

**DEVELOPING GLOBAL COMPETENCY SKILLS IN GRADES 9-12:
IMPLICATIONS FOR SCHOOL LEADERSHIP**

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**DEVELOPING GLOBAL COMPETENCY SKILLS IN GRADES 9-12:
IMPLICATIONS FOR SCHOOL LEADERSHIP**

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**DEVELOPING GLOBAL COMPETENCY SKILLS IN GRADES 9-12:
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ABSTRACT

The purpose of the phenomenological study was to examine and understand public high schools, grades 9-12, which have implemented the full integration of global competency skills as an integral part of their core mission. This study also explored, how school leaders ensured that global competency skills are developed, implemented and integrated across all content areas. Data were collected through interviews, document analysis, foreign language student enrollment data and observation. Participants included Central Office school program administrators, principals, assistant principals, directors of guidance, Global program directors and World Language Department Leaders.

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EDUCATIONAL POLICY, PLANNING, AND LEADERSHIP

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CHAPTER 1: INTRODUCTION

Globalization and technology are rapidly changing the world in which we live. This affords educators, school reformers and society at large with the opportunity to talk about the need of cultivating knowledge and skills required for students to succeed in a global economy (Zhao, 2009). Despite the realization and mutual agreement that students need global competency skills to become successful citizens, we do not provide equal access to international minded programs or global learning to all students, which inadvertently promotes social inequalities in our primary and secondary schools.

Problem Statement

School leaders would benefit from a thorough understanding in matters of global competency to embrace and translate the vision of global readiness into their schools. Principals should lead and encourage the development of culturally diverse school communities with learners who demonstrate advanced skills in cross-cultural communication and collaboration, foreign language proficiency and digital citizenship (Tochon, 2009).

There is a distinct incongruity in what we perceive is happening in schools regarding the development of global competency skills, and the reality of daily instruction. Developing global competency involves much more than just offering foreign languages to students. Foreign language proficiency is not met by passing one high school credit course, which is the minimum requirement to graduate with a standard high

school diploma in Virginia. According to the World Class Instructional Design and Assessment Standards (WIDA), it takes about seven years to gain proficiency in another language. One foreign language course translates into 90 days of instruction and does not meet the definition of foreign language proficiency (WIDA, 2012).

It is the responsibility of educators to educate and mentor the leaders of tomorrow, preparing students with the skills and the ethical dispositions to create a future that enhances the global wellbeing of humankind. They must therefore provide students with all the necessary means to achieve global competency for the 21st century. This is likely to be the most critical challenge for educational institutions in our time. To do this, schools need to focus on three goals and on three objectives for action (Asia Society, 2008, 2013). The goals are to develop global values, foreign language skills, and cultural understanding. The objectives include making the development of global competence a policy priority for all education systems, for each and every student, with concern for their individual learning needs. In addition, we should develop a scientific knowledge base that helps discern the success of projects, and we must continue developing rigorous curriculum, instructional materials, and opportunities for teachers' professional development. This is especially relevant in context with the upcoming 2018 International Student Assessment Study (PISA) developed by the Organization for Economic Co-operation and Development (OECD), which will evaluate students' global competency skills in addition to mathematics, reading and science (OECD, 2016). The PISA study is designed to measure whether "students can apply their knowledge to real-life situations and be equipped for full participation in society" (OECD, 2016, para. 1)

The findings of the study have wider implications than just mere statistics. They help

participating nations to develop effective policies (OECD, 2016). “High quality education is vital to a nation’s economic development and social well-being” (OECD, 2016, para. 2). According to the published findings of the 2012 survey, the United States is currently ranking at place 37 in the world (OECD, 2016).

Statement of Context

A primary purpose of this research was to examine schools that have implemented the full integration of global competency skills as an integral part of their core mission in public 9-12 settings of education that were not affiliated with the International Baccalaureate program (IBP). In addition, I sought understanding on how school leaders ensured that global competency skills were developed, implemented and integrated across all content areas. The paradigm for this phenomenological research is based on the theoretical frameworks of interpretivism (Moustakas, 1994), and it is grounded in the theoretical definition of global competence articulated by the Asia Society (2008) and Reimer (2009).

First, the Asia Society (2008) proposes that our schools cultivate a positive disposition towards cultural differences and a framework of global values with which to engage these differences. This requires a sense of identity and self-esteem, as well as empathy towards others with different identities (Reimer, 2009). A globally competent person will view cultural differences as opportunities for constructive, respectful, and peaceful transactions among people. This ethical dimension of global competency also includes a commitment to basic equality and the rights of all persons, as well as the disposition to uphold those rights (Reimer, 2009).

The second dimension of global competency is the ability to speak proficiently, understand, and think in languages foreign to the dominant language of one's native country. Foreign language skills develop cultural understanding and expand the global mind (Reimer, 2009).

The third dimension of global competency involves deep knowledge and understanding of world history, geography, the global dimensions of topics such as health, climate, economics, and the process of globalization itself (the disciplinary and interdisciplinary dimension), and a capacity to think critically and creatively about the complexity of current global challenges (Reimer, 2009).

Developing globally competent students, however, goes beyond the capacity to think critically and creatively about the world (Reimer, 2009). It requires a skill set that enables our children, the future generation of leaders, to also act on issues of global significance. The Asia Society extended Reimer's concept, and defined global competence as a framework that needs to be understood as an organic, ever-evolving dimension of skill sets. The Asia Society defines global competence as "the capacity and disposition to understand and act on issues of global significance" (Boix Mansilla & Jackson, 2011, p. 4). The following conceptual model from the Asia Society, illustrates the core characteristics of a globally competent student:

- Students investigate the world beyond their immediate environment – framing significant problems and conducting well-crafted and age-appropriated research.
- Students recognize perspectives, others and their own – articulating and explaining such perspectives thoughtfully and respectfully.

- Students communicate ideas effectively with diverse audiences – bridging geographic, linguistic, ideological, and cultural barriers.
- Students take action to improve conditions – viewing themselves as players in the world and choosing to participate reflectively. (Boix Mansilla & Jackson, 2011, p. 3)

The conceptual framework for global competence by Boix Mansilla and Jackson (2011), can be found in Figure 1. This modified graphic illustrates the interdependency of global skills needed of students who want to succeed in a global world. The model reflects interdisciplinary understanding, which is purpose driven, grounded in disciplines, integrative and thoughtful.



Figure 1.1. Dimensions of Global Competence (Boix Mansilla & Jackson, 2011, p. 3)

The development of global competency is not to be seen as something separate added to the curricula. To the contrary, it needs to be assimilated into everyday teaching and learning. According to the National Education Association (2014), “Global

competence in the 21st century is not a luxury, but a necessity. Whether engaging the world, or our culturally diverse homeland, the United States' future success will rely on the global competence of our people. Global competence must become part of the core mission of education—from K-12 through graduate school” (p. 2). From this framework American students should be given the opportunity to be educated to develop the knowledge and skills to succeed in an increasingly interconnected and interdependent global society. Also, educational and instructional leaders need to reexamine teaching strategies and curricula, so that all students can thrive in a globally interdependent society. When using the term global competence, I will refer to the definition provided by the Asia Society, which sees global competence as “the capacity and disposition to act on issues of global significance” (Boix Mansilla & Jackson, 2011, p. 4), as outlined in the conceptual model, displayed above.

Statement of Purpose

The purpose of this phenomenological study was to explore the extent to which four selected public high schools understand and implement global competency development in addition to foreign language course offerings. The focus was to examine schools that have implemented the full integration of global competency skills development as an integral part of their core mission in public secondary education. In learning about best practices, I sought to develop and share a best practice model for global competency development that can be used by school leaders for secondary schools.

Research Questions

This research explored the viewpoints, perceptions and best practices of administrators in four public high schools (grades 9-12) in Virginia on global competency skills. It was guided by the following questions:

1. What are the program characteristics of exemplary, globally-competent high schools?
2. How do educational leaders of globally-competent high schools understand curricular and instructional practices that support global competency?
3. What are the behaviors of globally-competent school administrators that support global initiatives and ensure their success?
4. How would school leaders of exemplary, globally competent schools like to build and expand their programs in the future?

Significance of the Study

Examining best practices in the area of global competence among public high schools, allows educators in other schools to adopt, modify, and integrate global competency skills into the general high school curricula, and create more equitable learning opportunities for all students. Understanding how global competency skills have been integrated into everyday learning will empower other schools and school leaders to imagine how they too might begin to offer higher quality learning in this area. This study is grounded in the understanding of education as a basic human right and that students need to be equipped with the necessary knowledge and skills to succeed in a global world. It is guided by the belief that offering globally minded learning opportunities do not have to be tied to trademarks or tuition, but could readily be part of any public school

offering. Furthermore, it is influenced by the assumption that global competency skills need not be taught as separate skills from the common core but as interconnected skills allowing students to work collaboratively and innovatively in a fast-changing environment with an awareness and understanding of cultural differences and commonalities.

Definitions of Key Terms

For this study, the following terms are defined for clarity and consistency:

- **Global competency skills:** “The acquisition of knowledge and understanding of international issues, the ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community” (NEA, p.1, 2014) and “the knowledge, capacity and disposition to understand and act on issues of global significance” (Boix Mansilla & Jackson, 2011, p. 3).
- **International Baccalaureate Schools or IB Schools:** schools that share the mission and commitment of the International Baccalaureate School partnerships to quality international education, and who have been authorized to offer programs through the IB headquarter in Geneva, Switzerland (IBO, 2014).
- **School Leaders:** principals, assistant principals and other school administrators and instructional leaders of primary and secondary schools in the United States.
- **Leadership:** emotionally intelligent leadership which is practice oriented and focuses on three facets and 21 different leadership capacities as illustrated in Table 1.1 (Allen, Facca & Shankman, 2008, pp. 250-251):

Table 1.1:

The Three Facets and 21 Capacities of Emotionally Intelligent Leadership Consciousness of Context

<i>Being aware of the environment in which leaders and followers work</i>	
Environmental awareness	Thinking intentionally about the environment of a leadership situation
Group savvy	Interpreting the situation and/or networks of an organization
<i>Consciousness of Self</i> <i>Being aware of yourself in terms of your abilities and emotions</i>	
Emotional self-perception	Identifying your emotions and reactions and their impact on you
Honest self-understanding	Being aware of your own strengths and limitations
Healthy self-esteem	Having a balanced sense of self
Emotional self-control	Consciously moderating your emotions and reactions
Authenticity	Being transparent and trustworthy
Flexibility	Being open and adaptive to changing situations
Achievement	Being driven to improve according to personal standards
Optimism	Being positive
Initiative	Wanting and seeking opportunities
<i>Consciousness of Others</i> <i>Being aware of your relationship with others and the role they play in the leadership process</i>	
Empathy	Understanding others from their perspective
Citizenship	Recognizing and fulfilling your responsibility for others or the group
Inspiration	Motivating and moving others toward a shared vision
Influence	Demonstrating skills of persuasion
Coaching	Helping others enhance their skills and abilities
Change agent	Seeking out and working with others toward new directions
Conflict management	Identifying and resolving problems and issues with others
Developing relationships	Creating connections between, among, and with people
Teamwork	Working effectively with others in a group
Capitalizing on difference	Building on assets that come from differences

CHAPTER 2: LITERATURE REVIEW

The ambiguous, rapidly changing educational landscape warrants that school administrators utilize their leadership skills to reflect, develop and revise educational frameworks to reflect international mindedness, and to include cross-cultural engagement that promotes the development of global competence skills. If we truly believe in providing all students with learning that prepares them for the 21st century workforce, we need to ensure that students will develop global competence, which prepares them to become successful citizens. On the national and state level, there are globally minded high schools. Educators can learn from best practice models, using the information to provide school administrators, who are challenged to implement educational policies, with ideas and activities that can be implemented and utilized in their schools. It is about students, their opportunity to learn in a global context, and having the prospect of developing global competency skills becoming the leaders of tomorrow.

The avenue to accomplish the goal to have all students career ready in a global world, starts with making the development of global competence a policy priority for all education systems. The development of global competence is not just for elite schooling but, for each and every student, with concern for their individual learning needs (Reimer, 2009). There is a need to develop and grow a scientific knowledge base that helps to capture best practices for global competence development and to ensure that it is accessible to all schools.

First, this literature review will provide some historical educational context and explain current international school models, such as the International Baccalaureate schools and the International School Studies Network. This will be followed by a discussion of global competency development in Virginia and the development of global competency skills on the national level. In order to place this information in context, the discussion of educational policies and politics will further clarify the complexities of the subject matter, which then will lead the reader to the topic of planning for change, the implications for school leaders to translate policies into school practice.

Historical Context

With the No Child Left Behind Act (NCLB, 2001), high student achievement scores in reading, writing and math were considered demonstrations of learning; the means to accomplish excellence in learning were standards-based accountability tests (National Commission on Excellence in Education, 1983). However well intended the NCLB act might have been to improve the American educational system, and consequently student learning, it has not rendered the desired results. In 1996, the National Education Summit, a meeting between U.S. governors and business executives took place (Eakin, 1996), and it became evident that setting goals for high student achievement in core subjects such as math and reading was not enough. The business community demanded that academic standards needed to be connected to employment and business opportunities (Eakin, 1996). Standardized testing compliance was reinforced, and in 2008 the National Center for Education statistics reported that about 62 percent of school divisions had increased instructional times in core subjects at the expense of other coursework (National Center for Education Statistics, 2008).

The educational paradigm was challenged to respond to transformations due to external demands (Dewey, 1980). With rapidly changing technology and business development in the time of globalization and diversity, educational learning goals for students in the United States needed to be adapted. The recently signed “Every Student Succeeds Act” ESSA, replaces the No Child Left Behind Act, with the goal to eliminate an accountability system that punishes states and to give states the opportunity to create their own teacher evaluation systems. ESSA states that “all students in America be taught to high academic standards that will prepare them to succeed in college and in their careers” (ESSA, 2015).

Knowledge, skills and contents taught in schools no longer meet the needs of the business community, which complains that graduating students lack the necessary skills to succeed in a global workforce (Boix Mansilla & Jackson, 2011, p. 11). Consequently, the Asia Society contends, that career-ready students demonstrate global competence by using their knowledge and skills about the world to think and act on global issues (Boix Mansilla & Jackson, 2011, p. 11; Gardner, 2000; ESEA, 2010). It was no longer sufficient to have a specialized understanding of common core content and the three R’s. Instead, comprehending the wide scope of global issues were becoming the desirable characteristics of a 21st century learner. Learners who were globally competent and not only understood global issues, but could translate their understanding into appropriate actions that improved conditions (Boix Mansilla & Jackson, 2011). Their ability to recognize and understand the perspectives of others as well as their own, to reflect, create, revise and collaborate in an interdependent world illustrates the significance of “Flexpertise in lieu of expertise” (Perkins, 2009, p. 15). Globally competent 21st century

learners are “future-ready leaders who know how to innovate by collaborating with partners to facilitate change, remove barriers from learning, and understand global connections” (Mullen, 2011, p. 333).

International Studies School Network and International Baccalaureate Schools

Recognizing the need to educate students who can succeed in a global society, the Asia Society the Partnership for Global Learning and the Council of Chief State School Officers have joined forces to address measures schools can launch to educate for global competence (Boix Mansilla & Jackson, 2008). The result of their collaboration manifested in a conceptual framework for global competence, which comprises 21st century career readiness skills:

- the capacity to investigate the world
- to recognize perspectives
- to communicate ideas,
- and to take actions

(Boix Mansilla & Jackson, 2008, p. 102).

Both agencies have co-jointly developed supporting educational global competency matrixes, outlining specific competencies for social studies, world languages, math, sciences and language arts. Furthermore, the Asia Society has worked since 2003 with charter schools and school districts to create the International Studies School Network (ISSN). This is a “national network of design-driven public schools that are achieving success in attaining their core mission: to develop college-ready, globally competent high school graduates” (Asia Society, 2014, para. 1).

In addition to the ISSN schools, International Baccalaureate (IB) Diploma Programs are offered at various schools in the United States (International Baccalaureate Organization, 2014). The International Baccalaureate Organization (IBO), with its headquarters in Geneva, Switzerland, governs the development of an international educational framework. This framework is a coherent, broad-based international curriculum, designed for students, teachers, and parents, to experience learning imbedded in a recognizable, common international context (Walker, 2004). At the core of this educational framework is the IB learner profile, which emphasizes the education of the whole person, with the goal of nurturing and developing international mindedness (IBO, 2013). Initially, IB schools started out as private schools. However, many North American public schools have paid to be approved, certified and IB accredited (IBO, 2013).

Becoming part of the International Baccalaureate Network is costly to school districts, as it requires school leaders and teachers to participate in IB specific training and accreditation programs (IBO, 2014). Often school districts have some of their schools offer IB programs to serve as internationalized schools, but will not accredit all their schools within their district, due to fiscal restraints (Gerry & Corcoran, 2011). Established IB schools have rigorous admission standards and because the IB Diploma track is not an open access program, it inadvertently creates inequities in education. If global competence capacities are essential life skills, preparing students to collaborate with intercultural understanding, environmental stewardship and global citizenship, is a necessity (Hattie, 2009). Research on the International Baccalaureate Programs (IBP) shows that global competence development is embedded in the curriculum, and that

students graduating from IB schools have received an education with an internationalized outlook and rigorous standards (Gerry & Corcoran, 2011).

Thus, there are schools, such as ISSN or IB schools, which are successful in providing education emphasizing 21st century learning skills, and in warranting that students develop global competencies. What is less well established, however is, if there are American public schools, which are not part of these internationalized programs and are achieving global competency and 21st century career readiness in students.

Global Competency Development in Virginia

To date, Virginia is not a member state in the Partnership for 21st century learning framework for State Action on Global Education (Partnership for 21st Century Learning, 2014), although “the 21st Century Readiness Act, HR 347 (113 Congress) and S1175 (112th Congress) introduced and defined college and career readiness, thus allowing the use of funds throughout various Titles in ESEA to support state and local innovations around 21st century readiness” (Partnership for 21st Century Learning, 2014, para.1). The framework for State Action on Global Education clearly defines the necessity and scope of standards for students and teachers, yet does not address the implications for school leadership to translate these essential skills into internationally themed schools, which promote global competency skills as being deeply interconnected with all core content subjects (Partnership for 21st Century Learning, 2014).

The development of global competency skills is not confined to K-12 education. It is also part of the higher education curricula development. Courses such as cross-cultural education for teachers or teaching in a diverse society are added to teacher training (Lin, Oxford & Brantmeier, 2013). The Partnership for 21st Century Learning

states that all capacities contributing to global competency skills leading to career readiness, such as “standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for students” (Partnership for 21st Century Learning, 2014, para. 5). There seems to be little alignment for the development of global competency in the K-20 setting, which may be due to the lack of consensus on the definition of global competency. For the moment, the Virginia Seal of Bi-literacy, passed in March 2015, is a small step in the right direction trying to recognize high school students who have attained proficiency in at least two languages. “The Virginia Seal of Bi-literacy is an award made by a state department of education or local district to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation” (VDOE, 2015).

Global Competency on a National Level

It is problematic that the educational community lacks consensus on a definition for global competency skills. The National Education Association (NEA, 2014) defines global competence as “the acquisition of knowledge and understanding of international issues, the ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community” (p. 1). Global competence is not to be seen as neatly sorted set of independent skills, but rather as an evolving capacity model that reflects an integrated understanding and outlook for global affairs (Boix Mansilla & Jackson, 2011, p. 3). The National World Language instructional standards (1996) comprise such interdisciplinary modes of thinking and learning, thus representing the cultural learning

vanguard of 21st Century Learning (Phillips, 2003). In language acquisition, “culture is one of the Five C’s along with Communication, Connections, Comparisons, and Communities” (Phillips, 2003, p. 163). World Language standards are interdependent modes of learning, with the goal of “enabling students to understand perspectives, that is meanings, attitudes, values, and ideas of cultures studied” (Phillips, 2003, p. 164).

The National Advisory Board on International Programs (1983) defines global competence as having three components: the promotion of global awareness, intercultural sensitivity, and foreign language proficiency to communicate in an international setting. The existing conceptual frameworks provided by the Asia Society, the International Baccalaureate Schools, or Partnership for 21st Century Learning partner states are models which are readily accessible to anyone interested to benefit from their wealth of practical tools for administrators, teachers and the wider school community at large. Both the Asia Society and the 21st Century Partnership for Learning formulate a vision comprising a curricula pipeline for K-20 education (The Asia Society, 2013; Partnership for 21st Century Skills, 2014; IBO, 2014).

Nonetheless, the term *global competency* does not appear on mission statements of most schools. If it appears at all, some school districts pledge to raise global citizens or career ready students with a sense of global awareness. A consensus operational definition of global competency skills would allow school leaders and teachers to fully understand these essential, interconnected skills and enable educators to promote these abilities by embedding global competence strategies into the curriculum. The problem seems to be that the term competence constitutes a developmental model and a definite set of capacities or skills (The Asia Society, 2007). Competence is an organic

developmental concept, in which skills develop over time (King & Baxter Magolda, 2005, p. 576).

A clear understanding about global competency can serve as a road map for schools that are continuously pressured to demonstrate improvements in student achievement. This would benefit all school leaders, who are heavily invested in raising student achievement scores, emphasizing high-stakes testing and standardization, with little time to ensure that global skills are integrated into every-day learning across all content areas (Normore, 2010). “International undernourishment” (Lauda, 1992, p. 464) can be attributed to the fact that schools are focusing on rigid content rather than embracing a global outlook. Globally competent administrators lead schools to develop a globally competent faculty and 21st Century Schools develop globally competent students. We are well into the 21st century, but our schools are far from scratching the surface in terms of internationalization.

Educational Policies and Politics

Around the world, policy makers are occupied with the pursuit of improving educational policies to ensure that young people are learning the skills they need to succeed in an increasingly interconnected world. This is based on the belief that “high quality education is vital to a nation’s economic development and social well-being” (Fallon, 2016, para. 2) Education translates into college and career ready students, which sustain functioning societies, and economic development (OECD, 2016, para. 3). This includes the United States. America’s primary and secondary schools are intricate systems tested by countless organizational, legal and political challenges, educational policy development, implementation and changes. The complexities of American

educational policy are powered by growing federal and state centralization, inspired by business concepts of economic competition (Cuban, 2010), and governed by federal reform measures, such as the No Child Left Behind Act of 2001 (U.S. Department of Education, 2001; Olivert, 2007), and the most recently signed Every Student Succeeds Act (U.S. Department of Education, 2015). School governance is pervaded with top-down imposed reforms on state and federal levels, which creates uncertainty about who is responsible and in charge (Epstein, 2004). Federal and state dominance in educational matters continues to influence accountability measures at the local school level.

The common focus is on increased global student learning and global competency development. On the federal level and state level the need for increased global student learning has been articulated. Since the policy setting process, including implementation and evaluation on the federal and state level are similar to processes that can be found on the local school level, local school boards and administrators need to translate policies into school practice.

The policy formulation and adoption process is similar to the decision-analysis process described by Richard Howard (1988) and includes the identification of a problem requiring a policy, the formulation of the problem, which includes consideration of options and alternatives, and the adoption of the policy. Adoption would constitute the formal approval of an option. Then follows implementation and evaluation of the policy, which is an assessment of success in addressing the problem. In turn, this will lead back to the first step (Howard, 1988).

The policy process is not unlike models that schools are using to address problems or facilitate change. Less formal in nature, but equally valuable in terms of

program or policy evaluation, are Holcomb's (2009) five critical questions: "Where are we now? Where do we want to go? How will we get there? How will we know we are there? And, how can we keep it going?" (p. 2).

The problem for policy, planning and leadership in schools is that policy formulation on state and federal level is primarily governed by budgetary concerns while educational systems are governed by the vision of student learning. Schools are dealing with inadequate funding, but budget restraints do not drive school performance, they simply negatively impact schools' ability to improve teaching and learning. New policies pass without proper evaluation of their effectiveness.

Hence, program evaluation is needed to ensure that enforced educational reforms are bettering our schools (Holcomb, 2009). Another reason why top down enforced standards and procedures are challenging our complex educational systems is that policy makers are usually not involved in implementing the policy.

Successfully implementing educational policy and programs is up to the educational leadership team. Since each school system is a unique organization, with a distinct culture and climate in an ever-changing societal, political and economic landscape, schools demand leadership that is sensitive to the needs of all stakeholders (Daresh, 2002).

School administrators are facing many challenges, which require exceptional leadership and organizational development skills (Northouse, 2013). They are navigating through the demands of educational reform, which includes high stake testing and accountability measures, trying to implement educational policy that was imposed onto them. Ultimately, they are accountable for the outcomes. Cuban (2003) contended that

the state of the American economy does not fall or rise with student test scores. School improvement and impact on student learning for global competence and career readiness is possible with proper funding, program evaluations and implementation (Holcomb, 2009; Reimers, 2009; Perkins, 2009).

School leadership is facing the challenge of leading global education within their schools, without adequate funding and overall guidance. In our fast changing environment, school leaders are constantly challenged to work with different stakeholders and meet organizational goals. School leadership for global competency is complex work, therefore, it is useful to study the work of leaders who have successfully implemented comprehensive global education in their schools.

Planning for Change

School leaders who wish to implement a comprehensive global competency model in their schools need to understand the change process. Fullan (2001) contended that there are five forces for positive change in any organization. Leaders share and create knowledge, understand change, build relationships, and have a moral purpose. They are challenged to be able to seek coherence in a lot of ambiguity, which accompanies the process of change (p. 27). The role of leaders or change agent is governed by culture and capacity (Fullan & Langworthy, 2014); “it is an inherent change model, which is needed for deep and sustained change within and across complex systems” (p. 63). Capacity and culture are an integral characteristic of learning leadership (Fullan & Langworthy, 2014) and is an enabler for change as “it addresses the learning partnerships between students, teachers and leaders, learning from within” (p. 64).

Strategic planning is another tool that allows leaders to figure out focus and

priorities during conflicting demands (Bryson, 2011). Through strategic conversations, skilled leaders can promote strategic thinking, acting and learning (Bryson, 2011, p. 14). It improves decision- making and enhances organizational effectiveness (p. 15). One key feature of strategic planning is the planning for immediate outcomes and longer-term outcomes. “Both of the outcomes are grounded in a solid initial agreement formulated by all stakeholders. This foundation is the platform for “system adaptations”, meaning changes that help the organization or collaboration to create a better fit with its environment” (Bryson, p. 85).

Strategic planning is an invaluable tool for any school leader, as it allows the clarification of purpose in an ambiguous environment that is changing rapidly. It makes use of incentives, holds public organizations accountable to their key stakeholders, shifts power away from top and center, and develops an entrepreneurial and service-oriented culture (Bryson, p. 257). Using strategic planning as an overarching tool, schools can also benefit from articulating “specific, measurable, attainable, relevant and timely goals” (Doran, 1981) These so-called S.M.A.R.T. goals (Doran, 1981, p. 35) create an accountability roadmap in pursuit of global learning goals, and thus demonstrate to be a useful tool for school administrators, who are limited by fiscal constraints and challenged to meet 21st century learning needs that prepare students for a global workforce.

Summary

School administrators have the tools to strategize and to facilitate change, but how can leadership implement and support change in the area of global competence (Hamilton, Soland & Stecker, 2013)? It is vital to learn about the characteristics of schools that demonstrate best practices when it comes to educating for global career

readiness because the next international student assessment survey PISA in 2018, will assess American students in the domain of global competency skills. Many of these questions have not been addressed in the literature, and it was the focus of this study to seek understanding of best practices at public high schools in Virginia, by interviewing school leaders on global competency.

CHAPTER 3: METHODOLOGY

The National Education Association (NEA) has clearly formulated that it is imperative for students to acquire global competency skills for college and career readiness (NEA, 2014). However, there is a difference between having a strategy to develop globally competent students and actually integrating global competency skills development into the curricula of every school, for every student and thus, providing equal opportunities for learners. The Asia Society (2013) articulated this concern, “The U.S. economy and society are rapidly globalizing, but our schools are not” (Asia Society, 2013, para. 1).

I sought to explore the viewpoints, perceptions and best practices of public school administrators on global competency skills in grades 9-12 in Virginia to gather information on global competence skills and their development in public high schools. I am confident that by understanding curricular and instructional practices of exemplary, globally-competent schools, as well as the behavior and characteristics of globally competent school administrators who support global initiatives and ensure their success, the educational community will be able to implement best practices in the development of global competency skills and their integration into the core curricula. The following research questions guided my inquiry:

1. What are the characteristics of exemplary, globally-competent high schools in Virginia?

2. How do educational leaders of globally-competent high schools understand curricular and instructional practices that support global competency?
3. What are the behaviors of globally-competent school administrators that support global initiatives and ensure their success?
4. How would school leaders of exemplary, globally competent schools like to build and expand their programs in the future?

Methods

Paradigm

The paradigm for this phenomenological research was based on the theoretical framework of interpretivism (Moustakas, 1994), since I sought understanding on how school leaders ensure that global competency skills are promoted, developed, and integrated across all content areas. The purpose was to understand and learn from school leaders and their initiatives; leaders who integrate and nurture the development of global competency skills in their schools. In learning about best practices, I sought to compile and share such exemplary practices with school leaders to advance global competency skills development in secondary schools. As a researcher, I was aware that my own experiences and biases would influence the interpretation of findings in my endeavor to seek understanding about how schools develop global competency skills (Creswell, 2013).

Participants

The participants of this study were school administrators from schools that were nominated as demonstrating exemplary practice in the realm of global competency, and whose mission statements made reference to the development of global competency in

students. I first utilized snowball sampling and sent out 112 email nomination invitations to superintendents and foreign language supervisors of Virginia to identify any Virginia high school that meets the following criteria (Patton, 2002):

- A public school with grades 9-12 in Virginia, not an IB school
- Offering foreign languages level 1 through Advanced Placement level
- Offering globally-minded learning opportunities (e.g. cross cultural collaboration, Project Based Learning (PBL), etc.)
- Cultivating awareness and understanding of cultural differences and commonalities

I deliberately eliminated International Baccalaureate Schools (IBS) from the pool of potential schools because, although International Baccalaureate Schools in Virginia are internationally minded and place great emphasis on global competence, these schools limit access to all students and accreditation is very costly for school districts. I knowingly examined public schools that succeeded in integrating global competence development, to share best practices with other school leaders, in the hope that all schools can succeed in preparing students for global career readiness and citizenship.

In response to my request for nomination, a total of 9 high schools from 5 different school districts were nominated. After identifying the governing school districts, I submitted research proposal requests to each respective research and compliance office, seeking approval to conduct my study (Rudestam & Newton, 2015). I received approval to work with 4 out of the 9 nominated high schools. For the purpose of this study, nominated and selected schools are denoted as School A, B, C and D.

School A. This Virginia suburban high school was established in 2012 to relieve a neighboring high school from overcrowding and has a capacity of about 1800 students. Current enrollment is at about 1300 students.

Table 3.1

Demographics School A

Race	Percentage
Caucasian	47%
Asian	29%
African American	13%
Hispanic	8%
Multi-racial	3%

School B. This secondary city school, grades 9-12, serves students from across the district. Students can apply seeking admission to the world academy magnet program. Enrollment capacity for this high school is for 2100 students:

Table 3.2

Demographics School B

Race	Percentage
Caucasian	48%
Asian	9%
African American	36%
Hispanic	5%
Multi-racial	2%

School C. This school is a public, four-year high school in a suburban environment with current enrollment at about 1300 students, and capacity for around 2100 students.

Table 3.3

Demographics School C

Race	Percentage
Caucasian	55%
Asian	17%
African American	7%
Hispanic	16%
Multi-racial	5%

School D. This high school has capacity for 1600 students, but current enrollment is at 1350. The school was designed to be a part-time magnet school and was founded in 2003.

Table 3.4

Demographics School D

Race	Percentage
Caucasian	45%
Asian	28%
African American	20%
Hispanic	6%
Multi-racial	1%

Note: All demographics were obtained from the school websites and illustrate the diversity of the student body for each school. In compliance with ethical standards, all school names have been substituted with alpha codes A, B, C, and D.

Interviewees. This phenomenological study was intended to provide a more thorough understanding of the processes and experiences of developing global competency skills in grades 9-12. Although there is ample research on global competence, I wanted to gain understanding of how school leaders succeeded in translating theory into good practice. I wanted to learn from their experiences, beliefs, and successes. The ideal participant pool for interviews is a heterogeneous group of 12-

15 participants who have experienced the phenomenon studied (Creswell, 2013). I reached out to different school leadership teams, and the following school leaders consented to share their experiences and partake in the interviews. The demographic information of participants is as follows:

Table: 3.5

Participants' Demographic Information

Administrator	School	Sex	Race
Central Office/ Global Studies	A	M	Caucasian
Principal	A	M	Caucasian
Assistant Principal	A	M	Caucasian
Assistant Principal	A	F	Caucasian
WL Department Leader	A	F	Hispanic
Central Office /WL	B	F	Caucasian
World Academy Directory	B	F	Caucasian
WL Instructional Leader	B	F	Caucasian
Principal	C	M	Caucasian
Assistant Principal	C	F	African American
Director Guidance	C	M	Caucasian
Director Guidance	D	F	Caucasian
District Global Program Coordinator	D	F	Caucasian

I purposely refrained from providing exact job titles for each individual, as this could possibly jeopardize the confidentiality rights of participants. Instead, I resorted to using more generic descriptors, which would allow the reader to place each individual and his/her role into the larger school context. All individual names were replaced by pseudonyms, and titles of specific programs were changed.

Description of Participants - School A

Central Office Administrator, Mr. Schmitt - A1

Mr. Schmitt was the first school leader that agreed to interview. He is a school administrator from central office, overseeing global themed programs at schools A, C and

D. A former teacher himself, he is very enthusiastic about the process of internationalization of all high schools in his school district. He is a strong supporter of district-wide global endeavors, especially the annual Global Youth Conference.

Principal, Mr. Adams - A2

Mr. Adams is a very youthful, dynamic individual. Instead of having a conventional, face-to-face interview, he preferred walking and talking, showing me his school and introducing me to different teachers while sharing his views and experiences centering around the issue of global competency skills development. His excitement for teaching and leading a global school transpired in all his words and actions. Mr. Adams speaks several languages and has traveled extensively. His school A is involved in the planning and support of the annual Global Youth Conference.

Assistant Principal, Ms. Bond - A3

Ms. Bond is from the Midwest of the United States and grew up studying languages. She has spent time abroad expanding her language skills and has experienced first-hand what it means to be immersed in different cultures. She values the richness of the diverse student body at school A. Ms. Bond started her administrative school career in the Midwest prior to moving to Virginia. Parts of her administrator responsibilities are to oversee World Languages.

Assistant Principal, Mr. Keel - A4

Mr. Keel is a young educational leader responsible for social sciences and global study programs at school A. Like Ms. Bond, he has traveled extensively and believes in the need for international perspectives and collaboration. He is very invested in the global

studies program and hopes that the number of nations participating in the annual global youth conference will continue to grow.

World Language Department Leader, Ms. Walter - A5

As a World Language Department Leader, Ms. Walters' Hispanic heritage and language skills bring a rich perspective to the study. Her outlook on any issue is multi-faceted, always contemplating and viewing things from a global perspective. She is part of the school A leadership team, supervising the French, Spanish, Latin, German, and Chinese Mandarin instructors and classes. Ms. Walters is also involved in the coordination of student exchanges, student club activities, and the global youth conference.

Description of Participants – School B

Central Office Administrator, Ms. Davis - B1

Ms. Davis is in charge of all school based and district based foreign language programs for school B. Her background is in World Language instruction, supervision, and administration. She is supervising school B, which is a high school that includes a global language focused magnet program. She supervises K-12 language instructors and programs in Korean, Japanese, Chinese Mandarin, Arabic, Russian, French, Spanish, Latin, and German, their respective foreign exchange programs.

World Academy Director, Ms. Finn - B2

Ms. Finn has been leading the world academy magnet program of school B for 11 years. She has traveled extensively and has doubled the repertoire of languages offered at her school from 4 to 8. She supervises, organizes and expands student exchanges from Jerusalem to Japan, and her office treasures are a wealth of international travel memories.

It is her role to collaborate with educators from all content areas to align projects and learning.

World Language Instructional Leader, Ms. Rogers – B3

Ms. Rogers has worked 5 years at school B and was part of the world academy magnet school. She has directed two full immersion summer academies and is now working in another school district. However, her knowledge and insights about school B, its practices, students, and programs are deep and rich. She has traveled extensively and speaks several languages.

Description of Participants – School C

Principal, Dr. Johnson – C1

Mr. Johnson is a very outgoing, enthusiastic school leader who takes great pride in the diversity of his school community. He wants to expand the annual global youth conference to engage families and business communities. He has expanded the student exchange experiences at his school to involve an exchange between school administrators from other countries. School C has collaborated with French school leaders to broaden their global approach to teaching and learning.

Assistant Principal, Ms. Erwin – C2

Ms. Erwin's passion for global issues was sparked as a young student. She studied Italian and traveled abroad during her high school years. Ms. Erwin's administrative duties are comprised of organizing and hosting the global youth conference and supervising the World Language programs. She has traveled to many countries and is passionate about exposing students to global experiences. She advocates for global

exchanges and emphasizes that technology only supports global endeavors, as it is the personal encounter that creates connections for life.

Guidance Director, Mr. Green – C3

Mr. Green is a seasoned administrator with rich experiences about the global youth conference. Over many years, he has worked closely with administrators and teachers who are very invested in bringing student delegates and teachers from all over the world to the school. He is currently directing all guidance related programs at school C, but he previously worked at school D for many years. He has traveled extensively and works closely with schools in different countries.

Description of Participants – School D

Guidance Director, Ms. Long – D1

Ms. Long is directing all aspects of student scheduling at school D. School D was the first school to host a global youth conference, which has grown substantially since its inception. Ms. Long gives deep insights into the implications of offering many different languages and language levels as it impacts student class scheduling. She is a strong proponent of internationalized, global project learning and sees great benefits for students' personal development, as well as college and career readiness.

District Global Program Coordinator, Ms. Harris –D2

Ms. Harris is the creator of the district wide global youth conference, which involves participation from school A, C and D. Overall, she coordinates and supervises the collaboration of 6 high schools and 21 foreign school delegations, consisting of students and teachers visitors from all over the globe. The idea of developing the global youth conference was sparked by her passion for global studies. Five years ago, she took

students to a global summit in Singapore and decided that this is an experience her students should have back home. Since then, she has worked passionately to grow this annual program, involving students and engaging teachers, families, and the larger community.

Table 3.6

Participants' Information: pseudonyms and school codes

Names	School
Mr. Schmitt	A1
Mr. Adam	A2
Ms. Bond	A3
Mr. Keel	A4
Ms. Walters	A5
Ms. Davis	B1
Ms. Finn	B2
Ms. Rogers	B3
Dr. Johnson	C1
Ms. Erwin	C2
Mr. Green	C3
Ms. Long	D1
Ms. Harris	D2

Data Sources and Collection

This section serves to explain how the data were collected to understand the experiences and beliefs of school administrators in the context of global competency development in grades 9-12.

This study relied on a variety of data sources, including semi-structured interviews and foundational documents, such as mission and vision statements. In addition, I obtained course enrollment data of foreign language learners taking courses at level 4 to AP level at each high school, depending on course availability. This triangulation of data helped me to understand multiple perspectives and was supportive in

validating my interpretation of the data recorded and in co-constructing data as an active researcher participant (Creswell, 2013). In addition to school visits for the purpose of interviewing school leaders, School A also invited me to participate in a full day of instructional observations and shared materials on clubs and global student activities, which I recorded in my field journal.

Interviews

Each semi-structured interview was guided by 25 broad, general, interview questions, the responses to which were audio recorded and later transcribed (see Appendix B). Interviewees were informed about the purpose of the study and provided with a copy of the participant consent form (see Appendix A) prior to the interview. I explained that their names would be substituted by pseudonyms and coded to protect their identity and that they could stop the interview at any time. I communicated that at any point in time the participant could stop the interview and discontinue his or her participation (Glesne, 2011). I also explained that even if they would change their minds later on in the process, they would always have the option to decline participation. I asked if they had any questions or concerns prior to the interview, and then participants signed the confidentiality/consent form prior to beginning the interview. Addressing all ethical concerns and informing participants about the purpose of the study was important. In order to understand best practices of school leaders to promote and develop global competency in students, interviews with school administrators were conducted either face-to-face or via Skype. I scheduled these semi-structured interviews with each person, one at a time, to allow participants to speak freely, and to obtain more comprehensive data about their experiences and the phenomenon of this study (Moustakas, 1994). These

interviews were informal and allowed for the interviewee to share beliefs, experiences, and realities at their schools. All interviews were audio recorded, transcribed, and coded by emerging themes for high fidelity (Rudestam & Newton, 2015). I collected data through interviews from 13 administrators. The average interview lasted about 43 to 52 minutes, which provided rich experiences and insights in support of my research questions. I concluded my interviews with a total of 13.26 hours of audio-recorded time. The findings provided deeper insights and understanding of school leadership, global program initiatives, and professional development in regards to global competency development.

Foundational Documents

I also examined schools' mission and vision statements to see whether these schools made global competence skill attainment a priority in their school's mission. The document analysis of mission and vision statements of the respective schools and claims demonstrates and represents the educational commitment to help students succeed in a global society. In addition to these data, I researched respective school websites, included information from school club flyers and informational brochures.

Foreign Language Enrollment

Additional data about student enrollment in foreign language courses at level 4 or higher at the high school level indicates how many students are aiming for foreign language proficiency. These data broadened my understanding about students' competency skill attainment, since foreign language skills develop cultural understanding and expand the global mind (Reimers, 2009). I also inquired about the offering of foreign languages at the middle and primary school levels in order to investigate whether the

school has a curricular pipeline and aligns language classes from elementary school to high school graduation.

Observations

As I visited schools to conduct in-person interviews, I was able to tour each school and collect additional data. School A extended an invitation to come back and spend time observing instruction, which I gladly accepted. I spent the day observing classes in Honors English, Spanish, German, Social Studies, Chemistry, Biology, and History. I recorded my observations in my field journal, and the hours of time spent collecting this additional data amounts to approximately 12.5 hours, adding to the rich experiences shared by the interview participants.

Data Analysis

Interview responses were transcribed and coded by emerging themes. I examined the transcribed responses and underlined and highlighted key words and phrases, which allowed me to extract major themes, looking for patterns. Cutting and sorting facilitated the identification of subthemes (Bodgan & Biklen, 2000), and I gained a better understanding of the information gathered. For the initial sort, I used note cards and pasted quotes, sorting them into similar themes. I repeated this manual process for creating categories and drawing conclusions (Rudestam & Newton, 2015). This process may be inadvertently influenced by my own professional bias in regards to the topic of global competency development and its impact on school leadership.

When analyzing the transcripts, I based my inquiry on Moustakas' (1994) phenomenological research protocol. As an authority on phenomenological research, Moustakas (1994, p. 122) suggested the following steps for the entire transcript analysis:

1. Review each statement for how well it describes the experience.
2. Record all relevant statements.
3. Remove all statements that are redundant or overlap with others, leaving the key meaning units of the experience.
4. Organize the invariant meaning units into themes.
5. Coalesce the themes into a description of the textures of the experience and augment the description with quotations from the text.
6. Using your imagination and taking multiple perspectives to find possible meanings in the text, construct a description of the structures of your experience.
7. Create a textual-structural description of the meanings and essences of your experience.

The interview questions (Appendix B) are related to the overarching research questions, as outlined in Table 3.7:

Table 3.7

Global Competency in Grades 9-12 Interview Questions

Research Question	Data Sources	Data Analysis
RQ1. What are the characteristics of globally competent high schools?	Interview Questions: 1, 2, 5, 6,7, 8, 13, 14, 16, 18, 19, 20, 21, 23,	Coding of themes (Corbin & Strauss, 2014), Student data, mission and vision statement
RQ2. How do educational leaders understand curricular and instructional practices that support global competency?	Interview Questions: 4, 5, 6, 7, 8, 9, 10,15, 16, 17, 18, 19, 20	Coding by themes (Corbin & Strauss, 2014)
RQ3. What are the characteristics of globally competent high school	Interview Questions: 1, 2, 9, 14,17, 18, 20, 21	Coding of themes (Corbin & Strauss, 2014), mission and vision statement

administrators?

RQ4. How would school
leaders of exemplary
globally competent high
schools built on and expand
programs in the 9-12
setting?

Interview Questions:

3, 5, 6, 7, 8, 9, 10, 11, 12,
13, 15, 16, 17, 19, 20, 22,
24, 25

Coding of themes (Corbin
& Strauss, 2014), mission
and vision statement

I examined schools' vision and mission statements in reference to mentions of global competency. School leaders readily shared the requested information.

Ethical Considerations

Prior to conducting this study, I ensured that all necessary forms had been submitted to the William and Mary Education Institutional Review Board (EDIRC), obtaining permission to conduct this research. All participants received an *Informed Consent Agreement* letter prior to the interviews, in which I explained the purpose of the research study, its duration, and what the study involves. I explained that the study was completely voluntary and that participants were able to withdraw from the study at any time. I promised to protect participants and to ensure complete confidentiality by utilizing pseudonyms/fictitious names in any written report of the interview or in the final dissertation. I explained the benefits of the study and that there were no foreseeable risks in participating. The agreement states that the findings will be public as part of my dissertation and asks participants to sign an Informed Consent Form (Appendix A).

Assumptions

My experiences as an educator, endorsed in foreign languages and in supervision and administration PreK-12, contribute to my interest in this study. I deeply value the development of global competency skills for all students, and my views and perceptions are influencing my interpretations (Creswell, 2013). Most schools are under pressure to

demonstrate continuous student achievement, pushing the need for global competence into the background. In 2018, the Program for International Student Assessment study (PISA) will comprise the evaluation criteria of global competence in measuring and comparing school performance on a global level (Pearson, 2014). I believe that global competency can no longer be seen as a separate content area added to the curriculum, but has to be fully integrated into the curriculum across content areas in K-12 schools, and measures have to be taken now.

Delimitations

This phenomenological study was limited to school leaders and schools that demonstrate endeavors in developing global competency skills in students. It was exploratory in nature and was based on the experiences, beliefs, and perceptions of school administrators at selected public schools in Virginia. It was about gaining understanding and learning about best practices and beliefs of school administrators who have successfully integrated global competency development in their learning communities.

I deliberately eliminated International Baccalaureate Schools (IBS) in my study, because I wanted to learn best practices from public schools that have not invested money for IB accreditation. Furthermore, I have limited my study to the state of Virginia because the same graduation requirements are in place for all schools, and thus data collected would be easier to compare. This study is not intended to be generalizable, but serves solely to contribute to the understanding of the subject matter of global competency development in the field of education.

Limitations

My research was limited by possible shortcomings such as sample size, time constraints and other influences and situations that I could not control. It might be that the school leaders I interviewed exaggerated their schools' actual practices from a concern of social desirability. They might, likewise, have under-reported the challenges or difficulties they have faced. Other limitations came from the difficulty to schedule interviews due to the already burdened schedule of school administrators. All of these deficiencies impact the methodology and conclusions of my analysis.

CHAPTER 4: FINDINGS

The primary purpose of this research was to examine schools that have demonstrated the full integration of global competency skills as an integral part of their core mission in grades 9-12 public education. In addition, I sought understanding on how school leaders ensured that global competency skills are developed, implemented, and integrated across all content areas. This research explored the viewpoints, perceptions, and best practices for global competency skills from public school administrators of exemplary schools in Virginia.

The participants included one Central Office Administrator for Global Studies, one Central Office Administrator for World Languages, two Principals, three Assistant Principals, one Department Leader, two Directors of Guidance, one World Academy Director, one District Global Program Coordinator, and one World Language Instructional Leader. I also gathered additional data by including document analysis, using information from school websites, mission and vision statements, brochures, and flyers. Furthermore, I obtained foreign language student enrollment data from this current school year 2015-2016 and the previous year, 2014-2015. I visited each of the schools and spent an entire day at School A observing instructions of an Honors English Class, upper level Spanish, German, Social Science, History, Chemistry, and Biology class, which I recorded in my field journal and referred to during the course of data analysis.

During the data analysis process, connections and patterns emerged. Overall, the following major themes developed:

Table 4.1

Summary of Themes

Research Question Addressed	Emerging Themes
RQ1. What are the characteristics of globally competent high schools?	<ul style="list-style-type: none">• Mission and Vision Statements promote global competence• Making connections• Collaboration<ul style="list-style-type: none">○ Collaboration within the school community○ Collaboration with local agencies○ Global Collaboration• Celebrating differences• Resources• Acting on issues of global concern
RQ2. How do educational leaders understand curricular and instructional practices that support global competency?	<ul style="list-style-type: none">• Globally themed project based learning• Solving global issues engaging all disciplines• Investing in teacher professional development• Starting conversations• There is value in global engagement• Global and local community service learning projects• Teachers are resources
RQ3. What are the characteristics of globally competent high school administrators?	<ul style="list-style-type: none">• Sets clear expectations• Strongly supports teachers, students and families• Models global skills• Understands and celebrates cultural diversity• Is willing to learn from others• Makes internal and external connections• Works collaboratively• Invests in meaningful professional development• Advocates for global learning
RQ4. How would school leaders of exemplary globally competent high schools build on and expand programs in the 9-12 setting?	<ul style="list-style-type: none">• Global program implementation for all schools• Built on relationships locally and globally• Develop resources

As I analyzed interview transcriptions, school mission and vision statements, as well as referring to my field notes, it became apparent that all participating schools shared a common understanding that everyone has the ability and responsibility to build connections, exchange and expand knowledge, and to explore new opportunities to change the world.

RQ1. What Are the Characteristics of Globally Competent High Schools?

These exemplary schools shared the credo that everyone can make a difference in practicing global inclusion. Students are challenged to make a difference in this world by taking action to find solutions to issues of global concern. The school culture and climate are best reflected by student voices, which are strong and articulate. For example, the program guide for the Global Youth Conference reads:

Rapid globalization over the past decades has made understanding increasingly crucial. Moving into the future, worldly leaders will be vital to the success of their respective countries. By creating a global dialogue, we hope to foster international respect, but we also hope to prepare the next generation of problem solvers in business, geopolitics, and humanitarianism. Together, we will learn and develop global solutions that will inevitably shape the future [World Ambassador Club, School D].

Students, staff and administrators see each other as global citizens who are innovative and impactful by building strong local and global partnerships. They pursue new cultural knowledge, embrace diversity, and work together to prepare global solutions what will inevitably shape the future.

Mission and Vision Statements Promoting Global Competence

It became evident that a very clear mission and vision statement governs schools with such a distinct global outlook and commitment. The global school culture and climate of inclusion are emulated in the language and manifested in leadership, instruction, and learning. One core element found in all mission statements was to empower every student to make meaningful contributions to the world. This mission was supported by strategic goals such as the development of knowledgeable, critical thinkers, communicators, creators, and contributors. It was equally important to promote the cultivation of high-performing teams of professionals focused on mission and goals, as well as the delivery of effective and efficient support for student success. All elements are governed by several mutual core beliefs that the school culture of continuous improvement drives the fulfillment of the mission. It is anchored in building strong relationships with families, and local and global communities that enhance excellence. Schools also share the belief that the foundation for student growth is a safe, caring, inclusive, and challenging learning environment [Schools A, B, C, D]. Typically, school mission and vision statements are part of a multi-year strategic plan. Mr. Schmitt, a Central Office Administrator from School A, puts the current educational landscape of Virginia into perspective:

When you turn an aircraft carrier, it takes a long time to get it to actually curve and turn. That's where most schools are. We've been heading in a different direction for a long time in Virginia and the United States, where standards and specific types of informational learning have been the aim. Now, we are saying something different. That global thinking, which includes critical thinking,

problem solving etc., and understanding of the globe, is really what we are actually preparing students to do. Preparing them to be able to face the world and not just face their neighborhood or their community. That is a whole new imagination, so to speak. It will take this aircraft carrier a while to turn [Mr. Schmitt, A1].

All 4 participating schools have managed to adjust their rudders and are steering their boats towards internationalization by ensuring that global competency is an integral part of their vision and mission statements. This translates into everyday instruction and learning. Mrs. Erwin, Assistant Principal from School C contends:

It sets students up for success in the future, where being well rounded and being knowledgeable of things globally is setting them up for future success to be great global citizens, not just citizens of the United States, but in the world. It teaches them tolerance, I think. It teaches them awareness. So I think it is only beneficial to our kids [Ms. Erwin, C2].

Ms. Erwin and each of the participants emphasized the importance of linking global competency skill development to the overall mission and learning goals of school districts. Ms. Long from school D saw a globally-themed mission and vision statement as imperative:

I think it has to be a priority of that school division, it has to be part of their mission statement that they want to develop students to be able to graduate as global citizens, and I think that it has to be a conversation that starts at the top and that is also integrated into the schools, but if you don't have the funding and the support from a systemic perspective, it's very difficult to accomplish on a local

level. So I think that it needs to be incorporated into the vision and mission statements of the districts of the schools so that things can be viewed through that lens of always questioning and asking ourselves, *how are we developing globally competent citizens?* [Ms. Long, D1].

Making Connections

Schools cannot work in isolation, and it is a prominent characteristic of a globally competent school to make connections. This translates into developing strong relationships with internal and external stakeholders, building on these relationships, and securing strong, mutually supportive partnerships on a local and global level. As Ms. Long, Guidance Director from School D describes:

I think that there's more interconnectedness within our society and within our world that I think it's becoming even more critical for people to be aware of what is going on outside of their world. For people to be fluent in different languages, I think that's becoming a greater skill as we progress. I think that it's becoming more and more important because of the interconnectedness of our world [Ms. Long, D1].

Building connections within the school is the beginning and extends to the local and global community. Principal Johnson from School C explains that it is imperative to give students the opportunity to share their hopes, dreams, and desires, which differ from person to person. It is crucial, however, that by encouraging conversations about differences, it allows him to establish a culture of acceptance and trust. He strengthens a school community that shares a common perspective, a global perspective for global citizens. "It is not a preparation for global citizenship, it is the cultivation of a mindset

that we are global citizens, the realization: we are one global community” [Dr. Johnson, C1].

Collaboration

Making connections between people was considered by participants to be a prerequisite for successful collaboration between individuals inside or outside the school community and local or global agencies. Investing in building relationships between educators and students was an underlying core belief of all interviewees. It was seen as crucial in helping building strong partnerships with others, but mostly for creating, promoting and preserving a climate of acceptance and trust. Without that relationship, there would be no long lasting collaboration. It transpired that there are different categories for collaboration addressed by the interviewees.

Collaboration within the school community. Globally competent schools share the ability to work together in different ways. Foremost, there is a partnership-like collaboration between administrators and staff; secondly, there is cross-departmental collaboration between teachers; and lastly, administration, staff, students and families, work together as a school community. Ms. Bond, assistant principal from school A said:

We were discussing yesterday, in fact, how impressed and amazed we are by the ways in which our students sort of integrate with one another, seem to get to know one another’s background -- that there’s not separation in terms of diversity in our school. So I would say number one, first and foremost, we learn from each other [Ms. Bond, A3].

Working together in an environment that values differences teaches students to succeed in a diverse world. Being able to collaborate with each other as a team helps in

“understanding the bigger picture of the world than the one that you currently live in and see things from a broader perspective” [Mr. Keel, A4]. Nurturing positive relationships and working together seemed valued by all administrators and were prevailing characteristics of their globally-competent school communities.

Collaboration with local agencies. Every school in the study depends on thriving relationships with the local community, and outside local and state agencies. Working with these constituencies is crucial to the development of students and for adding to the richness of opportunities for real life learning experiences. Mr. Keel, assistant principal from school A said,

Being able to connect with other people through technology or working with people or global corporations or all the different ways that you’re going to interact with people all over the world and different kinds of people. It’s essential, I think, that schools are teaching kids how to live in that and strive in that and succeed in that. The limits of your education don’t stop within your school. There are opportunities outside of that and around the world [Mr. Keel, A4].

Reaching beyond the school limits allows school and instructional leaders to enrich their learning experiences. They invite guest speakers, arrange for internships, plan field trips, visit local businesses, and get involved in community service projects. It is about creating these real-life learning opportunities and exposing high school students to broaden their understanding about their immediate world and beyond.

Global collaboration. Cultivating a global mindset requires schools to create global learning opportunities, and thus compels them to expand making connections beyond local and state agencies. In most cases, the global initiatives at each school can be

attributed to a teacher led initiative, which started several years ago. A teacher who reached out and made a connection with either a person or school abroad. These exchanges have been going on for years, yet over the years, all participant schools have revised their mission and vision statements, which now emphasize the importance of global competency skills. However, the initial global program impulse came from teachers who, supported by their administrators, established exchange programs or world youth summits. Ms. Walter, World Language Department Leader from school A explained:

Well, you can adopt a school. You can have online (connections). I have a friend in Costa Rica and we keep on working. I think those opportunities are out there of reaching out to the world. You can reach out to embassies. I would imagine the embassies would be thrilled to help to put schools in contact with different schools where eventually you have an exchange program of kids of any subject and travel to that country [Ms. Walter, A5].

All participating schools have several bilateral exchanges, meaning one specific school that they are partnered with where students travel to, and in return their students come to visit the US. In addition to conventional student exchange programs, global collaboration expanded into annual world summits, where student delegations from all over the world visit here in the United States. Every summit is governed by a theme such as “Standing for Unity: Changing Perspectives.” Delegates work on issues of global concern, make presentations, and examine a wide perspective on global issues [Ms. Harris, D2]. Organizing and hosting such an event involves everyone within the school and many volunteers from the local community, thus strengthening partnerships and

enriching human relations. Such experiences help students realize that there are differences in thinking and understanding. They learn to be open-minded and respectful of different cultures and comprehend that there are many different points of view in the world.

Celebrating Cultural Differences

Students learn the appreciation of cultural differences within their schools and also by working with outside individuals and agencies. Each school has a distinct internationalized culture, which is supported by visuals such as flags from different nations and posters of world leaders, writers, or scientists. Students daily encounter a learning environment that acknowledges and recognizes diversity and encourages students to collaborate effectively within that culture. Embracing differences sometimes means utilizing a broader perspective to manage differences in constructive ways. This is considered being part of cultivating a global mind-set: “the awareness that there are differences in thinking and understanding, and the willingness to learn with this richness and to find solutions for improvement” [Mr. Green, C3]. School principal Dr. Johnson explained that the diversity within the school is enriching the learning experience for all. During his lunch visits in the cafeteria, he usually strikes up conversations with his students. Dr. Johnson described one such exchange with a student:

She wanted to do a study on human greed and she was sitting with her friends in the cafeteria talking to me. They all had considerably different point of view on this topic, on human greed and excess. If you think about it, their backgrounds dictate there would be different perspectives [Dr. Johnson, C1].

Celebrating cultural differences leads to richer conversations and enriches learning. These kind of exchanges shape the global culture of these schools.

Resources

Talking to participants, it became evident that schools, in order to maintain and expand their global programs, are experts in utilizing internal and external resources. They share the common characteristic of tapping into their human resource potential and the skill of making and building on interpersonal connections, with the goal of forming strong partnerships. They also engage their families and encourage students to bring in guest speakers from varied backgrounds to share real life experiences with their student body. They encourage families to host student delegates or teachers from other countries during their world summits, which contributes reinforcing human connections and building bonds for life.

In addition, school leaders are supportive and assist on securing the often limited funding to augment any fundraising initiatives, which are usually teacher or student driven. Furthermore, administrators ensure that paperwork is being processed and trips get approved. Just like everyone is considered responsible for being globally competent, everyone is equally valuable in terms of being a resource to the success of global programs. Passion for global learning is driving the process, as Ms. Harris reflected:

I think exchanges are super valuable. Honestly, that face-to-face connection, nothing really replaces that, and nothing that you do online or any other way can take the place of face to face with someone [Ms. Harris, D2].

Once these human connections have been made and relationships form, the excitement and passion to expand on such rich experiences is propelling the process. Families get

involved and one connection leads to another person, who could help with organizing a student exchange or funding. It appears that relationships building on the local and global level constitute an essential feature of a globally thriving school community.

Acting on Issues of Global Concern

Integrating global perspectives in all content areas is part of the school culture, and it empowers learning for all. Students have to think about global issues, explore the issues from different angles, and use their critical thinking to come up with plausible solutions. Project based learning is the cornerstone of good global competency development practice. Students identify authentic problems and tasks in the world, and by investigating global issues they apply important skills such as critical thinking, communication and collaboration, as well as creativity and innovation. Teachers ensure that projects are tied directly to the Virginia standards and to the curriculum. Then they facilitate the process, helping students to create a project that is intended for an audience beyond the school. The purpose is that students examine the topic, discuss it, and develop an action plan to solve the problem. Their globally-focused projects will be shared with a local agency or a global partner school who will provide feedback. Once feedback is obtained, students reflect and revise their project as necessary. One great example of such a project based learning activity is an example from a math class in school A:

One of our math teachers assigned a project to her Algebra 1 students to graph and use linear equations documenting the local water consumption. Students discussed the significance of water consumption in their area and on a global level. They examined the water usage in their own homes and how that would impact water consumption efforts globally [Ms. Bond, A3].

Ms. Bond described that students sent their findings to the local water company and asked for feedback in regards to their proposition for water conservations.

The underlying premise for globally-focused project based learning is that student learning has to be defined in terms of the issues they face or the problems they have to solve in their lives. “Having such learning experiences allows students to engage all interdependent modes of thinking that they have to do to be successful human beings” [Mr. Schmitt, A1]. Integrating different point of views in the solution finding process of project-based learning enriches the learning outcome for students. Learning is happening within an authentic context and engages critical thinking, reflection and creative problem solving.

Overall, all participating schools shared distinct characteristics. Each school was guided by a clear mission and vision statement, which addressed the need to educate globally competent students. Administrators explained that building strong relationships and making connection within and outside the school community are paramount for the success of globally focused student learning. Schools are not working in isolation, but see themselves as an integrated community of learners within a larger interdependent context. Collaboration within schools, extent to collaboration and the development of partnerships on a local, and global level. Globally competent schools value and invest in human relations, cultivating acceptance for cultural differences and divergent thinking. These critical interdependent modes of thinking are promoted via project-based learning, which are tied to Virginia standards and issues of global significance. These schools expose their students to diverse learning experiences, which encourage them to find solutions and act on real life issues. Globally competent schools value cultural differences, promote

understanding and acceptance of such differences, and thus prepare students to become globally competent citizens.

RQ2. How Do Educational Leaders Understand Curricular and Instructional Practices that Support Global Competency?

Overall, school leaders agreed that all subject areas need to address global competency skill development. When solving problems, it is not about one discipline. According to Mr. Schmitt, global learning is about human beings and relating to each other. “It is about addressing human issues, rather than addressing an academic discipline” [Mr. Schmitt, A1].

All four participating schools have implemented project-based learning with a global connection, and it has become part of the school culture. Project based learning, or PBL, is facilitated by teachers who employ specific instructional strategies that encourage constructive dialogue, critical thinking, analysis, and application. Interviewees stated that the first step in establishing this particular culture of learning needs to be embedded in the curriculum and has to be tied to continued teacher professional development. There is a need for cross-departmental collaboration and learning amongst educators because, when solving problems, students are required to use all their skills. Mr. Schmitt believes that there has to be a paradigm shift in teaching:

The provision of an academic discipline is really a human creation. When you operate during the day, you need to pull upon multiple areas of knowledge or understanding. When we think about the learning experience and how to do it, it should be about problems they have to solve or issues they have to face. I know the issues that will pull in reading and writing, and math and history and

science...and art and music. All of these subject areas, we break up kind of falsely [Mr. Schmitt, A1].

All administrators admitted that learning in this way involves multiple disciplines, especially when working on PBL assignments, and that not all of their teachers have embraced this idea. It does require more extensive collaboration across departments and involves continuous teacher professional development to find mutually agreeable solutions. Inadvertently teaching has to adapt to new ways of learning.

Globally Connected Project Based Learning

Teachers are asked to do one major global project per semester in schools A, C, and D. Students from school B determine a major global research project during their freshmen year and then present their work as a senior. In school B, this long-term global project assignment is part of the graduation requirement. For schools A, C, and D, the semester initiative is a top down directive from the district to be implemented by all high schools, not just the schools that took part in this study. The projects are tied to the curriculum and have to connect to a real world problem that needs to be solved. Such authentic problems and tasks challenge students to use all academic content skills and encourage creative problem solving.

Taking action on topics of global relevance is also a guiding theme when international student delegations visit for the annual summit. Dialogue is promoted to increase cultural awareness on topics such as access to education, human rights, and environment/sustainability. Students lead sessions on planning, developing, and implementing youth leadership skills and conducting debate sessions in dealing with global conflict to reach consensus. Such summits promote international communication

skills and multicultural perspectives. School B is a specialized school that focuses on global competence and global issues. Specialized classes are offered that are relevant to the overarching school theme. Seminars on global issues, global culture classes, classes on global systems, and senior year global connection classes are being offered. Ms. Finn from school B explained:

We look at them for vertical alignment and the goals for each of the courses, and each of them is really leading our students to that global connection's class where they're doing some sort of global project that they're interested in [Ms. Finn, B2].

Course offerings are in support of global learning and students can explore a range of different topics. This allows them to make an informed decision about their major PBL assignment, which extends over four years. This supportive course structure is connected to the overall learning experiences and helps students grow academically.

Solving Global Issues Using all Disciplines

Working across different content areas requires flexibility and diligence on part of the teacher and support from administrators. Instructors at these schools view PBL favorably because it empowers student learning. However, it requires planning and working in professional learning communities, sharing resources and open dialogue. Working across content areas, and collaborating with teachers from other departments requires a climate of trust:

Students explore the issues in such a way that is interesting to them, especially which can lead to student actions on that issue. There's got to be a certain amount of flexibility, it also becomes hard to assess [Ms. Harris, D2].

There are questions about assessment and concerns over how to find enough time, so teachers can plan collaboratively and work across all content. This can create obstacles to successful program implementation. To ease the burden on teachers, the requirements for PBL in schools A, C and D, are to work on two global projects a year, versus school B, which assigns one major project over four years. It requires constant follow up on part of administrators to ensure that all teachers are on board.

Assistant Principal Erwin from school C shared that working across all content areas has to be a top down leadership initiative. It is about setting expectations:

Showing them what it looks like, getting different stakeholders together on the team to talk about how to get integrated, and I think those are ways and then just being supportive when teachers come up with ideas...[Ms. Erwin, C2].

Cross-cultural learning happens formally and informally across all content areas. The curriculum and the standards are part of the overall learning experience, yet what appeared more important was what was going on in the classroom. Principal Dr. Johnson from School C explained that the way that teachers design their classrooms maximizes collaboration. Global competencies are learned in a collaborative setting, in a daily lesson, informally:

The power is less about the formalized curriculum and you will know: now it's time to turn the page to learn. It's much more about what do I learn from my colleague, as we solve a larger problem [Dr. Johnson, C1].

Although participating schools have implemented project based learning with success, school leaders caution about the need to balance the use of PBL assignments because

they are very time consuming. Meanwhile schools and teachers are pressured by state assessments. Mr. Adams, principal from school A, said:

That is why I think a middle of the road approach... There has to be some balance to it. It can't be all project-based learning (PBL) and it can't be all skill and drill for a state assessment [Mr. Adams, A2].

Participants strongly agreed that the development of global competency skills is not to be confined to world languages or social studies. To the contrary, everyone agreed that it is part of all content areas and needs to be addressed all across the board. Although participating schools were nominated for their exemplary practices, insights shared by administrators illustrate that it is a long process to firmly embed this goal of world connections and global perspective into the everyday school learning experience. For example, Ms. Finn explains:

We're not there. I really think that when we first formed this school, we had people on the steering committee from all academic areas, from PE, from math, from all areas. We haven't really been able to reach over to math. Our students, they're taking English, their special studies, and their seminar classes. Those are specialized global courses. We have not done anything with math or PE [Ms. Finn, B2].

The integration of global learning in the regular school world and alignment to the curriculum and standards requires continuous professional development for teachers. "In order to change how we teach, we need to change teachers mind set" [Ms. Erwin, C2]. This requires customized teacher professional development.

Investing in Teacher Professional Development

Instructional practices in support of global competency development have changed. Lecture has been replaced by collaborative, inquiry-driven learning experiences. Project based learning requires a lot of preparation from teachers, and since solving global problems asks students to use their knowledge and understanding from all academic disciplines, it also changes the content of teacher professional development sessions. Mr. Adams, principal of school A, explained that in order to support project based learning initiatives with a global connection, the first thing that needs to be addressed is professional development.

We have weekly meetings at our school. Everyone receives a bound interactive notebook, which details all the PBL activities we're going to be doing and goals for the year [Mr. Adams, A2].

He gave detail about his professional development plan, which includes weekly faculty meetings that are centered around learning:

There is no faculty meeting where I am going to get up and read information at you. You get that in a handout you can read. I plan for the professional development and we work collaboratively to solve instructional issues [Mr. Adams, A2].

At his school, professional development is at faculty meetings, which are supplemented by professional development department meetings and subject-level meetings.

To maximize teacher professional development and collaboration, participating schools share that they value providing continuous support and training to their educational staff. Each school ensures that teachers have common planning periods and

work in professional learning communities. Teachers work grouped by department and/or subject level and are encouraged to collaborate cross-departmentally for the purpose of project based learning initiatives. No one teacher is solely responsible for teaching students how to write or read. Ms. Bond said aptly, “I think it starts by everyone taking responsibility for what students need to know” [Ms. Bond, A3]. Administrators ensure that professional development addresses that teachers know what type of skills and standards need to be incorporated across the board.

Starting Conversations

Open dialogue between administrators, teachers, and students is imperative for making connections and building relationships. When I was visiting school C, Dr. Johnson had just come back from spending his lunch period in the cafeteria. He was excited and shared that he just had the most amazing conversations with some of his high schoolers. He said by talking to his students he learned so much about their global perspective. Every single one of them was a first generation student in the United States and what they talked about, their personal stories and views on real life issues, taught Dr. Johnson about their cultural differences and similarities, the things that they appreciated, their goals and their dreams:

They have put a human face to the concept of global competency. In other words, to me that takes the face, how we interact with each other and learn from each other. That to me is global competency. It’s much less about a pragmatic skill set, and much more about the human interaction, and what we learn from each other as humans [Dr. Johnson, C1].

School leaders shared that nothing can replace face-to-face conversations to build relationships. This includes talking to students in the cafeteria and in the hallways, being present.

Administrators explained that, in order to have meaningful conversations, schools need to offer events for students to engage in meaningful human interactions. It is important to create opportunities for students to examine a wide perspective on global issues. Learning about their dreams and goals, and including high school students in the planning and facilitation of international summits or exchanges, provides plenty of opportunities to strike up conversations. In a climate where cultural differences and perspectives are valued, the student led clubs and initiatives mirror the diversity of interests. Dialogue supports the exchange of thoughts and interests, which allow extracurricular groups to form. Miscellaneous clubs and organizations at each school comprised the full range of conventional student organizations, ranging from standard academic honor societies to traditional battle of the book clubs. Additionally, there were Bhangra clubs, Bollywood clubs, International clubs, Middle Eastern and South Asian Society clubs, Model UN, UNICEF high school club, and many more [Club activities, School A].

Conversations are the avenues for cultural learning for all and flow in all directions. Communication flows vertically and horizontally. Administrators are learning by listening to their students and teachers and vice versa. The question is less of having the same goals and dreams, but to share a global perspective as a school community. Dr. Johnson addressed this idea by saying:

It is incredible. For me, then, the goal becomes if these students are that in tune with where they are in the global community and their own hopes, dreams and desires, how do we make sure then that all of our students in our building have that same perspective? Not the same goals and dreams and desires, but the same perspective of where they sit in the global community, and where their goals step in a global community [Dr. Johnson, C 1].

One administrator expressed her understanding of the importance of embracing diversity by practicing tolerance for what is different:

When you're talking about global competency, we are not just talking about the history of people, but the likes and dislikes and the respect that exists of everybody being able to live in a community where everybody, Latin club, peace club, God club, sports etc. coexists. It is a beautiful picture! We are not a melting pot, but a beautiful nutritious salad, that is how I look at it. We are salad. The school is the lettuce and all the other kids, their tastes, their likes, dislikes, administration, teachers, families... we are all different ingredients, making this a beautiful mixed salad! [Ms. Walter, A5].

Starting conversations is an essential first step to building relationships. Listening to students stories and engaging in dialogue with an understanding and acceptance of cultural differences, is the foundation for building a trusting global learning community.

Create and Support Collaborative Opportunities

Understanding curricular and instructional practices that support global competency comprises the creation and support of collaborative opportunities. There are many occasions that lend themselves to foster global understanding and collaboration. A

distinct global character engulfs all participating schools, offering comprehensive student exchange programs and annual international summits, which allow students to work on issues of global significance:

Really, it comes down to two teachers looking critically at their curriculum and see in their school calendar, just the real-time logistics and figuring out how to make something meaningful happen [Ms. Harris, D2].

Creating opportunities such as globally themed project based learning activities is part of the leadership directive and responsibilities. As Assistant Principal Keel from School A explained:

I think a lot of this feeds into global competencies of teaching kids. The last element of that is connected with the world and building on the ability to get feedback from others and use it to make your work better to have an audience beyond just the classroom and your teacher with experts outside of the field [Assistant Principal Keel, A4].

Next to practicing project-based learning, schools also ensure that every exchange and international conference has a set learning agenda for all involved. Each year, the annual global delegation summits are guided by a different learning theme, such as “Shape the Future, the Sky is the Limit.” Summits last over 10 days, and every day is filled with special events. Guest speakers, discussion forums, culture cafes, round table discussions, presentations on various global topics, and several global forums, which give students the opportunity to collaborate on finding solutions to real life issues of global significance, like water conservations, access to education, or women’s rights. Ms. Rogers from school B describes:

They give presentations about how they live, what their school is like. The Israel delegation always talked about how everyone has to join the military, girl or boy, it does not matter. It really is very, very interesting and the kids are able to ask questions, and most of the times they were amazed at how well all of the foreign delegations spoke English [Ms. Rogers, B3].

Participating schools and their respective district leadership set the agenda for globally connected experiential learning experiences.

There is Value in Global Engagement

The value of working with a global focus is beneficial to students, teachers and staff. Continued professional development is seen as a necessity and an opportunity to grow as a community of lifelong learners. Administrators and teachers model collaboration, problem solving, communication and respectful interaction with others, as expressed by Ms. Bond:

I think we continuously look for ways to bring in additional training and resources for our teachers and students. We constantly, as a leadership team, are doing book studies and looking for additional resources, bringing those in and then turning around and looking for opportunities to make our collective learning meaningful and relevant [Ms. Bond, A3].

For students, it translates into an increased awareness of cultural differences, knowledge of global issues, proficiency in a language other than English, and confidence to interact and collaborate with people with other cultural backgrounds. Learning in such a rich environment brings many benefits beyond better college or career options. It changes students' perspectives and often impacts their life aspirations:

You can see it paying dividends where they are pursuing this opportunity to study abroad in college, pursuing opportunities to go into the Peace Corps and to do other things like that [Ms. Harris, D2].

Teaching students to collaborate and to embrace cultural differences impacts them for life. Once they leave school, students will inevitably work with people from all walks of life:

It exposes them to global issues and ideas, forcing them to think critically and reflect on what ideas they have to include. I think it makes the United States a better place because they'll walk away from high school with so much more than what I walked from high school with as far as global issues and global awareness [Ms. Erwin, C2].

There is value in globally connected learning. It prepares students for college and careers in a rapidly changing world. Being able to work collaboratively, to communicate, to think critically and creatively, helping to find solutions to real life issues, are indispensable 21st Century skills.

Global and Local Community Service Learning

Project based learning within the classroom setting is only one way to foster global learning. In addition, each school offered some form of community service learning opportunities to their student body. These activities, with a local or global focus, could be part of the instruction, but were usually planned and organized by extracurricular student clubs. Activities included fundraisers for a school in South Africa, hurricane relief initiatives, collecting food for the food bank, and the list goes on. Each project provides ample opportunity to practice student leadership and communication

skills, thinking beyond the self and critically engaging in discourse on how to solve a problem. Sometimes it was an endeavor within the school district, like high school students with different cultural backgrounds visiting middle and elementary schools sharing their heritage and cultural perspectives:

The students, they have created an environment that looks global, sort of like you see in our classrooms and just to expose the kids to new ideas. They wrote questions in advance for ELL students and made sure they had students who could speak Chinese, Spanish or other languages to engage them in the conversations [Ms. Finn, B2].

Having students visit other schools to share their backgrounds and personal stories encourages questions and dialogue. It is about starting conversations and realizing that as diverse as we are, we often have a lot in common. High school students volunteer their time and earn service hours for their honor societies. The experience shapes students' perceptions of being part of a larger community, locally and globally.

Teachers Are Resources

Plagued by limited funding, schools have resorted to leveraging and sharing all available resources. Most importantly, all administrators stated that their teaching staff has been instrumental in shaping the global character of their schools. Teachers have utilized every available human resource and invested endless hours in organizing events, exchanges, and fundraisers, and in investigating new projects. Everyone was willing to share their successes and freely talked about difficulties:

All of these things take so much human resources. Teachers, as you know, we are just so busy. I think we need more human resources, so I have someone who can

run the exchange programs, organize internships, manage field trips. There is so much administrative work involved. I'll say that our teachers are extremely hard working and extremely passionate about what they are doing, and they are willing to go way over and beyond. They take time to travel with students over their spring breaks and host people in their homes. We get host families for about 70 kids a year. We do home visits, and just doing all those things requires so much time. You definitely have to have a passion for it, to make it happen [Ms. Finn, B2].

The success in maximizing internal and external human resources is anchored in building relationships inside and outside the school building, engaging communities, and sharing knowledge and resources. School leaders support these endeavors by writing grants and granting professional development leave, so teachers don't have to use their personal leave.

RQ3. What are the Characteristics of Globally Competent High School Administrators?

Analyzing the interviews and supporting documents, some common themes emerged in regards to globally competent characteristics of school leaders. These emerging themes are described in this section.

Sets Clear Expectations

The development of global competency skills in grades 9-12 is part of the district and individual schools' mission and vision statements. It thereby communicates clearly that it is part of the strategic plan to empower students to become lifelong learners who are responsible, productive, and engaged citizens within a global community. Having

these goals anchored in the mission, it is up to the building administrator and his or her leadership team to translate these goals into everyday learning objectives. Principals and assistant principals view themselves as instructional leaders, who go into the classrooms and make sure that their expectations are clear. Frequent visits allow opportunities for conversations with students and teachers about what is going on in the classroom, and to see whether teaching and learning is connected to global issues.

The overarching expectation is set on the district level. Superintendents expect globally focused PBL initiatives at all schools. These global themes and expectations are addressed and followed up on during monthly principal meetings and bi-monthly assistant principal meetings and are run by administrators of secondary education:

Principal meetings do that and also we have meetings throughout the year with department chairs and lead teachers and teacher contacts at the schools to try to make sure we're putting this work on regularly or putting this message out regularly [Mr. Schmitt, A1].

However, it is not merely about getting the message out. As assistant principal Ms. Bond explains, it is important to be clear about the global PBL expectations, which are linked to the Virginia Standards of Learning. Administrators clearly communicate that all projects have to be relevant and have critical content, it has to be a public product, it needs to relate to an authentic and challenging problem, and it has to be pertinent to society. Lastly, the project theme has to connect with the world and technology [School A, C, D].

Strongly Supports Teachers, Students and Families

Setting clear expectations creates a sense of accountability for everyone to meet the learning goals articulated in the mission statement. It does not equate to an autocratic leadership style. . School leaders are modeling collaboration and are strong supporters of teachers, students, and families. They are working with all stakeholders and seek open dialogue. “We are looking for things to get our teachers most comfortable in putting some of these things into practice” [Ms. Bond, A 3]. One principal, Dr. Johnson, emphasized that leaders have to ensure that expectations are met, so that teachers are comfortable to integrate these learning goals into their daily instruction. He explains that instructional leaders have to talk about empathy and tolerance in schools:

We are in a political situation right now that has my little community very worried that because of say, for example, their faith, that they will have and experience discrimination [Dr. Johnson, C1].

Administrators shared that learning experiences have to be personalized in a sense that students need to interact and engage with students from other cultures:

These are all things that they could read about, but there’s no connection. But we share those things and talk about it with someone, there’s a connection, a personal back and forth. The kids will remember this forever. And somehow, when you personalize learning, then it is no longer a matter of us, or them -- it’s a we. They are no different than us. They want to text and use Instagram just like us. When you bring it to the more personal level, the kids are learning in ways that we don’t even know that makes it very powerful [Mr. Green, C3].

Next to leading teachers and students in teaching and learning, globally competent school leaders distinguish themselves by demonstrating empathy and by being great listeners. They are passionate about what they do, they value and model positive relationships and are supportive of their school community.

Models Global Skills

The characteristics of globally competent school administrators extend beyond setting clear expectations or strong support for the entire school community. Next to being empathetic and nurturing a climate of tolerance and trust in the building, school leaders described that they strongly believe it is critical to model the desired behavior of being open to cultural differences and accepting of different views. This quality needs to be mirrored in personal and professional relationships throughout the school building and beyond. Interviewees were very personable and approachable. When we toured the schools, it was apparent that they genuinely cared about their students and teachers. The feeling seemed reciprocated. Everywhere we went during our “walk-and-talk,” administrators stopped and were prepared to start and engage in conversations. I welcomed the opportunity to shadow and to observed genuine human interaction, whether it was in the hallways or cafeteria with students and staff, or in the front office with staff, visitors, and parents. Participants demonstrated their interest to learn about the personal stories of their students. They truly modeled what they asked from everyone in the building, working with and learning from each other side by side. Assistant principal Mr. Keel explained:

I think that you could work in there the diversity of all kinds of different people -- cultural diversity, being able to collaborate with each other, to be able to work as

a team. I think it's a very different model [from] what a lot of us grew up expecting in the world, that the limits of your education don't stop within your school, that there are opportunities outside of that school and around the world [Mr. Keel, A4].

School leaders demonstrate making connections by reaching and going out to the community bringing in guest speakers, engaging families, sharing about themselves, or bringing in their families for school events. Family engagement was very important for all administrators. Mr. Green described that his school held fun cultural competitions during the summer, and winning students could spend time with their principal. This meant he bought pizza and visited the students for dinner at their home engaging in conversations.

One of the things we do over the summer is we found a cultural contest and kids can answer the questions. Actually, they are questions the answer to which, we want them to know. They answer these questions and then we hold the contest during the summer and just before school starts, we go to their homes of the winners and we have dinner with them. That's for two purposes. One, to meet the families, but, two, you learn more in five minutes on their doorsteps than you do four years in your school. We try and get out and do some of those things, where we are in the community. Then we are eating dinner with them, we call it "Pizza with the Principal," but they always bring or have food from their culture, so we learn right away a lot of different things [Mr. Green, C3].

It allowed him to make connections to his community and build rapport, sharing and learning from each other.

The most important element to model was collaboration with others. During my school visits, the sense of open communication and working together was immediately apparent. Administrators' office doors were wide open and classrooms were inviting. Students were not surprised seeing visitors and being observed. Everyone was welcoming, and the collaboration amongst teachers during the faculty meetings and professional development translated into their classrooms. Students were engaged working and learning together:

I think that school leaders should have the same characteristics as the students have, and be aware of all the different cultures, religions, languages as well, in order to be a role model [Ms. Rogers, B3].

In school D, one administrator was bi-lingual. Having the ability to communicate with students whose dominant language is Spanish has had tremendous impact on the leadership team and school. The assistant principal was able to improve communications and to support the endeavor to work cross-culturally:

With our assistant principal joining us, she has been able to really help us to better communicate with those students and reiterate communicate expectations, and it really worked to understand the issues facing the community within our school systems and within our unique school. So I think that's the best way, just trying to understand the cultures that exist within our school walls and being able to understand our unique issues and challenges and celebrations and stuff as those students experience it [Ms. Long, D1].

The language proficiency of this one administrator is modeling a global competency skill. Principal Adams from school A also speaks another language, as well as Ms. Bond, Ms.

Walter, Ms. Davis, Ms. Rogers, Ms. Erwin, and Mr. Green. This represents 46 % of the interviewed administrators who spoke another language.

Understands and Celebrates Cultural Diversity

A globally competent school leader demonstrates a passion for learning and people from diverse cultural backgrounds. Characteristics of culturally-minded school leaders is to remain curious and inquisitive because their demographic cultural landscape is always changing. Dr. Johnson illustrated:

What do we learn about our students and from each other? For me then the goal becomes, if these students are that in tune with where they are in the global community and their own hopes, dreams, and desires, how do we make sure then that all of our students in our building have that same perspective? You get into the field of education because you want to change the world [Dr. Johnson, C1].

Administrators describe that their personal view on global competency is mainly being open to diversity and collaboration with individuals with different cultural backgrounds and views. It means an appreciation and awareness of different people of all cultures and religions and languages. They believe it is essential for the future of our society:

It is vital in order to solve problems and issues in our future that our students learn to communicate. You know it is impossible to learn everything that is going on in the world, but I think it's a mindset that you're open-minded and willing to listen, willing to learn, and willing to accept people from all different walks of life [Ms. Finn, B2].

Embracing and celebrating differences transcends ethnic diversity. Overall, the leadership team of each school was not representative of their diverse student bodies; they were

predominantly Caucasian. I interviewed five male and eight female administrators, who stated that despite their obvious lack of ethnic diversity, they are coming from a diverse background and bring a lot to the table:

I think as a team we are very balanced. We represent a variety of different career backgrounds in terms of what our experiences have been. Then, I would extend that to our entire school leadership team over into that group of department leaders, and they bring a broad background too [Ms. Bond, A3].

The skill of seeing real life issues and learning through varied lenses is a quality that is not necessarily tied to demographics. What seems to matter is a positive mind-set and an open inquisitive mind with a genuine appreciation for people and experiences that are different.

Is Willing to Learn from Others

Collaboration and interacting with others is paramount to learning. In the context of global learning, it is to be understood as a reciprocal process. It represents itself in the form of administrators learning from teachers and students, and students learning from teachers and so forth. The dynamics of learning and human interaction are interdependent and complex. Schools take on the nature of a holistic, organic eco-system, with information exchanges between every stakeholder. Exemplary school leaders model this and admit that one of their greatest sources of learning stems from interacting with their students:

I think, ultimately what you learn the punchline is, you learn from the kids every day. The reason you love coming to school is you have learned something new every day [Dr. Johnson, C1].

Learning is not a one-way street. It is the role of an educator to model lifelong learning, which is not limited to acquiring new skill sets, but comprises broadening one's perspectives about people and cultural differences. We live in a world that is constantly changing and thus, learning is organic and evolving as well.

Makes Internal and External Connections

Communication does not happen in isolation, and globally competent school leaders share the ability to start meaningful conversations. The ability to build relationships is key. Administrators have to utilize all available resources, and making connections face-to-face is what helps them to garner the assistance needed to get the job done. They serve on various committees, work with the Better Business Bureau, the Chamber of Commerce, the PTSA, student leaders and their delegates, state representatives, central office administrators, universities, and the list goes on. Being an effective communicator requires great listening skills and the understanding of individual differences and the aptitude to build strong relationships. Administrators need durable partnerships.

Works Collaboratively

Building and maintaining strong partnerships requires excellent interpersonal skills and an understanding of different cultural perspectives on the local and global level. Participants described that without such partnerships within their schools, in their community, and beyond, learning would be less authentic in terms of real life connections. School leaders also promote partnerships with administrators abroad to learn about best practices and to engage in global discourse. Ms. Davis explained:

This year we had administrators come from France to talk about an exchange at our school for next year. We also the year before had administrators. Any time we do something like that if you're a principal in a school and you never left the country, then that administrator from Switzerland or Spain or France comes and stays with you for a week, and you are transformed by that. Then that will change your lens when you return and how you will support the curriculum and instructional practice in your building [Ms. Davis, C1].

Once there is a personal contact, a human connection, it is important to maintain and nurture that relationship to create partnerships for learning. This is especially true when it comes to collaboration on an international level and technology is used in support of communication. Ms. Walters pointed out:

Well, you can adopt a school or like I do, I say to my French principal, "you and I need to sit down." I think those opportunities are out there for reaching out to the world. You can reach out to embassies. I would imagine embassies would be thrilled to help to put us in contact with different schools where eventually you have an exchange program of kids in any subject travel to that country [Ms. Walters, A5].

The foundations for successful collaboration are rooted in open communication, listening and understanding of different perspectives, and sharing experiences and resources. All of these help school leaders to form long lasting partnerships. Working collaboratively impacts their relationships within the school, with teachers, and with staff and extends to engaging families and other stakeholders. Interviewees shared that currently some of their yearlong efforts to promote exchange programs might be jeopardized by lack of space.

School A is experiencing a population growth, which means that exchange students will not be able to visit:

I don't know if we're going to be able to host any next year because with our population explosion. I don't think I have room for it. We have to have our students having first priority with having seats in the classroom. I don't think we're going to be able to host anyone next year, or probably the next six years until we're back down to normal levels, unfortunately [Mr. Adams, A2].

It involves a lot of collaborative work to initiate and maintain successful student exchange programs and to keep up the momentum. It is vital to globally competent schools that collaborative working relationships are strengthened on all levels, to ensure that they can preserve the rich learning experiences they offer to students.

Invests in Meaningful Professional Development

Global competency skills are learned in a collaborative setting, informally, during a daily lesson. To ensure that teachers are comfortable with PBL and classroom design that promotes such skills continued professional development is seen as key by all administrators. As Dr. Johnson expressed, "For me, the power is less about the formalized curriculum; it is more what I learn from my colleague as we solve a larger problem" [Dr. Johnson, C1]. In school C, teachers have dedicated "playground" time during their planning periods. Dr. Johnson explained that professional development does not have to be costly and it does not have to take away from teachers' time. According to him, it is more important that teachers get time to experiment, hence the term "playground time," and to receive all the support they can get. Therefore, he provides a

multipurpose room equipped with technology to allow teachers to collaborate and try out ideas. He explained:

There are multiple ways to do very cost effective professional development. I would love for a school in Virginia to send their teachers here and I would send mine there, for a period of time. I would love that idea for our students for that matter. Costs a little bit of money, but professional development is much like increasing the skills of your students -- same with increasing the skills of our teachers. You don't tell them what they need to learn and you don't lecture to them. You have to provide them the experiences and offer them support to take chances [Dr. Johnson, C1].

On the district level, Mr. Schmitt [C1] stated the need to have continuous teacher professional development throughout the year. Realizing that not all teachers have the same skill set, he explained, that good professional development needs to be planned thoroughly and differentiated for diverse competencies or skill levels. Differentiated professional development is seen as a sensitive way to signal that differences in experiences, values, and skills are not confined to the student body.

First of all, professional development would be something that exists and continues all year and from year to year. It would not just exist in the summer time. It needs to be something that continues throughout the year and needs to be sequenced a certain way and differentiated for where certain folks are on their journey on understanding [Mr. Schmitt, A1].

Mr. Green felt that in order to be truly delivering meaningful professional development for teachers, it would be helpful to find out what teachers know or do not know about global competency skills:

I think it would be helpful if we had more specific goals on what we should be doing as teachers, and maybe that's as simple as doing some more surveys on what teachers know and don't know about global awareness [Mr. Green, C3].

There appears to be a different approach about professional development in participating schools. School A promotes an experiential type of training, while in contrast School B has a very structured plan for teacher professional development. This year, educators in School B are working on assessment, whereas school C described that it needs to be more goal specific. For school B, Ms. Davis [B1] explained that every teacher has attended at least one, if not two, assessment courses. In addition to required training, teachers get to choose different optional courses that they can take in the summer:

It is a huge range of professional development, and the teachers have a lot of choices. Some schools choose an overarching theme for the development, such as literacy, or the infusion of literacy [Ms. Davis, B1].

Ms. Walters from school A states that everyone needs proper training and professional development courses. She suggests a train the trainer model:

You need to provide professional development. You need to have people who are experts in the field to train. You can start with a small group, then start training all the people [Ms. Walters, A5].

Overall, there seemed to be consensus that providing and supporting teacher professional developmental is indispensable. There was some variance, however, in regards to what this type of global competency training or teacher training in general should look like.

Strong Advocacy for Global Learning

School leaders need to promote the need for global awareness and be passionate about their work. As Ms. Walters describes, having global understanding also requires some genuine effort to come up with novel ideas:

Our principal is very much into making that link with our students and parents. I think we are having someone from the counseling department starting a program where you bring parents in, parents who don't know how to speak the English. Our principal collaborates with Guidance to develop a program where families can come in, so that they can share information with the parents. To me that is a huge global community assistance. These are the tools that you have; these are your resources [Ms. Walters, A5].

This is an example of advocacy for more programs that serve the cultural differences of the immediate school community. Then there is another component, advocacy for global program funding or curricula revisions on the state level:

Here is the first thing. Legislature and state government, state ordinance of education, need to wake up and pay attention to the world rather than at a local prudential creating tourist site. Have kids focused on things that are not necessarily in their world and it's just really difficult for us to have people focused on what's important and that is to spurn a global world. When state standards and other things have them paying attention to other things that are not

necessarily related to a global world that has to change. That notion of staying with the same curriculum that does not have global understandings from the very beginning or as their foundation must change [Mr. Schmitt, A1].

Administrators shared the belief that advocacy for building communities of global learning from early on is very important:

In other words, you go exploring the world now. When previously, when they were born, they were born into a neighborhood or a state or a country. As soon as you're born, you're a citizen of the world because your connections are global. That has to happen from the beginning. It is not something we can wait for until high school [Mr. Schmitt, A1].

Another characteristic of a globally competent administrator was his or her support of seeking additional funding to upgrade or expand technology, which is needed for global learning and collaboration or student travel.

Interview responses from all four school administrators indicated that global competency of school leaders presents itself in a leadership style that demonstrates setting clear expectations and being supportive of teachers, students and families. Globally competent school leaders model the behavior they seek to instill by being understanding and accepting of cultural differences, demonstrating empathy and simply by being a good listener who can communicate effectively with all stakeholders. He or she promotes collaborative global learning experiences for students and teachers and models collaboration with local and global constituencies.

RQ4. How Would School Leaders of Exemplary, Globally Competent High Schools Build on and Expand Programs in the 9-12 Setting?

Based on the information I gathered from my research, globally competent school administrators share characteristics that enable them to build on and expand programs in grades 9-12. They are willing to learn from others and want to broaden their perspectives on worldly matters. In addition, they invest heavily in building strong relationships, which expand to strong partnerships in learning. It is about making and nurturing connections. They are driven by a passion for their belief in relevant global learning and see themselves as strong advocates for a more globally minded education. These characteristics serve school leaders in their endeavor for continued school improvement and allow them to integrate global learning programs in grades 9 to 12. They ensure that global competency skill development programs are aligned with existing curricula and teacher development.

Insist on Global Program Implementation for All Schools

Each administrator commented to the fact that it was paramount that global competency skill development as well as language learning should start at the preschool or kindergarten level. Ms. Erwin expressed, “That’s when their brains are just absorbing every little thing and it makes it a lot easier” [Ms. Erwin, C2]. School leaders shared that during their principal or assistant principal meetings, they would split up into cluster groups to collaborate with leaders from elementary and middle schools about grade level articulation. They would like to see that global programs would not just be confined to secondary schools grades 9 to 12:

Once the big people up at the state decide what are the objectives of the global learning or global expectations, it can be integrated in any curriculum. It can be integrated because we do it here, so, I know it can be done on anything else. But it boils down to you have to educate the person that's going to present it to the kids. They incorporate things in our curriculum all the time, so I don't think it will be too difficult to incorporate it to see what our objectives are. One main resource is being able to educate teachers [Ms. Walters, A5].

To ensure that global competency skills development is incorporated into the curriculum, administrators stated that it would have to become a monitoring piece:

I think it then turns into a supervisory piece, if you will, that's on a walk-through form for example, or an evaluation or an observation form to ensure that's actually happening [Mr. Adams, A2].

What was once teacher-centered instruction has shifted to student-centered inquiry based learning. Assistant principal Ms. Bond from School A explained that she wants students to articulate their own standards and further described that she wants students "to be able to self-assess meta-cognitively how they are able to do something at the beginning of a unit, during a unit, and at the end of a unit" [Ms. Bond, A3].

Being tenacious in the implementation of global competency skill development takes a holistic approach. Everyone is responsible; and "it comes down to that genuine collaboration and team work as far as everyone understanding what all students need to know" [Ms. Bond, A3].

In order to achieve a classroom environment that is conducive to collaborative learning, teachers have received professional development training for project-based

learning activities. Many different instructional strategies have come and gone, and school leaders realize that teachers have to see the value in the training that they are expected to participate in:

It is obvious to a lot of us, but if we don't help our teachers understand why something is of value, then we certainly shouldn't be taking their time for it. I think making sure that any professional development we put in place for teachers is not too theoretical and not too practical. It has to strike a balance [Ms. Bond, A3].

The driving force behind teacher professional development is usually the vision and mission statement, which articulates clear common goals and core beliefs in support of such goals. Dr. Johnson explained,

I have a multi-layered approach to professional development, usually driven by our vision, mission statement, to make sure that we are aligned and that we are involved together, a systems approach to it [Dr. Johnson].

School leaders agreed that there had to be a way of saying “this is as important as an SOL goal” [Mr. Green, C3]. Mr. Green continued:

If you can do that, make it a goal that's written in a curriculum that students will be proficient in these areas and then what is important. It can be done in ways that kids are learning it without knowing that they are learning [Mr. Green, C3].

Advocacy for global learning, and bringing attention to state agencies to articulate global goals for student learning, is a necessity. School administrators agree that if we truly pledge to prepare students for 21st Century careers, then global competency skill

development has to be articulated as such and has to be included in mission and vision statements, as they present core beliefs.

Build on Relationships Locally and Globally

Connecting with people is not an event but a process. School leaders who want to build and expand on global programs cannot do so in isolation. Cultivating relationships is of high importance because these connections can be the beginning of mutually beneficial partnerships on a local and global level. There was congruence among interviewees that teachers have been instrumental in taking initiative in making connections, reaching out to global partner schools, and organizing student exchange programs. Administrators can augment these efforts by getting involved in the process. At school D, the international delegation summit has grown from six participating nations to 18 different countries. Teachers' travel with students and often an administrator was accompanying the trip. The primary purpose of principals or assistant principals was to chaperone students as they travelled abroad, but over the years, the visits developed into full-fledged administrator exchange programs:

Then last year, our assistant principal took a principal post in South Korea, so there was our connection. We do try to reach out, like for example, I'm trying to reach out to Australia and South Africa to give our kids an opportunity to go there. They will experience the students there, build those relationships, and then it would be great for them to go and visit those students [Ms. Erwin, C2].

Ms. Erwin explained that it was encouraged to generate sister school relationships and to focus on doing exchange programs and creating curriculum with these partner schools, with the goal of working on projects together. Administrative support for global

initiatives is crucial to allow teachers to strengthen existing relationships with other schools and to expand on such programs:

I think it is important. It sets our students up for success in the future where being around and being knowledgeable of things globally is only setting them up for future success to be great global citizens, not just citizens of the United States, but globally. It teaches them tolerance. I think, it teaches them awareness. So I think it's only beneficial to our kids, no harm [Ms. Erwin, C2].

To expand and build on such partnerships, school leaders need to be resourceful. This means that they rely on using their existing human resources and apply their creative problem solving skills to find ways to increase global learning opportunities at their schools.

Develop Resources

All participants shared their aspirations to expand and build on the existing global initiatives. Funding is critical, but other than a few grant opportunities, there is little financial support to fund global initiatives. Administrators described that they reached out to local businesses with global connections to garner sponsorships for their programs:

With the Germany trip, Steel was sponsoring. Steel here and Steel in Germany.

The Virginia Department of Economic Development was sponsoring and giving money in order for the German students to come here. So there are sponsors and maybe sometimes fundraisers [Ms. Rogers, B3].

Financial support is limited, which makes it necessary to develop relationships within the local school community and its immediate environment. Engaging families in the process of finding creative solutions to finance trips abroad unites everyone working for the

greater collective good of travelling with students to another nation, exploring other cultures and customs, and broadening understanding about cultural differences.

Developing resources implies not just securing additional funds for global programs. It also suggests working with internal and external customers, expanding existing relationships. Often teachers lead the way by connecting with another teacher via social media platforms designed to connect schools. As Mr. Schmitt explained:

There are plenty of ways, electronically, where this can happen. It's just a matter of making sure that schools have the technological resources to do this. This can take many structures. It can be parallel learning experiences where one class gets, say, Malaysia, studies water issues in their community and one class gets, say Camden County and studies the water issues in their community. There is no reason why teachers cannot use Skype for professional development with someone in another country [Mr. Schmitt, A1].

Technology can support global learning experiences, but actual face-to-face encounters between students are more powerful.

It is essential to be resourceful in creative ways to ensure that the established student exchange initiatives can be maintained. Schools rely on sponsorships, stipends and grants to fund global exchanges or international summits, and it takes persistence and passionate advocacy to promote the importance of such rich learning experiences. Building strong networks of support systems is crucial for success. Once a connection is made, activities and networking spirals. The school community starts to extend into the local community and reaches out globally. These strong partnerships have to be created and cultivated from early on. Administrators share that it is best to nurture global

competency skill development starting at preschool or kindergarten age and need to be developed and expanded throughout a student's academic career. This requires the involvement of all stakeholders and a clearly formulated vision and mission from school leadership.

CHAPTER 5: CONCLUSION

The purpose of this phenomenological study was to explore the extent to which schools understand and implement global competency development. I examined nominated schools that have implemented the full integration of global competency skills development as an integral part of their core mission in public secondary education. My study was guided by my understanding that education is a basic human right and that students need to be equipped with the necessary knowledge and skills to succeed in a global world. The development of global competency is not seen as something separate added to the curricula. To the contrary, it needs to be assimilated into everyday teaching and learning.

This study was also guided by my understanding that educators have the obligation to provide students with all the necessary means to achieve global competency for the 21st century. According to the National Education Association (NEA, 2014), “Global competence in the 21st century is not a luxury, but a necessity. Whether engaging the world, or our culturally diverse homeland, the United States’ future success will rely on the global competence of our people. Global competence must become part of the core mission of education—from K-12 through graduate school” (NEA, 2014, p. 2). I sought to learn about best practices and to understand the characteristics of globally competent school leaders. Although this small study is by no means generalizable, it can serve as a conversation starter about the issue of global competency skill development in public schools in Virginia and beyond.

Summary of Findings

All participating schools share a common understanding that everyone has the ability and responsibility to build connections, exchange and expand knowledge, and to explore new opportunities to change the world. These attributes translate into distinct characteristics. Each school is guided by a clear mission and vision statement that addresses the need to educate globally competent students. Administrators explained that building strong relationships and making connections within and outside the school community are paramount for the success of globally focused student learning. Schools are not working in isolation, but see themselves as an integrated community of learners within a larger interdependent context.

Collaboration within schools extends to collaboration and the development of partnerships on a local and global level. My findings illustrate that globally competent schools value and invest in human relations and cultivate acceptance for cultural differences and divergent thinking. These critical interdependent modes of thinking are promoted via project-based learning, which are tied to Virginia Standards of Learning and issues of global significance. World language studies are a natural way of deepening such skills; however, students are making global connections across all content areas. They are also exposed to other globally-connected learning experiences, such as international clubs and Model UN, which encourage them to find solutions and act on real life issues. The foundation of each school is deeply anchored in the appreciation of diversity. Schools promote understanding and acceptance of such differences, and prepare students to become globally competent citizens by engaging them in global collaborative projects that are framed in an international context.

Furthermore, it became apparent that the success in maximizing internal and external human resources that are required to sustain such programs is anchored in building meaningful relationships inside and outside the school building. Schools interact with local agencies and engage all stakeholders, sharing knowledge and resources. Additionally, school leaders support these endeavors by writing grants and granting professional development leave so that teachers do not have to use their personal leave.

The characteristics of globally competent school administrators present themselves in a leadership style that demonstrates setting clear expectations and being supportive of teachers, students, and families. Globally competent school leaders model the behavior they seek to instill by being understanding and accepting of cultural differences, demonstrating empathy, and simply by being a good listener who can communicate effectively with all stakeholders. He or she promotes collaborative learning experiences for students and teachers and models collaboration with local and global constituencies. They are willing to learn from others and want to broaden their perspectives on worldly matters. Globally competent school leaders invest heavily in building strong relationships, which expand to strong partnerships in learning. It is about making and nurturing connections. They are driven by a passion for their belief in relevant global learning and see themselves as strong advocates for a more globally minded education.

Technology can support global learning experiences, but actual face-to-face encounters between students are considered to be more powerful. It is essential to be resourceful in creative ways to ensure that the established student exchange initiatives can be maintained. Schools rely on sponsorships, stipends, and grants to fund global

exchanges or international summits. It takes persistence and passionate advocacy to promote the importance of such rich learning experiences; thus, strong networks of support systems are crucial for success. Once a connection is made, activities and networking spirals. The school community starts to extend into the local community and reaches out globally. It is a delicate interdependent ecosystem of rich experiential learning for all. Generating innovative solutions to real life issues is embedded in the global learning context, which needs to be sustained by proper funding and additional human resources.

All four participating schools share a common understanding that everyone has the ability and responsibility to build connections, exchange and expand knowledge, and to explore new opportunities to change the world. These attributes translate into distinct characteristics.

Clear Mission and Vision Statement

The attributes of a globally competent school are articulated in a clear mission and vision statement guiding each school, addressing the need to educate globally competent students. Building strong relationships and making connections within and outside the school community are paramount for the success of globally focused student learning. These schools are not working in isolation, but see themselves as an integrated community of learners within a larger interdependent context.

The global school culture and climate of inclusion are emulated in the language and manifest in leadership, instruction, and learning. One core element that is anchored in all four mission statements is to empower every student to be college and career ready and to be prepared as global citizens. This mission is supported by strategic goals such as

the development of knowledgeable, critical thinkers, communicators, creators, and contributors. It is equally important to promote the cultivation of high-performing teams of professionals who focus on mission and goals as well as the delivery of effective and efficient support for student success. All elements are governed by several mutual core beliefs that the school culture of continuous improvement drives the fulfillment of the mission. It is entrenched in building strong relationships with families and local and global communities, all of which enhance excellence.

Collaboration

Collaboration within schools extends to collaboration and the development of partnerships on a local and global level. My findings illustrate that globally competent schools value and invest in human relations and cultivate acceptance for cultural differences and divergent thinking. These critical interdependent modes of thinking are promoted via project-based learning, which are tied to the Virginia Standards of Learning and issues of global significance. Next to studying world languages, students are also exposed to other globally-connected learning experiences, which encourage them to find solutions and act on real life issues. The foundation of each school is deeply anchored in the appreciation of diversity. Schools promote understanding and acceptance of such differences, and they prepare students to become globally competent citizens by engaging them in global collaborative projects, which are framed in an international context. It takes persistence and passionate advocacy to promote the importance of such rich learning experiences; thus, strong networks of support systems are crucial for success. Once a connection is made, activities and networking spirals. The school community starts to extend into the local community and reaches out globally.

Resources

Furthermore, it became apparent that the success in maximizing internal and external human resources that are required to sustain such programs was anchored in building meaningful relationships inside and outside the school building. Schools interacted with local agencies and engaged all stakeholders, sharing knowledge and resources. Additionally, school leaders support these endeavors by writing grants, seeking sponsorships, and granting professional development leave to their teachers.

Globally competent school administrators share a leadership style that demonstrates setting clear expectations and being supportive of teachers, students, and families. Globally competent school leaders model the behavior they seek to instill by being understanding and accepting of cultural differences, demonstrating empathy, and being reflective practitioners who can communicate effectively with all stakeholders. He or she promotes collaborative learning experiences for students and teachers and models collaboration with local and global constituencies. They are willing to learn from others and want to broaden their perspectives on worldly matters. Globally competent school leaders invest heavily in building strong relationships, which expand to strong partnerships in learning. It is about making and nurturing connection. They are driven by a passion for their belief in relevant global learning and see themselves as strong advocates for a more globally minded education, which extends beyond studying world languages and social sciences.

Discussion

It is our responsibility to educate and mentor the leaders of tomorrow, preparing

students with the capacity and the ethical dispositions to create a future that is enhancing the quality of life for all. This is likely to be the most critical challenge for educational institutions in our time. To do this, learning needs to focus on the objectives to develop global values, foreign language skills, and foreign area and globalization expertise, which allow students to think and act on issues of global significance (Asia Society, 2008).

The avenue to accomplish the goal to have all students career ready in a global world starts with making the development of global competence a policy priority for all education systems. The development of global competence is not just for elite schooling, but, for each and every student with concern for their individual learning needs (Reimer, 2009). Having a clearly articulated mission and vision statement with a focus on global competency skills development is paramount. It is now supported by national legislation. The recently signed Every Student Succeeds Act, ESSA (ESSA, 2015), is a new federal act which mandates that “all students in America be taught to high academic standards that will prepare them to succeed in college and in their careers” (ESSA, 2015). With this national educational mandate in place, state agencies and schools have to translate this goal into everyday educational practice. In consideration of the next international student assessment study PISA, scheduled for 2018 (OECD, 2016), the need for global competency skill development in American schools is paramount. The United States is currently ranked 37th in the published findings of the PISA 2012 study (OECD, 2016).

This study also supports the notion that global competence is not to be seen as a neatly sorted set of independent skills, but rather constitutes an evolving capacity model that reflects an integrated understanding and outlook for global affairs, in which schools and their students have the capacity to investigate the world, to recognize perspectives, to

communicate ideas, and to take action (Boix Mansilla & Jackson, 2011, p. 3). This is not a novel concept; the National World Language instructional standards (1996) comprise such interdisciplinary modes of thinking and learning, thus representing the cultural learning model of 21st Century Learning (Phillips, 2003). The global learning standards are naturally aligned with the content area of world language acquisition, where culture is interconnected and inseparable from communication, connections, comparisons, and communities (Phillips, 2003, p. 163).

World language instruction and learning thus constitute an invaluable resource for schools in their endeavor to internationalize their school curricula. Rather than being a related arts discipline, world language instruction and acquisition based on culture, communication, connections, comparison and communities, within authentic context, serves an exemplary model of global learning for all content areas. Instructional practices of world languages acquisition consequently prove to be a wonderful model for globally focused PBL activities. In fact, world language teachers and their programs constitute a viable internal resource for teacher professional development, without burdening the already limited professional development funding. Increased teacher collaboration supports the sharing and expanding of instructional strategies. It supports a culture of learning and cultivates a mind-set that cherishes diversity in thinking, creativity, innovation, and problem solving.

The capacity to investigate the world, to recognize perspectives, to communicate ideas, and to take action is a global competency skills development model describing what students need to be able to learn and do in order to be successful in the 21st century (Boix Mansilla & Jackson, 2011). This model is applicable for school leaders and

teachers alike. Students, teachers, and administrators are challenged to look beyond their school communities. In this day and age, everyone works with people of diverse backgrounds, which impacts perspectives and communication and interaction with others. This skill set is needed to make meaningful connections and to build strong partnerships locally and globally. This needed change extends to higher education teacher preparation and administrator training. Universities need to reevaluate their course offerings, in preparation for teaching and school leadership in a globally connected world.

This study also supports my assumption that there are certain leadership attributes that lend themselves to create such an open, global environment of learning. Allen, Facca and Shankman (2008) assert that emotionally intelligent leaders are aware of the environment in which leaders and followers work, they have an awareness of self in terms of abilities and emotions, and they are aware of their relationship with others and the role they play in the leadership process.

Participants shared the understanding that global competency skills are defined, life-essential skills that are developed in 21st century schools. Furthermore, participants contend that clear mission and vision statements, which articulate global competency development as a core belief are translated into practice, by globally competent school administrators, who govern globally competent schools. Subsequently, this has bearing on student learning and teaching at the PreK-12 level, but also warrants that educators at all levels of education collaborate, align and change teaching to meet 21st Century learning needs.

The findings of this study also show that collaborative practices modeled by leaders are characteristic of learning from within, and are supportive of the learning

leadership culture as described by Fullan and Langworthy (2014). Leaders are facilitating organic change: “Inherent change is when change happens almost organically” (Fullan & Langworthy, 2014, p. 60), and model the vision and mission of collaborative global learning for all.

Implications for Practice

Setting clear expectations is paramount for the success of globally competent schools. Globally competent schools ensure that the development of global competency skills is part of the district and individual schools’ mission and vision statements. It thereby communicates clearly that it is part of the strategic plan to empower students to become lifelong learners who are responsible, productive, and engaged citizens within a global community. Having these goals anchored in the mission, it is up to the building administrator and his or her leadership team to translate these goals into everyday learning objectives. It is essential to link goals and objectives with some accountability measures, and that school leaders are visibly engaged and present in classrooms. The successful integration of global competency development into daily teaching and learning requires that the expectations and objectives are clear.

Clearly articulated visions and goals are essential, yet they need to be supported by a system that allows time for teacher collaboration and exchange. Doing more with less is a prevalent feature of the educational landscape, and educators are fatigued, with little ability to take on extracurricular assignments. Therefore, it is paramount that the development of global competency skills is anchored in the curriculum across all content areas and not to be seen as something added on. Teacher training needs to prepare future teachers in these competency areas, and universities need to augment their leadership and

teacher training programs with global studies, world language learning, and exchanges abroad. This signifies a paradigm shift in teaching and learning for students, teachers, and administrators. Everyone is responsible to make this happen, and federal and state agencies are asked to properly fund schools to support their mission so that they can align themselves with the ESSA directive to provide an education for all students to succeed in college and in their future careers (ESSA, 2015). Global competency skills are essential to succeed in a society that is diverse with international economic ties. They do not constitute an educational privilege, but a set of much needed college and career skills. Public schools need to deliver on their pledge to provide education for all students that prepares them to become successful citizens. Public schools are challenged to evaluate where they are in this process and to take the necessary steps for change.

Using Holcomb's (2009) five essential questions to govern school change, this study implicates the following for future practice:

Where Are We Now?

Virginia has different high school models that include public schools, IB schools, charter schools, and private schools. This study examined public high schools in Virginia that were nominated for their exemplary practice in the development of global competency skills without being an IB School. The topic of global competence skills development in Virginia warrants to be explored in greater detail, since the findings of this study are not generalizable, yet the implications for schools and school leadership are important in Virginia and on a national level. We have some schools that demonstrate internationalized teaching and learning, but they are not necessarily for all students. One way to create accountability that global competency skills development is part of

teaching and learning is to tie global learning to school missions and goals. Any school and their respective school boards can examine and change existing mission and vision statements, taking the initiative to connect and expand educational goals to include global learning.

Where Do We Want to Go?

Once global learning is anchored in the mission and vision statement, it can be translated into learning objectives, which need to be part of the curriculum across all content areas. School leaders are asked to unite educators and to support creative brainstorming and collaboration across departments. It is essential that there is a clear road map with practical solutions and a means to learn from those who have succeeded in utilizing internal, external, local, and global resources.

How Will We Get There?

Schools will reach their goals by sharing resources and building on collaborative practices. Teachers and administrators model such behaviors, which translate into the classroom and extend beyond the school community. Making personal connections and building relationships grow into strong partnerships, which will allow schools to connect to other schools within their districts, locally, and abroad. It will comprise increased family engagement, building local and global partnerships, and securing sponsorships and other funding. It will require new learning objectives and accountability measures, ensuring that globally connected, meaningful PBL will happen and that learning takes place. It will also entail that schools will maximize their teacher professional development by using internal resources, such as master teachers and/or world language teachers to share best practices for project based learning initiatives. Professional

development needs to have value and needs to be respectful of teachers' time constraints. Technology simply supports local and global initiatives, but is not the main avenue to create for building a global community. The emphasis is on building and expanding on face-to-face, interpersonal relationships.

The implications for school leadership in this context are that leaders share and create knowledge, understand change, and build partnerships. Strategic planning is a tool that allows leaders to figure out focus and priorities during conflicting demands (Bryson, 2011). Through strategic conversations, skilled leaders can promote strategic thinking, acting, and learning. It improves decision-making and enhances organizational effectiveness (Bryson, 2011). One key feature of strategic planning is the planning for immediate outcomes and longer-term outcomes:

Both of the outcomes are grounded in a solid initial agreement formulated by all stakeholders. This foundation is the platform for 'system adaptations,' meaning changes that help the organization or collaboration to create a better fit with its environment. (Bryson, p. 85)

Strategic planning is an invaluable tool for any school leader, as it allows the clarification of purpose in an ambiguous environment that is changing rapidly. It makes use of incentives, holds public organizations accountable to their key stakeholders, shifts power away from top and center, and develops an entrepreneurial and service-oriented culture (Bryson, 2011). It thus proves to be a useful tool for school administrators, who are limited by fiscal constraints and challenged to meet 21st century learning needs that prepare students for a global workforce.

How Will We Know We are There?

Intended learning outcomes have to be tied to some form of accountability measures and evaluation rubrics, which allow for reflection and revisions. This kind of school transformation requires us to see schools as organic learning organisms. Learning is about process, making mistakes, reflection, and revisions. In this rapidly changing world, the educational landscape has yet to catch up. For school administrators and teachers alike, it is very important to keep current on the development in the field and to invest in human resources and development of all stakeholders. On the organizational level, long-term goals have to be broken down into smaller, “specific, measurable goals, which are attainable, have relevancy, and are timely” (Doran, 1981, p. 35). In the end, it is up to the school leader to ensure that policy and mission translates into teaching and learning.

How Can We Keep it Going?

Setting measurable short and long-term goals are important, yet it is also important to be reflective and to be willing to adjust the course of action if necessary. Educational agencies are challenged to model that learning is a growth concept, especially in a world where we educate students for careers that do not yet exist. We need to celebrate small successes and build on them, just like we need to continue to push for adequate funding, teacher training, hiring, and teacher retention. Working with families and communities on a local and global level will allow school leaders to strengthen their voice for educational funding and reform.

Directions for Future Research

This study focused specifically on nominated public schools in Virginia that demonstrated exemplary practice in the development of global competency skills. This research was conducted in order to understand what educational practices constitute global competent learning and to understand the characteristics of globally competent schools and school leaders. This research provides rich, detailed descriptions of school administrators who share their understanding of global competency as “investigating the world, recognizing perspectives, communicating ideas, and by taking action” (Boix-Mansilla & Jackson, 2008, p. #). This inquiry further contributes to the existing literature about global competency skills development and provides direction for future research. It also raises new questions that might be taken up by future researchers.

The size of this study prevents the findings from being generalizable, but the results can serve as valuable conversation starters in the educational leadership community. In this case, nine Virginia public high schools were nominated and only four high schools agreed to participate in the study. Future research should focus on a larger sample size, including public and private schools in Virginia to broaden the scope of responses and to increase validity. Also, interviewees shared that quite a few of the first global initiatives were undertaken by teachers; therefore, it would be also be very insightful to interview teachers, getting their perspectives on the development of global competency skills in our schools and to devise an instrument that would measure the global competency skills of educators.

In addition, it would be interesting to select a few schools in Virginia that are lacking in globalized education, conducting a pre-test rating scale, implement an intervention such as a yearlong project geared to increase global thinking tied to Virginia

standards, and to administer a post-test to see if there is “improvement” in global awareness and understanding. Furthermore, it would be of interest to conduct similar studies across different states in different regions in the United States, as well as schools in other nations nominated as exemplary in cultivating global competency, and to compare the results across these various contexts.

It would also be interesting to conduct a case study of the Aspen Institute “Stevens Initiative” (Aspen Institute, 2016), a program that funds 10 virtual exchange programs between the United States, the Middle East and North Africa, to foster students understanding, respect and dialogue across cultures and to promote global citizenship (Aspen Institute, 2016) It would be interesting to learn how technology relates and facilitates the development of global competency skills. To what degree are we using technology to learn globally and how are we using technology in context of global collaboration.

And lastly, it would be insightful to continue research in the field of educational leadership. Having talked to administrators who value the collaboration with foreign peers, I think it would be helpful to investigate, how global studies and/or language studies in education as part of an educational leadership program influences leaders to be more globally competent.

Conclusion

Understanding how global competency skills have been integrated into everyday learning empowers other schools and school leaders to imagine how they too might begin to offer higher quality learning in this area. This is based on the understanding that

education is a basic human right and that students need to be equipped with the necessary knowledge and skills to succeed in a global world.

Offering globally minded learning opportunities does not have to be tied to trademarks or tuition, but could readily be part of any public school offering. Further, global competency skills need not be taught as separate skills from the common core but as interconnected skills allowing students to work collaboratively and innovatively in a fast-changing environment with an awareness and understanding of cultural differences and commonalities. Even if schools lack a diverse student body or have limited funding, limited foreign language programs, and a few resources, any school can take steps towards globalized thinking and learning, thus preparing their students to succeed in a fast changing, global society. The following are actions that globally competent schools take.

- School leaders make global learning part of their mission and vision.
- School leaders capture the vision and built shared commitment.
- School leaders foster a global mindset.
- School leaders engage in and model collaboration.
- School leaders engage their educators in setting global goals.
- Schools use technology in support of global outreach.
- School leaders make connections with families and communities, both locally and globally.
- Schools collaborate with other globally competent schools to share resources.
- Schools connect with professional learning communities of globally competent schools to expand their skill set.

- Schools utilize internal resources and bring a global perspective into the school community (e.g. English language learners and their families).

It would benefit all school leaders, who are heavily invested in raising student achievement scores, emphasizing high-stakes testing and standardization, with little time to ensure that global skills are integrated into everyday learning across all content areas, to gain a clear understanding about global competency skills development (Normore, 2010). It can serve as a road map for schools that are continuously pressured to demonstrate improvements in student achievement as it engages student, teachers, and leaders in collaborative learning practices, which stimulate critical thinking and creative problem solving.

Globally competent administrators lead schools to develop a globally competent faculty, and 21st Century Schools develop globally competent students. The ambiguous, rapidly changing educational landscape warrants that school administrators utilize their leadership skills to reflect, develop, and revise educational frameworks to reflect international mindedness, and to include cross-cultural engagement that promotes the development of global competence skills. If we truly believe in providing all students with learning that prepares them for the 21st century workforce, we need to ensure that students will develop global competence, which prepares them to become successful citizens. All students need to have the opportunity and equal access to learn in a global context, with the prospect of developing global competency skills, enabling them to become the leaders of tomorrow.

Appendix A

Informed Consent Form

I agree to participate in one interview conducted by Bettina Staudt, as part of her doctoral research study about global competency in K-12 education. I understand the interview will last approximately 45 to 60 minutes and that the interview will focus on understanding school administrators perceptions and experiences about global competency skills in grades 9-12. I will be asked questions about global competency in education and any other issues that I would like to discuss in relation to this topic.

I understand that participation in the interview is completely voluntary; that I may choose not to answer certain questions, and that I may withdraw and discontinue participation at any time with no negative consequences, penalty, nor loss of benefits.

I further understand that my confidentiality will be protected at all times and that a fictitious name will be assigned to me after the interviews are completed, and that any identifying information/characteristics about me or my family or coworkers will be deleted. The transcripts and the tapes will be assigned a numerical code and or a pseudonym and kept in a password protected computer file. I further understand that if I decide at any point after the interview that I do not wish to participate, my tapes and transcripts will be destroyed and no information provided will be used.

Interview Respondents Printed

Name: _____

Signature: _____ Date: _____

Interviewer

Signature: _____ Date: _____

If you have any further questions please contact me, Bettina Staudt, at 757-753-5065 or bstaudt@email.wm.edu (18225 Spiritwood Lane, Barhamsville, VA 23011).

Appendix B

Interview Questions

1. What do you believe constitutes global competency?
2. What is your view on global competency?
3. What kind of classes does your school offer to promote global competency skills?
4. Tell me about student exchange programs or other international collaborative endeavors.
5. To what extent are there initiatives and programs to support global competence at your school?
6. How do your students learn about cross-cultural literacy?
7. In which way do your teachers work cross culturally?
8. How do you define global competency?
9. What is your view on global competency skills in K-12 education?
10. What do you think needs to happen to ensure that we integrate global competency skills in the curriculum?
11. What resources and programs would we need?
12. How would you create opportunities for students to work globally?
13. How diverse is your school leadership team?
14. In what ways, if any, does your school leadership team work cross culturally?
15. In your opinion, what content areas should address global competence?
16. How can we integrate global learning in the regular school world and align it with existing curricula and teacher development?
17. What do you think needs to happen to ensure that we integrate global competency development into the curriculum?
18. What is your view on project based learning on global issues in schools?
19. Can you tell me about your foreign language program?
20. How should teacher development look in support of global instruction?
21. How does your school promote the knowledge and skills students need in today's world?
22. If funding wouldn't be an issue, how would you lead your school towards becoming a globally competent school and what resources would you need?
23. When should students learn a foreign language?
24. How would you create opportunities for students to learn cross culturally?
25. How would you create opportunities for teacher professional development?

Appendix C

Mission and vision statements from International Studies School Network schools (ISSN)
(Boix Mansilla & Jackson, 2011, p. 79):

Profile of an Asia Society International Studies Schools Network (ISSN) High School Graduate
<p>ISSN graduates are Ready for College. They:</p> <ul style="list-style-type: none">• Earn a high school diploma by completing a college-preparatory, globally focused course of study requiring the demonstration of college ready work across the curriculum.• Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue.• Learn how to manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a global society.• Graduate prepared for post-secondary education, work and service. <p>ISSN graduates have the Knowledge Required in the Global Era. They understand:</p> <ul style="list-style-type: none">• Mathematics as a universal way to make sense of the world: solving complex authentic problems and communicating their understanding using the symbols, language, and conventions of mathematics.• Critical scientific concepts, engage in scientific reasoning, and apply the processes of scientific inquiry to understand the world and explore possible solutions to global problems.• How the geography of natural and man-made phenomena influences cultural development as well as historical and contemporary world events.• The history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues.• Arts and literature and use them as lenses through which to view nature, society, and culture as well as to express ideas and emotions. <p>ISSN graduates are Skilled for Success in a Global Environment. They:</p> <ul style="list-style-type: none">• Are "literate for the 21st century" – proficient in reading, writing, viewing, listening, and speaking in English and in one or more other world languages.• Demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer.• Use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge.• Make healthy decisions that enhance their physical, mental, and emotional well-being. <p>ISSN graduates are Connected to the World. They:</p> <ul style="list-style-type: none">• Effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork.• Analyze and evaluate global issues from multiple perspectives.• Understand how the world's people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions.• Accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

Appendix D

Global competence matrix guiding school curriculum (Boix Mansilla & Jackson, 2011, p. 116):

GLOBAL COMPETENCE MATRIX			
Global Competence is the capacity and disposition to understand and act on issues of global significance.			
INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
Students: <ul style="list-style-type: none"> Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	Students: <ul style="list-style-type: none"> Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	Students: <ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. Select and use appropriate technology and media to communicate with diverse audiences. Reflect on how effective communication affects understanding and collaboration in an interdependent world. 	Students: <ul style="list-style-type: none"> Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.
The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.			

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