

2017 COST International Conference Presentation Handout

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Enhancing Globally-minded Teaching Practice through Educator Preparation: Implications for Working with COST Program Participants

Objectives of Presentation

The primary goal of our presentation is to share a new approach we are using to enhance the globally-competent/globally-minded teaching practices of candidates participating in the COST program. These are practices designed to foster intercultural understanding through reflection and the implementation of projects focusing on globally significant topics in the classrooms where COST participants complete their international student teaching placements. Our goal is to share strategies and tools we are using to enhance candidates' growth regarding globally-minded teaching practices.

Background and Rationale

Schools across the nation have witnessed a dramatic increase in the number of students who are not native English speakers over the last decade. In our mid-sized city alone, schools have seen a 300% rise of English Language Learners during this period. The number of first languages spoken by students in the local district rose from 27 in 2005-2006 to nearly 100 when the 2016 school year began (Taylor, 2016).

These changing demographics coupled with the reality that all students emerging from PK-12 schools will be required to collaborate on a global level when entering the workplace strongly suggest that teacher preparation must change to include an emphasis on the development of globally-minded practices (Boix Mansilla, V. & Jackson, A., 2011).

Session Highlights

During the session we will describe strategies and tools we are using to strengthen the practice of candidates who participate in the COST program. We will explain our approach and discuss specific assignments designed to help candidates build understanding across cultures while addressing globally significant topics. These include reflection and products candidates develop to compare cultures, respect cultural variation, and address global problems. We will also explain how the work we are doing relates to teacher performance assessment using *InTASC* standards as a metric.

References

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