mostly white (81%) middle class / working class suburban school district located North of Boston.</td>
</tr>
<tr>
<td>Alexandra</td>
<td>11th Grade Level Chair</td>
<td>East-West Academy (Charter School)</td>
<td>A competitive urban charter school serving 500 5th-12th grade students. The student population is</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>diverse with large minority (80.1%) and lower-income (55%) populations.</td>
</tr>
<tr>
<td>Alicia</td>
<td>Director of Global Education</td>
<td>Bellflower Public Schools</td>
<td>A large urban school district. The student population is diverse with large minority (86.8%) and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lower-income (71.7%) populations.</td>
</tr>
<tr>
<td>Claire</td>
<td>Director of Social Studies</td>
<td>Bailey Public Schools</td>
<td>A high achieving suburban school district with a large affluent population as well as some lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>income (7%) families.</td>
</tr>
<tr>
<td>Deidra</td>
<td>Assistant Superintendent</td>
<td>Halstead Public Schools</td>
<td>A high achieving suburban school district located on the South Shore with a mostly white (92.6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>affluent student population.</td>
</tr>
<tr>
<td>Frank</td>
<td>Assistant Director Grades 9-12 / Building Principal</td>
<td>Maywood Regional Charter School</td>
<td>A K-12 regional charter school comprised of students from a variety of towns north of Boston. 40.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of students are minorities.</td>
</tr>
<tr>
<td>Henry</td>
<td>History Chair / IB Coordinator</td>
<td>Maywood Regional Charter School</td>
<td>A K-12 regional charter school comprised of students from a variety of towns north of Boston. 40.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of students are minorities.</td>
</tr>
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</table>
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<tr>
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<th>Job Title</th>
<th>District / School Name</th>
<th>Brief Description of District / School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa</td>
<td>Assistant Superintendent</td>
<td>Hessel Public Schools</td>
<td>A mostly white (90.3%) middle class / upper class suburb located to the west of Boston</td>
</tr>
<tr>
<td>Pamela</td>
<td>Superintendent</td>
<td>Carter-Princeville Public Schools</td>
<td>A small middle class school district with a large white population (92.4%) located south of Boston.</td>
</tr>
<tr>
<td>Renee</td>
<td>Director of Curriculum</td>
<td>Middleville Public Schools</td>
<td>A high achieving, mostly white (91.9%) middle class / upper class school district located to the west of Boston</td>
</tr>
<tr>
<td>Shawna</td>
<td>English Department Chair</td>
<td>East-West Academy (Charter School)</td>
<td>A competitive urban charter school serving 500 5th-12th grade students. The student population is diverse with large minority (80.1%) and lower-income (55%) populations.</td>
</tr>
<tr>
<td>Steve</td>
<td>Superintendent</td>
<td>Seneca Public Schools</td>
<td>A high achieving, diverse (31.9% of students are minorities) suburban school district located to the south of Boston</td>
</tr>
</tbody>
</table>

* Statistics used in the Participant Chart were from the Massachusetts Department of Elementary and Secondary Education (DSE) Website. Anecdotal comments like “high achieving”, “competitive”, and “diverse” come from a confluence of sources, including participants, MCAS data on the DSE website, and the researcher.
Appendix E

INTERVIEW QUESTIONS

Defining Global Education / Personal Relationship to Global Education

1) What’s your definition of global education?
   a. What terms or phrases do you associate with global education?
   b. Do you have a preference for any of these terms? How would you prioritize them?

2) Why are you an advocate for global education?

Advocating for Global Education

3) Do you use this language (whatever participant mentioned above) when you meet with teachers and other administrators?
   a. Do you think it is important to be consistent with your use of language?
   b. Will this be part of your plan in the future?
   c. Do you think teachers and other administrators understand this language?
   d. Do you think they would define ________ the same way you do?
   e. Have you considered inserting this language into any of your curriculum documents? (if it is not there)

4) How does your school district go about advocating for global education?
   a. What goals are in place?
   b. What about you specifically? How do your efforts fit in? Could you take me through a day or provide an example of how you are advocating for global education?
   c. What initiatives do you currently have in place / do you foresee putting in place?
   d. Do you feel as though your efforts are part of the district’s goals?

5) How important is this advocacy compared to other priorities you have as a __________?

Challenges

6) What challenges do you see in your efforts to advocate for global education?
   a. How would you rank these challenges?
   b. Which one / ones do you think are the most difficult to overcome?
   c. What have you done to overcome these challenges?
   d. What are you planning on doing?
   e. Do you feel as though you are well positioned to handle these challenges as a __________? Or are some of these issues out of your hands?
Allies

7) Do you have allies in your school district that also support global education?
   a. How important are these allies to your global education efforts?
8) How do you go about identifying and developing new allies?

Hiring

9) When hiring, is a global education background an important factor?
10) What characteristics or experiences indicate that someone has this background?

Overall

11) How would you describe the culture of your school / district / community?
    a. Do you think this culture is generally supportive of global education?
### Appendix F

<table>
<thead>
<tr>
<th>Term / Language</th>
<th>Number of Participants that Referenced Term / Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizenship</td>
<td>8</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>7</td>
</tr>
<tr>
<td>21&lt;sup&gt;st&lt;/sup&gt; Century Skills</td>
<td>5</td>
</tr>
<tr>
<td>Global Understanding</td>
<td>4</td>
</tr>
<tr>
<td>Global Competence</td>
<td>1</td>
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</tbody>
</table>