

**Preparing Students for the World:
Final Report of the State Board of Education's
Task Force on Global Education**

January 2013

Acknowledgements

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Dear Public School Supporters:

It is an honor and privilege to serve as the Chairman of the North Carolina State Board of Education. This experience has given me a view of this great state seen by few people. I have seen first-hand the enormous impact of the economic changes of the past few years. This has left me with the deep belief that North Carolina's future depends more heavily than ever before on students graduating public schools fully prepared for jobs and life in a globalized 21st century America.

Our jobs and lives are already inextricably linked to the rest of the globe. Our global relationships will become deeper and more extensive over the next few decades. Those who work in business and industry already routinely work with companies from other countries and interact with their co-workers around the world. Those who work in small businesses in their communities rely on global supply chains and, more easily than ever, sell their products around the world. Increasingly, jobs demand extensive interaction with communication and information processing technology.

It would be naïve to fall into the trap of believing that North Carolina can be harbored from globalization and still prosper in the coming decades. It would be equally naïve to believe that North Carolina can prosper without public schools and public charter schools embracing global changes in their preparation of students for life after school.

In 2011, I appointed five members of the State Board of Education to a Task Force on Global Education that had as its goal to bring to the full Board recommendations that would enable a better understanding and appreciation of other countries, languages and cultures by our students. State Board Vice Chairman Wayne McDevitt chaired the Task Force, and State Board member John Tate served as the Vice Chairman. Other members of the Task Force included Board members Tricia Willoughby, Melissa Bartlett, and Kevin Howell. I commend the Task Force, the internal working group that supported the Task Force, and State Superintendent June Atkinson for the time and effort on this initiative and the final recommendations. They come following months of work and input from people across this state – educators, business representatives, professors from institutions of higher education, stakeholder and community partner representatives, and internationally-recognized experts. My sincere thanks also go to State Board and DPI staff for their work in making this excellent report possible, and, in particular, to Ted Fiske and JB Buxton for their contributions.

The commitments to global education made in this report will strengthen the current and ongoing reform of our public education system. Acting on the commitments made in this report will bring us closer to our goal of ensuring that every child who graduates from the public school system will do so with the strong base of skills, knowledge, and tools they need to fully participate and prosper in the 21st century global economy. Now the work begins of turning this vision into reality.

Sincerely,

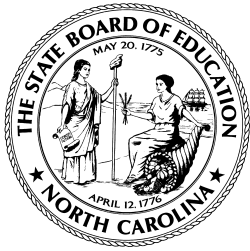
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William C. Harrison, Ed.D., *Chairman* | bill.harrison@dpi.nc.gov

6302 Mail Service Center, Raleigh, North Carolina 27699-6302 | (919) 807-3441 | Fax (919) 807-3445

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Preparing Students for the World: Final Report of the State Board of Education's Task Force on Global Education.

EXECUTIVE SUMMARY

In September 2011, the North Carolina State Board of Education (SBE) formed a *Task Force on Global Education* to assess the state's effort to produce "globally competitive" graduates ready to live, work, and contribute in an interconnected world. The Task Force received testimony for the better part of a year from international, national, state, and local experts on global education and competitiveness and recommendations from leaders in business and industry, higher education, the public schools, national, state, and international organizations, and the military.

Better prepared, but globally competitive?

North Carolina stands in the midst of an aggressive improvement agenda with new standards and assessments coming on line; a new teacher evaluation system that incorporates student achievement; 118 schools receiving significant turnaround assistance; new data and instructional improvement systems in implementation; new school models in the areas of early college and STEM (science, technology, engineering and mathematics); and new virtual and blended learning approaches. However, the Task Force noted that its mission is not just to move more students across the finish line, an objective all these reforms support, but to get them across that line competitive in an increasingly globalized economy and world. To that end, the Task Force wrestled with two significant questions:

1. While our graduates may be better prepared than in the past, are they adequately prepared for today's world?
2. What distinguishes North Carolina's graduates from other states in the United States?

“ Students in North Carolina are no longer preparing for future jobs in North Carolina. They are preparing to work and compete in a global workplace. The impact of cultural sensitivities and the capability to collaborate in a diverse international setting (even if still working from North Carolina) cannot be understated. Our State Board of Education in North Carolina is rightfully focusing on these skill areas, as they will become even bigger factors and differentiators in determining the future success of our students.”

– Joseph Lingle, Head, Global Program Integration,
Novartis Vaccines and Diagnostics

Task Force Findings

From the testimony and recommendations it received, the Task Force noted six major findings:

- 1. We aren't preparing students for a global tomorrow; North Carolina is global *today*.** North Carolina's economy is globally connected in every important respect – from economic investment and employment to trade – and these economic changes are occurring as North Carolina boasts a population that is becoming more ethnically and culturally diverse than before.
- 2. Pilot programs won't cut it. Preparing globally competent graduates requires a comprehensive approach.** North Carolina has a number of strong organizations and significant local education agency (LEA) initiatives in place focused on global education. But, we do not have a coordinated and comprehensive strategy. The challenge is not to replace what is being done but to understand and build on current strengths in a strategic, coordinated manner.
- 3. To prepare our students for the world, we need to prepare their teachers.** Making global education a priority means making teacher preparation and development a priority. While the *North Carolina Standard Course of Study*, comprised of new *Common Core* and *North Carolina Essential Standards*, will make our students more competitive, they will not by themselves make them more globally aware.
- 4. North Carolina was once a leader in language learning. It's time to return to the pole position.** Between 1994 and 2004, K-12 World Language enrollment decreased 23%. Enrollment has slowly improved since 2004, but is still down 15% versus mid-1990s levels. The reality is that as North Carolina has become more international, our world language effort has declined. In order to maintain and increase our competitive advantage, North Carolina public schools must graduate students with advanced cultural and language skills.
- 5. Schools need peers and partners to move this agenda.** Building networks of schools, districts, higher education, third-party providers, and the business and governmental communities is a critical step to ensuring strong practice and innovative ideas go beyond the schools and communities in which they originate and make an impact on students across North Carolina.
- 6. If it's not sustainable, it's not a strategy.** Effective programs that are not affordable over the long run ultimately will not serve North Carolina students and society. Our state needs scalable approaches with ongoing support. Consistent communication about the competitive advantage and opportunities that a globally-informed education will offer to individuals, communities, and our state is critical.

TASK FORCE RECOMMENDATIONS

North Carolina should make five commitments and take supporting action to ensure every public school student graduates fully prepared for the world in which he or she will live, work, and contribute.

Commitment 1: *Robust and Cutting-edge Teacher Support and Tools*

- 1.1 Develop content for embedding global themes and problem-based learning throughout the curriculum.
- 1.2 Implement an SBE-recognized badging process for teacher and administrator global professional development.
- 1.3 Require teacher preparation institutions to prepare teacher candidates to use global content.

Commitment 2: *Leading-edge Language Instruction*

- 2.1 Institute a plan for statewide access to dual language/immersion opportunities beginning in elementary school and continuing through high school.
- 2.2 Partner with institutions of higher education (IHEs) to establish plans to increase the supply of competent K-12 World Language teachers.
- 2.3 Refocus traditional high school credit World Language courses to include a greater emphasis on the study of global and international affairs and the economies, societies and cultures of other nations and on survival language skills.

Commitment 3: *New School Models*

- 3.1 Develop new school models focused on international education that would include, but not be limited to, an internationally-themed residential high school, preferences for international themes in the charter school approval process, transformation models for low-performing schools, virtual schools-within-a-school and, regional dual language/immersion schools.
- 3.2 Partner with non-governmental partners to assist school districts with implementation.

Commitment 4: *District Networking and Recognition*

- 4.1 Expand the *North Carolina Global Schools Network* to support district implementation of global content, teacher development, cutting-edge language instruction, and new school models.
- 4.2 Institute a Global-Ready designation for schools and districts that provides a process and incentives for K-12 second language opportunities for all students; pathways for teachers to achieve SBE-recognized badging; and career-ready employer requirements, among others.
- 4.3 Task an entity to collect and communicate lessons learned on international education.

Commitment 5: *Strategic International Relationships*

- 5.1 Where appropriate, work with the North Carolina Department of Commerce, business and other external partners to:
 - Renew existing and explore new Memoranda of Understanding with international partners; and,
 - Identify other priority nations for international relationships.
- 5.2 Name partner countries that serve as the priority source of information about skill requirements and K-12 curriculum and teacher professional development, as well as priority focus for educator exchanges and visits.

The question in this era of reform and change for North Carolina is what distinguishes our system of public education from our neighbors and other states? What does it mean to be a graduate of North Carolina's public schools? What would a business looking to grow or relocate, or working age adults and families deciding where to live and work, see as the compelling difference in what the public schools of North Carolina have to offer them?

The key is moving forward with global education reforms in a coherent and strategic manner; one which takes full advantage of the potential of public-private partnerships and digital instruction. Such a strategy must place a premium on sustainability. To that end, the Department of Public Instruction and external partners are tasked with crafting an implementation plan, and reporting that plan back to the State Board of Education after receiving this report.

In a world where the global interconnectedness of people, markets, politics, and jobs increases daily, the Task Force suggest these commitments and supporting actions to make the following a reality: that **North Carolina's graduates will be the most globally aware and prepared in the nation.**

“ Empowering students to become successful in a global society is the vision for Johnston County Schools. We understand that opportunities for success do not stop at the border of our district, state, and especially our nation. Preparing students to understand different cultures and to be able to communicate within those cultures is vital for them to have every opportunity to claim success. ”

– Dr. Ed Croom, Superintendent, Johnston County Schools.

INTRODUCTION

In 2006, the North Carolina State Board of Education (SBE) adopted as its mission that *every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century*. Put another way, it is the obligation and duty of North Carolina to provide a public education that prepares all our students for the world in which they will live and work beyond high school.

Today, North Carolina stands in the midst of an aggressive agenda to make good on that commitment. In the six years since this mission was adopted, North Carolina's public schools have implemented or launched the following statewide initiatives designed to ensure our graduates are globally competitive in today's world:

- **College- and Career-Ready Standards.** Like 45 other states, North Carolina is implementing the internationally-benchmarked *Common Core State Standards* in Mathematics and English Language Arts. In addition, unlike elsewhere, the state has also developed the new *NC Essential Standards* that underpins the newly developed *North Carolina Standard Course of Study* for all content areas.
- **Teacher and Principal Evaluation.** Beginning in 2008, North Carolina implemented new, statewide teacher and principal evaluation instruments. A new standard which measures student growth is under development. In addition, the state continues to administer the *Teacher Working Conditions Survey* to assess and make adjustments to teaching and learning environments across the state.
- **Longitudinal Data System.** To enable greater levels of data-driven decision-making, the state has implemented a *Common Education Data Analysis and Reporting System (CEDARS)*, which links students and staff and allows data to be analyzed across sources, such as financial systems, teacher licensure, student information, and testing.
- **District and School Transformation.** The state has perhaps the most comprehensive school turnaround effort in the country; 118 low-performing schools and 12 school districts are receiving intensive and ongoing support to dramatically increase educator effectiveness and student achievement.
- **Early College High Schools.** The state has 69 early college high schools in operation on community college and university campuses. These schools provide students the opportunity to obtain a high school diploma, plus an associate's degree or two years of university credit in five years. The graduation rate across all early college high schools stands at 93.5%. A quarter of the nation's early colleges are in North Carolina.ⁱ
- **NC STEM Learning Network.** The *NC STEM Learning Network* guides implementation of our state's coordinated STEM Strategy to increase student achievement in STEM, creating greater public support for STEM education, and building the resources necessary to make North Carolina's STEM education the best in the country.
- **North Carolina Virtual Public School (NCVPS).** Launched in 2006, the state now has the second-largest virtual school in the nation with over 97,000 enrollments.ⁱⁱ NCVPS offers over 100 courses to students across the state, including Advanced Placement (AP), World Languages, Occupational Course of Study (OCS), and credit recovery courses.
- **Instructional Improvement System ('Homebase').** The state is developing this online system to help educators manage student work and assessments, classroom activities, and their personal professional growth.

- **Early Literacy Interventions.** The state is developing a comprehensive, diagnostic assessment for K-3 students. Coupled with the state’s highly regarded pre-kindergarten program for low-income and ‘at risk’ children, the developing kindergarten-entry assessment, and the new third grade reading remediation program (*Read to Achieve*), North Carolina is a leader in early literacy education.

The roster of North Carolina’s statewide efforts is impressive. These efforts and recent increases in both student achievement on state assessments and the state’s high school graduation rate suggest that the state is moving in the right direction. The percent of students working at or above grade level in grades 3-8 stands at 67.5%, up 3.6% since re-test results were first included in annual data in 2008-09. North Carolina’s high school four-year graduation rate is now 80.4%, up from 68.3% in 2006.ⁱⁱⁱ

Better Prepared, but Globally Competitive?

“Generations from now, when historians write about these times, they might note that, in the early decades of the twentieth century, the United States succeeded in its great and historic mission – it globalized the world. But along the way, they might write, it forgot to globalize itself.”

– Fareed Zakaria (2011) *The Post-American World, Release 2.0, p 61.*

The SBE’s mission is not to just move more students across the finish line of high school. It is to move them across that finish line prepared to enter college and careers and to be competitive in an increasingly globalized economy and world. This reality begs two fundamental questions about the nature of the preparation our students are receiving for the world after high school graduation.

First, while our graduates may be better prepared than in the past, are they adequately prepared for today’s interconnected world? Our new standards represent what students must know and be able to do to succeed in postsecondary education and high-skill jobs. Our educator evaluation systems, assistance for low-performing schools, new forms of schooling, and data systems are meant to improve instruction in the classroom and move many more students to higher achievement and graduation rates.

But the state’s mission is meant to go further than that. When today’s young people take their places as workers and citizens they will be operating in an interconnected world. Local firms will be selling to the world, buying from the world, and many more will be working for international and multi-national companies. As citizens and voters they will be called upon to make decisions on environmental issues, national security and other challenges shaped by forces that extend far beyond our national borders. As individuals, they will find themselves interacting with people from other countries and cultures.

In that context, what do our graduates understand about the world? How are we ensuring that with new standards that demand greater levels of applied knowledge, the curriculum in our classrooms also reflects issues and challenges that are real and relevant to students? At a time when markets are global, are we providing the kind of language instruction and opportunities our students need? Are we offering projects

and learning experiences to our students that reflect the interconnectedness and global reality they find in their own communities and daily lives?

Second, what distinguishes North Carolina's graduates from other states in the United States? We are not the only state enacting landmark reforms in the area of standards, teacher and principal evaluation, data-driven decision-making, school turnaround, early grades literacy, blended learning, and technology-enabled supports for teachers and students. The good news is that North Carolina is progressing on every one of these fronts. The more sobering news is that so are many other states.

“Red Hat's headquarters is in North Carolina, but we're a global company with offices in more than 30 countries. We believe that education plays a critical role in the future of the technology industry. Young adults need to enter the workforce with a global perspective and strong technology skills. Our schools must prepare them to solve problems, think critically, and communicate with people from many different cultures.”

– DeLisa Alexander, Executive Vice President and Chief People Officer, Red Hat

Fully 45 states have signed on to the Common Core,^{iv} 24 states are implementing comprehensive systems of teacher evaluation and professional development, a further 20 have educator evaluation systems in place or under development,^v at least a dozen states have instituted new turnaround approaches, 31 have state virtual schools,^{vi} 14 states have recently passed legislation on early literacy joining 18 others with legislated programs to improve early reading,^{vii} and 35 states have implemented longitudinal data systems that will allow for greater use of data in targeting instruction and resources.^{viii}

The key question in this era of reform and change is: what distinguishes our system of public education from our neighbors in the southeast and from other states across the country? What does it mean to be a graduate of North Carolina's public schools? What would a business looking to grow or relocate – or working age adults and families deciding where to live and work – see as the compelling difference in what the public schools of North Carolina have to offer them?

The State Board of Education's Task Force on Global Education

In order to adequately address these issues and understand what North Carolina needs to do to completely live up to its commitment to the students and families in its public schools, the State Board of Education convened the *Task Force on Global Education* in September 2011. The *Task Force* was comprised of the following State Board of Education members: Wayne McDevitt (*Task Force* Chairman); Kevin Howell; Melissa Bartlett; John Tate; and Tricia Willoughby.

Over the course of the past year, the *Task Force* met regularly to receive:

- Testimony from international, national, state, and local experts on global education and competitiveness; and,
- Recommendations from leaders in business and industry, higher education, the public schools, national, state, and international organizations, and the military. A list of presenters can be found in the Appendices.

The *Task Force* had three goals:

1. Understand the current state of global education in North Carolina;
2. Explore successful practices and new ideas; and
3. Develop a set of commitments to improve the global awareness, competency, and engagement of North Carolina's high school graduates.

“ If Americans are to continue to prosper and to exercise leadership in this new global context, it is imperative that we understand the new global forces that we have both shaped and had thrust upon us. The alternative is to be at their mercy.”

– Vivien Stewart (2012) *“A World-Class Education: Learning from International Models of Excellence and Innovation.”* (page 9)

FINDINGS OF THE TASK FORCE ON GLOBAL EDUCATION

“ What we call global education, other countries call education.”

– Edward ‘Ted’ Fiske, Former Education Editor of the New York Times

The input received from education, business, government, and military leaders from across North Carolina made it clear that globalization presents significant challenges and enormous opportunities for education in North Carolina, and demands approaches that ensure students are prepared. The Task Force was emboldened particularly by the voices of business leaders who suggested that this agenda is core to their future success and the success of graduates of our public schools who seek to enter the workforce in today’s global economy.

The Task Force offers the following six major findings based on the testimony it received.

1. This isn’t about preparing students for a global tomorrow – North Carolina is global today.

North Carolina’s economy is globally connected in every important respect, from economic investment and employment to trade. A major drawing card for businesses operating in North Carolina is the availability of globally competent workers. Forbes rates North Carolina third in the nation in terms of the quality of our workforce.^{ix} This is reflected by high rates of foreign direct investment. In 2008, North Carolina ranked ninth in terms of employment by foreign-owned companies.^x In 2010, foreign-owned companies employed over 188 000 North Carolinians, comprising around 6% of the state’s private industry employment.^{xi} Germany, the UK, Canada and Japan are our largest investors.^{xii} But competition between states is keen for foreign direct investment (FDI). While North Carolina experienced an FDI growth of 4.5% between 2002 and 2007, Pennsylvania’s, for instance, grew by almost 19%.^{xiii}

North Carolina businesses are engaged commercially on nearly every continent in the world. In 2011, North Carolina exported \$27 billion in merchandise. In 2009 (the last year for which data is available), export-supported jobs accounted for around 5% of all employment in North Carolina and were spread over 8 700 companies, of which around 9 in 10 were small or medium-sized enterprises employing less than 500 people. Around 18% or over 1 in 6 manufacturing workers depend on exports for their jobs. These jobs are clustered in Charlotte, the Triangle, the Triad, and the North Carolina side of the Virginia Beach/Norfolk area, but significant export employment is found in the areas of Hickory, Rocky Mount, Asheville, Wilmington, Fayetteville, Burlington, and Goldsboro.^{xiv}

In addition to significant trade with neighbors Canada and Mexico, our major markets include China, Japan and Germany. The state’s fastest-growing major trade partner is China. Exports to China increased by 157% percent between 2005 and 2010. Exports to Brazil and France also grew rapidly (93% and 60% respectively). Most of our export jobs require employees to significantly add value to raw materials, value that comes through their skill and expertise. Chemicals comprise over one-fifth in dollar terms of our exports, followed by machinery, transportation equipment, electrical goods and textiles.^{xv} Some North Carolina companies, such as Avoca located in Merry Hill, NC, are the only sources of some products in the entire world (in this case, botanical extracts).

These economic changes are occurring as North Carolina boasts a population that is becoming more ethnically and culturally diverse than before. Today, more than 280 different languages are spoken in NC households. Between 2000 and 2010, our population grew at twice the overall U.S. rate, in large measure because our foreign-born population increased 55 percent all across North Carolina. Immigration, coupled with differentials in fertility rates, means that North Carolina will become increasingly racially diverse in the next 40 years.^{xvi}

This change is more evident in more isolated rural areas than in the major metropolitan areas. For instance, in Hertford County, in the rural northeastern portion of the state, the foreign-born population increased by 149% over the last decade. During that time, minorities accounted for 61% percent of the state's growth in population because of fertility rate differentials and in-state population movement. But in Tier 1 counties – those 40 most economically-disadvantaged counties as ranked by the NC Department of Commerce - almost 85% of the population growth was minority. These changes are most evident in our schools. Between 2000 and 2009, white enrollment actually dropped by 0.2%, while Hispanic enrollment increased over 170%, accounting for nearly two-thirds of all enrollment growth in the decade.^{xvii}

2. Pilot programs won't cut it. Preparing globally competent graduates requires a comprehensive approach.

Maintaining and increasing our economic prosperity requires our state to be more skillful today, more globally engaged, and hence, more competent to take on the challenges of the rapidly evolving global economy, than yesterday. Consciously orienting our K-12 education policy towards the global economic challenge is therefore a necessity, not a luxury or an option, to secure our future. Education must now be global education.

Without question, North Carolina has a number of strong organizations and significant initiatives in place focused on global education. Schools and districts are forming public-private partnerships (PPPs) to increase the global knowledge and language learning of students. We have dual language/immersion, international travel and teacher exchange, and visiting international faculty programs. The state has embarked on a Global Schools Network that has 17 school systems implementing comprehensive plans for teacher support, classroom instruction, dual language/immersion, and a host of other global initiatives. And, contrary to what may be assumed, these are not limited to wealthier areas of the state.

But, we do not have a coordinated and comprehensive strategy.

Despite the wealth of assets we have on global education, the lack of a coherent strategy that places a priority on global knowledge and language learning – and the associated curriculum, instruction and teacher development – is slowing our state's progress. Relying on unique projects in pockets around the state will not move the state forward. We have not yet fully tapped the potential of digital learning and public-private partnerships to help bring pilots to scale or to expand smaller initiatives. Moving forward requires a comprehensive approach that embraces online learning and deploys multiple strategies, including themed schools, dual language/immersion language programs and experiential learning, and utilizes policies and structures that promote and support statewide progress.

The wide range of global education activities already underway at the state, district, and local levels throughout North Carolina provide a solid foundation on which to build a coherent global education policy for the state. Thus the challenge in creating a strong global education program for the state is not to replace what is being done but to leverage current strengths in a strategic, coordinated manner.

3. To prepare our students for the world, we need to prepare their teachers.

Making global education a priority means making teacher preparation and development a priority. In order to be effective in the new global environment, teachers need broader sets of knowledge and skills than has been required in the past. They need to embody the global awareness, competence and engagement that we seek to develop in our graduates.

From teacher preparation through development, teachers need access to high quality curriculum content and training that allows them to develop their awareness of the global context in which we operate, integrate an international perspective throughout the curriculum, and bolster their understanding of how to build the global competency of their students. Only then, will teachers be equipped to fully satisfy the second standard of North Carolina's new teacher evaluation system: that they establish a respectful environment for a diverse population of students by, among other things, embracing diversity in the community and the world.

North Carolina is also implementing the new *North Carolina Standard Course of Study* comprised of the *Common Core State Standards* and the *NC Essential Standards*. These new standards have raised the bar for teachers and students by establishing standards that are in line with what international education leaders provide. While the new standards will make our students more competitive, they will not by themselves make them more globally aware.

To support teachers, principals, superintendents, and others, district leaders need access to training on how to globalize student learning and support educators in the classrooms implementing new content, tools, and experiences.

4. North Carolina was once a leader in language learning. It's time to return to the pole position.

Today's language learning numbers appear impressive on the surface. Fifteen different languages are offered in K-12 public schools; one in four K-12 students are enrolled in languages, though the majority of that is comprised of high school enrollment; more than 2,000 North Carolina teachers are certified to teach world languages; and there are almost 60 dual language/immersion programs in the state. But, from the perspective of where we've been, the numbers are less inspiring. Between 1994 and 2004, K-12 world language enrollment decreased 23%, from over 414,000 to fewer than 319,000. Enrollment has slowly improved since 2004, but at just on 350,000 in 2010-11, is still down 15% versus mid-1990s levels.^{xviii}

The overall numbers don't tell the full story. Literacy, in any language, is best learned early when the mind is more receptive. But the elementary enrollment share in World Languages is low – around 10% of the total. Our elementary World Language effort needs expansion, including dual language/immersion programs. The imperative to expand dual language/immersion choices goes beyond improving student global awareness. A recent study of dual language/immersion program

effects on student achievement in North Carolina has shown that, all else equal, students in dual language/immersion programs perform better in all subjects, and acquire enhanced and critical ‘non-cognitive’ skills such as creativity, perseverance and lateral thinking.^{xix}

The reality is that as North Carolina has become more international, our World Language effort has declined. In comparison to the rest of the world where multi-lingualism is the norm for all students, our students are not as globally-ready as they should be.

5. Schools need external partners and their peers to move this agenda.

Building global perspectives into the state education system cannot be accomplished through mandates and directives. This is not a matter of a State Board policy or a state statute. This is about practice that reaches the classroom and is part of the daily fabric of an educator’s and student’s experience in school.

To reach that goal, schools need access to and support from partners.

The business and philanthropic communities, non-profit organizations, community colleges and public and private universities all have something to offer towards this goal. Likewise, schools and school districts have much to offer each other as they implement new approaches and engage more deeply with what it means to prepare graduates with global knowledge. Building networks of schools, districts, higher education institutions, third-party providers, and the business and governmental communities is a critical step to ensuring strong practice and innovative ideas go beyond the schools and communities in which they originate and make an impact on students across North Carolina.

6. If it’s not sustainable, it’s not a strategy.

Sustainability includes two major components. The first component is financial. Effective programs that cannot be afforded over the long run ultimately will not serve North Carolina students and society. Nor will small-bore pilot programs that provide experiences to some for a limited time. The state needs scalable approaches with ongoing support.

The second component is programmatic and social sustainability. It is important that North Carolinians see how global education brings value to the public education they support. Consistent communication about the competitive advantage and opportunity that an education which includes global knowledge will offer to individuals, communities, and our state is critical.

“ Teaching Cultural Studies changed the way I teach. I am now integrating project based learning in all my other classes. ” – *High school teacher*

“ Our global focus has made everything more relevant. ”
– *Middle school teacher*

“ The [global education program] transformed the way we do business. We have moved beyond the rock stars (our international teachers) and global learning is now integrated into everything we do. More of the American teachers are teaching with cultural competence. ”
– *Principal, Onslow County*

RECOMMENDATIONS OF THE TASK FORCE

Based on these findings and in consideration of the recommendations it has received, the State Board of Education's *Task Force on Global Education* recommends North Carolina make five commitments – and take supporting action – to fully carry out its mission to ensure every public school student graduates fully prepared for the world in which he or she will live and work. Specifically, the state should commit to:

1. **Robust teacher support and tools;**
2. **Leading-edge language instruction;**
3. **New school models;**
4. **District networking and recognition ; and**
5. **Strategic international relationships.**

These commitments are congruent with the current reform agenda that is aimed at improving teacher and leader effectiveness and modernizing the curriculum and assessment. In a world where the global interconnectedness of people, markets, politics, and jobs seems to increase by the day, the Task Force suggests these commitments and supporting actions to make the following a reality: that **North Carolina's graduates will be the most globally aware and prepared in the nation.**

Commitment 1: Robust and Cutting-Edge Teacher Support and Tools

- 1.1 Provide content for embedding global themes and problem-based learning that focuses on global issues, including history, social studies and geography, throughout the K-12 curriculum consistent with the *Common Core State Standards*, the *North Carolina Essential Standards*, and the *NC Professional Teaching Standards*, including guidelines specific to a global-ready designated graduation project.
- 1.2 Implement an SBE-recognized badging process for teachers and administrators to support a professional development system for global content that leads to an endorsement, certificate, or other recognition with market value.
- 1.3 Require teacher preparation institutions to prepare teacher candidates to use global content when implementing the *North Carolina Standard Course of Study*. This would include working with schools of education and other partners to develop modules for existing courses.

“ I have been a champion to keep North Carolina globally competitive for over four decades and I am delighted that we are poised to be the national leader on this very important issue. We must integrate knowledge of world history, geography, science and technology, world languages, literature, and international affairs into the school day.”

– *James B Hunt, Governor, North Carolina, 1977-1985, 1993-2001*

Commitment 2: Leading-edge Language Instruction

- 2.1 Institute a plan for statewide access to dual language/immersion choice opportunities in public education beginning in elementary school and continuing through high school. The plan shall identify priority languages and utilize regional options including schools of choice and magnet schools.
- 2.2 Partner with institutions of higher education (IHEs) and other relevant stakeholders to establish plans to increase the supply of competent K-12 World Language teachers through recruitment, production, and retention. The plans shall include strategies to maximize the numbers of educators on language staffs who have advanced proficiency including native speakers. Such a plan shall include strategies to maintain and increase the language proficiency of language teachers through on-going professional development and experiential opportunities. The plan should also include the testing of language teachers for proficiency as part of the hiring and certification process, as well as establishing a proficiency retention program.
- 2.3 Refocus traditional high school credit language courses to include a greater emphasis on the study of global and international affairs and the economies, societies and cultures of other nations, along with survival language skills. The strategy developed must be capable of being implemented using existing resources, include teacher and leader professional development to enable the transition and be aligned to IHE admission requirements.

Commitment 3: New School Models

- 3.1 Develop new school models focused on international education that would include, but not be limited to, the following:
 - An internationally-themed residential high school;
 - Preferences for international themes in the charter school approval process;
 - Transformation models for low-performing schools;
 - Redesigned school-within-school models;
 - Virtual schools-within-a-school that provide technology-enabled international partnerships and instructional opportunities; and
 - Regional dual language/immersion school choices.
- 3.2 Identify non-governmental partners to assist school districts and schools in the implementation of these school models.

Commitment 4: District Networking and Recognition

- 4.1 Expand and enhance the *NC Global Schools Network* to support district implementation of global content, teacher professional development, cutting-edge language instruction, and new school models.

- 4.2 Institute in concert with global education partners a Global-Ready designation for schools and districts that provides a process and incentives and addresses, at the least, the following:
- K-12 world language opportunities for all students;
 - Pathways for teachers, leaders and administrators to achieve SBE-recognized badging;
 - Career-ready employer requirements;
 - Global school partnerships; and
 - Local school board resolutions and plans on global education.
- 4.3 Task an entity with collecting and communicating lessons learned around school, district, state, national and international global education initiatives

Commitment 5: Strategic International Relationships

- 5.1 Where appropriate, work with the NC Department of Commerce, the state Chamber of Commerce, the North Carolina Business Committee for Education and other key business partners to:
- Identify priority nations and establish a minimum of five new international relationships consistent with SBE global education priorities.
 - Renew existing and explore new Memoranda of Understanding with international partners and the North Carolina State Board of Education.
- 5.2 Name partner countries to serve as the primary source of information about skill requirements and projections, inform development of K-12 curriculum and teacher preparation and professional development, and serve as a high priority source and destination for administrator, principal, and teacher exchanges and visits.

CONCLUSION

Within five years, the state of North Carolina should be able to say that our public school graduates are the most globally-prepared in the nation. Period. That is the spirit in which these commitments are offered.

The actions that support these commitments represent the *Task Force's* best research, analysis, and forward-thinking judgment at this moment in time. The *Task Force* feels confident that the actions it has presented would dramatically improve the character of the education in our schools and classrooms and would fulfill North Carolina's commitment to prepare its students for their futures. At the same time, the *Task Force* is fully aware that there will be other, better, and improved ideas for action as we move forward on this journey. It welcomes other voices of innovation and action to this agenda.

The key is moving forward in a coherent and strategic manner, one that takes full advantage of the potential of public-private partnerships and digital instruction. Such a strategy must place a premium on sustainability that only a broad base of input, assistance and communication can bring. To that end, the *Department of Public Instruction* and external partners are tasked with crafting an implementation plan for the following actions, and reporting that plan back to the *State Board of Education* after receiving this report:

- Develop content for embedding global themes and problem-based learning throughout the curriculum;
- Implement an SBE-recognized badging process for teacher and administrator global professional development;
- Require teacher preparation institutions to prepare teacher candidates to use global content;
- Institute a plan for statewide access to dual language/immersion opportunities beginning in elementary school and continuing through high school;
- Partner with institutions of higher education (IHEs) to establish plans to increase the supply of competent K-12 World Language teachers;
- Refocus traditional high school credit World Language courses to include a greater emphasis on the study of global and international affairs and the economies, societies and cultures of other nations and on survival language skills;
- Develop new school models focused on international education;
- Partner with non-governmental partners to assist school districts with implementation;
- Expand the NC Global Schools Network to support district implementation of global content, teacher development, cutting-edge language instruction, and new school models;
- Institute a Global-Ready designation for schools and districts;
- Task an entity to collect and communicate lessons learned on international education;
- Work with the NC Department of Commerce and external business partners to identify priority nations for international relationships, and renew and explore existing Memoranda of Understanding with international partners; and
- Name partner countries that serve as the priority source of information about skill requirements and K-12 curriculum and teacher professional development, as well as priority focus for educator exchanges and visits.

The *Task Force* believes that the time is now to make the commitments it has outlined. The time is now to put in place a set of commitments and aggressive action that has the rest of America trying to catch up with the international experiences and preparation North Carolina is offering our students in every county and every corner, every hamlet and every holler of this great state.

APPENDICES

Presentations to the NC State Board of Education Task Force on Global Education

October 26, 2011

State Snapshot of Global Education: K-12 Initiatives, Curriculum, and Partnerships

- June Atkinson, Superintendent of Public Instruction
- Helga Fasciano, Section Chief, K-12 Program Areas, North Carolina Department of Public Instruction
- Ann Marie Gunter, World Languages, K-12 Program Areas, North Carolina Department of Public Instruction

“A broad summary of what delegations of North Carolinians have learned from examining education in 10 other countries, and implications for North Carolina policymakers.”

- John Dornan, Education Consultant and Former Executive Director, Public School Forum of North Carolina

Reflections on Globalization in Education

- Edward "Ted" Fiske, Former Education Editor, The New York Times

Preparing Students for the Global Economy: NC Business Committee for Education Business Leaders Panel

- Gary Jordan (Senior Program Director, Operations, Global Change Management, Re Hat);
- Joe Lingle (Head, Global Program Integration, Novartis Vaccines and Diagnostics);
- R Andre Peek (Vice President, Communications Secor, IBM Global Technology Services);
- Marvin Smith (CEO, Printcraft Co., Inc)

December 13, 2011

- The Honorable Janet Cowell, *North Carolina State Treasurer*
- The Honorable J. Keith Crisco, *North Carolina Secretary of Commerce*
- Tony Habit, *President, North Carolina New Schools Project*

December 14, 2011

“NC Community Colleges: Preparing Students for the 21st Century”

- Tracey Ivey, *Chair, North Carolina Community College System Global Learner Consortium and Division Chair, Arts and Sciences, Wayne Community College*

Outreach, educator exchanges and experiential learning

- Leslie Boney, *Vice President for International, Community, and Economic Engagement, University of North Carolina*

Schools and Departments of Education Perspectives – panel

- Mary Lynne Calhoun, *Dean, College of Education, University of North Carolina Charlotte*
- Mary Kay Delaney, *Chair, Department of Education, Meredith College*
- Jayne Fleener, *Dean, College of Education, North Carolina State University*
- Meg Moss, *Chair, Department of Education, University of North Carolina Asheville*
- Mary Lynn Redmond, *Chair, Department of Education, Wake Forest University*
- Brenda Tinkham, *Dean, School of Education, Chowan University*

Higher Education Perspective – panel

- Betsy Brown, *Vice Provost for Faculty Affairs, North Carolina State University*
- Penelope Pynes, *Associate Provost, International Programs, The International Programs Center, University of North Carolina at Greensboro*
- Niklaus Steiner, *Director, Center for Global Initiatives, University of North Carolina at Chapel Hill*

Globalizing the curriculum

- Samuel H. Houston, Jr., *President, North Carolina Science, Mathematics, and Technology Education Center*

“Creating Internationally Competitive Schools”

- JoAnn Norris, *President / Executive Director, Public School Forum of North Carolina*

February 21, 2012

“Global Benchmarking: Performance, Practice, and Policy”

- David Green, *President, Center for Evidence-Based Education (CEBE)*

“Global and World Language Education for Learners of the 21st Century”

- Dr. Shuhan Wang, *Deputy Director, National Foreign Language Center, University of Maryland*

“Program for International Student Assessment (PISA): 2009 results”

“Highlights from TIMMS, 2007”

- Lou Fabrizio, *Director, Data, Research and Federal Policy, North Carolina Department of Public Instruction*

February 22, 2012

Information on educator exchange opportunities and funding.

- Jennifer Gibson, *Branch Chief, Teacher Exchange Branch, Bureau of Educational and Cultural Affairs, US Department of State*

Promoting global competency

- Jim Kohlmoos, *Executive Director, National Association of State Boards of Education*

21st Century Teaching and Learning

- Emily Marsh, *Superintendent, North Carolina District, United States Department of Defense , Domestic Dependents Elementary and Secondary Schools*

March 13, 2012

“Update on Global Schools Network and VIF programs”

- Mary Faith Mount-Cors, *Director of Program Development*; Karl Rectanus, *Director of Partnerships, VIF International Education*

Global Education in North Carolina Districts and Schools

Panel 1:

- Tony Baldwin, *Superintendent, Buncombe County Schools*
- Don Mitchell, *Social Studies Specialist, Charlotte-Mecklenburg Schools*
- Renee Collins, *Race to the Top Coordinator, Cumberland County Schools*
- Ed Davis, *Superintendent, Union County Public Schools*

Panel 2:

- Robert Logan, *Superintendent, Chatham County Schools*
- Stephanie Cain, *ESL/Two-Way Immersion Facilitator, Greene County Schools*
- Ira Trollinger, *Superintendent, McDowell County Schools*
- Kathy Spencer, *Superintendent, Onslow County Schools*

March 14, 2012

“World View: An International Program for Educators”

- Carol Tresolini, *Vice Provost for Academic Initiatives, University of North Carolina-Chapel Hill*; Robert Phay, *Director, World View, Kenan Professor of Public Law & Government, University of North Carolina-Chapel Hill*; Julie Kinnaird, *Assistant Director for Outreach, World View, University of North Carolina-Chapel Hill*

The Confucius Institute

- Jianning Ding, *Visiting Professor from Nanjing Normal University, Deputy Director Confucius Institute*
- Anna Lamm, *China Program Director, Deputy Director Confucius Institute*

World Languages

- Leslie Baldwin, *Past President, Foreign Language Association of North Carolina, Liaison, Joint National Council on Languages*

“Strengthening K-12 Global Education”

- Adam Hartzell, *Executive Director*; Matt Friedrich, *Director of K-12 Education Programs, North Carolina Center for International Understanding*

March 27, 2012

Overview and recommendations for global education

- Vivien Stewart, *Senior Education Advisor, Asia Society*

Key Task Force Readings

Asia Society (nd) *Going Global: Preparing our Students for an Interconnected World*, (Asia Society)

Brzezinski, L (2012) *Strategic Vision: America and the Crisis of Global Power*, (Basic Books)

Friedman, T. & Mandelbaum, M (2011) *That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back*, (Farrar, Strauss & Giroux)

Stewart, V (2012) *A World-Class Education: Learning from International Models of Excellence and Innovation*, (ASCD)

Zakaria, F (2011) *The Post-American World: Release 2.0*, (Norton Books)

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- ⁱ See: Early College High School Initiative (nd) “Early College High School: A Portrait in Numbers,” (www.earlycolleges.org); North Carolina New Schools (nd) “Results: Overview,” (ncnewschools.org/results, retrieved 11/27/2012).
- ⁱⁱ Evergreen Education Group (2012) “Keeping Pace with K-12 On-line and Blended Learning: An Annual Review of Policy and Practice, 2012 edition,” pp. 16, 26.
- ⁱⁱⁱ NCDPI data
- ^{iv} See Common Core State Standards Initiative (2012) “In the States,” (<http://www.corestandards.org/in-the-states>);
- ^v See: Education Counsel (2012) “Teacher and Leader Evaluation State Scan, Working Draft (November 26, 2012),” (educationcounsel.com)
- ^{vi} Op cit., fn 2
- ^{vii} See Rose (2012), “Third Grade Reading Policies,” (Education Commission of the States, ecs.org), p 1
- ^{viii} See Data Quality Campaign (2012) “Data for Action 2012: Focus on People to Change Data Culture,” pp. 18, 19;
- ^{ix} See: <http://www.forbes.com/best-states-for-business/list/>
- ^x Policy, Research and Strategic Planning (2011), “2011 North Carolina Economic Index: A Summary of North Carolina’s Economic Strengths, Challenges and Opportunities,” (NC Department of Commerce), p 32.
- ^{xi} Office of Trade and Industry Information (2012), “North Carolina: Exports, Jobs and Foreign Investment,” (October), International Trade Administration, US Department of Commerce.
- ^{xii} Policy, Research and Strategic Planning (2011), op cit.
- ^{xiii} Ibid, p 31.
- ^{xiv} Office of Trade and Industry Information (2012), op cit.
- ^{xv} Policy, Research and Strategic Planning (2011), op cit., pp. 25, 26, 27.
- ^{xvi} Birth-rates among Hispanics are virtually double that of whites. Our foreign-born population has increased eight-fold since 1980 and numbers well over 625,000 or around 7% of the state’s population. Between 1990 and 2007, the Hispanic population grew by 829%, the immigrant population by 547%, Asians grew by 332% and whites and blacks, 127% and 133% respectively. See Johnson (2012) “Disruptive Demographics and North Carolina’s Education Challenges,” Presentation to the Education Policy Fellowship Program, October; Johnson & Kasarda (2011) “Six Disruptive Demographic Trends: What Census 2010 Will Reveal,” (Frank Hawkins Kenan Institute of Private Enterprise, UNC Chapel Hill).
- ^{xvii} Johnson (2012) ibid.
- ^{xviii} DPI data
- ^{xix} See Thomas & Collier (2012) *Dual Language Education for a Transformed World* (Fuente Press)