

An International Perspective: Professionalization Through Globalization (11/5/02)

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Teaching and teacher education are part of a global profession of educators with scholars and practitioners in all corners of the world, from the central cities to the most rural of hamlets. Educators who understand this reality know how to learn from colleagues serving in other settings and effectively prepare their students for life in a global community.

Teacher educators with a global perspective recognize the commonality within issues and proposed solutions that face colleagues around the world, and they understand the value of learning from each other to inform practice. They also recognize and act on the profession's obligation to ensure all children in the world have access to educational opportunity.

Yet many educators act in isolation, as if they were part of a local trade. Recent statements of teacher educators that "student teaching in New Zealand would be too different" and "teaching in another country will not prepare you for teaching in our community" are indicative of a failure to recognize and act on the global nature of teaching and learning.

Events of the past decades as well as those more recent have brought home to all societies the fact that we do not live in isolation and that our failure to act as educators and as citizens of the world impacts our lives. The roots of terrorism, whether in our own country, or what may seem to us like remote lands, lie not only in the minds of fanatical individuals but also in our failure to assure all individuals have an opportunity to participate in our global economy.

Though much has been written about the need for educators to have and act upon a global view of life, little action has been taken to change individual or institutional action. The need for an international perspective in education was recognized long ago, and policymaker groups such as the National Governors Association have pointed to a need for strengthened global and international connections so that the United States can better meet the economic, political, and social challenges found in an increasingly globalized world (Merryfield, 1995).

Similar statements continue to be made by organizations looking at this issue. A recent report from the American Council on Education, endorsed by 35 education organizations, found that the U.S. needs to focus education efforts on producing international experts and knowledge to address strategic needs, strengthening U.S. ability to solve global problems, and developing a globally competent citizenry and workforce. In fact, the report specifically identified an increased need to "internationalize teaching and learning" and worried that "few teacher education programs in the United States focus on preparing their students to impart international knowledge and skills in the K-12 classroom" (2002).

With these and other global education focused policy statements in hand, teacher educators must ask:

1. Why has there been so little action to fulfill professional responsibilities through global centered efforts?
2. What can teacher educators do to promote a global perspective in our profession and fulfill responsibilities to educators and students throughout the world?

This policy perspective offers a starting point for determining answers to both questions and presents an approach to stimulating change within teacher education.

Present Realities

September 11, 2001 caused Americans to recognize that events in a war-torn country halfway around the world can impact our lives. It caused teachers to address issues of culture, religion,

and terrorism with their students and to deal with international issues long ignored or glossed over. It made us aware that we are not very knowledgeable about the world beyond our boundaries raising issues about our own standards for understanding international events. And, it stimulated questions about what teacher educators should know and do to prepare future teachers to be effective in a global context.

Recent teacher shortages around the world highlight the international marketplace that exists for professional educators. Among many examples, a shortage in the U.S. is filled by teachers from India, in England by teachers from the U.S., and in one country in Africa by educators from other countries on that continent. Urban cities in the U.S. have opened the doors to an increasing number of foreign born and educated teachers (Cook, 2000; Sanchez, 2001; Van Marsh, 2002). The reality of teacher mobility affirms that teacher educators are preparing professionals who may ultimately work in any school and society in the world.

The migration of the world's people from one country to another - whether caused by war, limits on personal liberties, disaster, or personal choice - is significant. In the U.S. alone, there are approximately 2,837,000 foreign born children of school age (U.S. Census Bureau, 2000). When the students in need of bilingual services or labeled as Limited English Proficient (LEP) are included, the number expands to almost 4,850,000 (NCES, 2001). As far back as 1980, researchers linked the overrepresentation of certain ethnic groups within special education classrooms to a lack of teacher familiarity with issues of diversity and language (Adger, Wolfram, Detwyler, & Harry, 1993; Daugherty, 2001; Olson, 1991). To effectively design and implement lessons that meet the academic and social needs of these students, teachers must have a perspective that includes knowledge of the life experience and culture of their students and of the global context within which their former homelands exist.

In addition to foreign born or LEP students, it is clear that all students can benefit from work with educators who bring a global and international perspective to their instruction (Haakenson, 1994). As part of this effort, it is important that teachers be critical consumers of the media to interpret and analyze sensationalized information, avoid overreacting to issues, and help their students respond in ways leading to constructive solutions to conflict among cultures and nations.

Educators do not work in isolation and should no longer be prepared to work within an imagined 60 mile/100 kilometer service area of their preparing institutions. Instead, teachers must be prepared to serve students from around the world and be enabled to teach across the global community.

Global Profession

Educational systems are influenced by theory, policy and practice developed in other societies. The basis of educational philosophy and psychology, the Montessori method, kindergarten, teacher preparation, standardized testing, whole language instruction, site based management, and models for mentoring new teachers in the U.S. have their roots in other cultures and societies; South Africa's recent plan for education reform is based on outcome based strategies tested in the U.S.; Taiwan's system presents a history of accepting and adapting educational philosophies from other countries; and private schools in Chile have chosen to implement instructional approaches developed in other parts of the world.

Policy makers look to other societies for ideas including alternative ways of financing education, organizing the delivery of instruction, and determining policies and procedures

associated with the preparation, employment, and working conditions of educators. Such sharing is rooted in the recognition of a global body of knowledge around teaching and learning.

By expanding the emphasis on education beyond local and regional borders, credence is given to the concept that educators are members of a global profession. This allows the pedagogical body of knowledge to be professionalized - that is, emphasized beyond the model of local knowledge and application currently enforced by regulating agencies.

The American Association of Colleges for Teacher Education (AACTE) has long recognized the value of an international perspective in teacher education decision making and has helped educators and their institutions use this perspective to evaluate and adapt to the many forces that affect their practice. Other agencies also support initiatives that foster a global perspective within our profession. These include government initiatives such as the U.S. sponsored Fulbright Exchange and the European Community SOCRATES-ERASMUS programs; work of international organizations including the International Council on Teacher Education, International Society for Teacher Education, and Association of Teacher Educators Europe; and efforts by individual institutions of higher education to host and support faculty active in international conferences and meetings.

Roadblocks

Despite these and other activities intended to promote global and international perspectives, few of them are focused in a way that would institutionalize these perspectives and experiences in the preparation of new teachers. Some reasons for this include the following:

1. Current certification agency policy and practice limits the perspective of policy makers and teacher educators to that of the national, provincial, or state region they serve. The framework for decision making and action is set by needs defined within these limited regions. As a result, educators and policy makers often fail to recognize the universal and global commonalities that truly characterize their profession.

2. Teacher educators rarely prepare teachers specifically for the global marketplace they are ultimately part of, or focus future teachers on the knowledge and experience necessary to prepare their students to participate effectively in a global, rather than local, society.

3. Although states and accrediting agencies identify multicultural education and diversity as important, and include these constructs in program approval, attempts to include an international perspective in this area of study are challenged by those who fear it would be at the expense of dealing with issues of inequities within the United States.

4. Efforts of universities and colleges to foster a global perspective in the curriculum often occur at a macro level and rarely impact teacher education programs specifically.

5. Teacher educators' expressions of concern that incorporating a global perspective will overwhelm the curriculum or add burdens to the long list of standards and demands placed on prospective teachers and preparation programs.

6. Reluctance by college and university faculty to grant credit for extended overseas experiences (including student teaching) based on an assumption that only participation in classes at the college and work in area schools can prepare individuals for teaching licensure.

7. Teachers viewed as responsible for the performance of students within the local culture but not as international or global messengers, although they are challenged to prepare students for the interconnected world in which they live.

Allowing such limited views of the profession and world to dominate the thinking and action around teacher preparation results in teachers less able to work with students of immigrant

families, less effective in responding appropriately as international issues arise, and detached from the global stature and responsibility of the teaching profession.

What Can We Do?

What actions can be taken to assure teacher educators have a basis of understanding that education is a global profession imbued with responsibilities to educators and the students they serve around the world?

Knowing that there is a growing international presence and need for students to be more sensitive and culturally knowledgeable, teacher educators need to find ways to incorporate a global perspective into the preparation of teachers, such as the following:

1. Integrate into the pedagogical curriculum examples from instructional settings in other parts of the world to demonstrate that education is a global profession.
2. Require a study of human growth and development that focuses on the development of children through a global and multicultural perspective to assure teachers will be effective in responding to the needs of all students they serve.
3. Encourage overseas study or student teaching and invite foreign nationals to study and learn with local students.
4. Require development of global understanding through arts and science coursework including study of other cultures, languages, and the global context within which each discipline creates and disseminates knowledge.
5. Attend international teacher conferences and work with teacher educators in other countries who face similar problems in teacher preparation. Assist each other in finding solutions through dialogue on a global profession.
6. Analyze international situations to help students see the impact of other cultures and beliefs on their lives so that they can better understand and respond to global issues.
7. Ensure that professional organizations highlight the need for educators to have a comprehensive and global knowledge of their students' cultures to effectively address the needs of multicultural and multinational students.

While these suggestions have value, they do not individually or collectively change the underlying parochial nature of teacher education. A more fundamental approach is needed to change the culture of the profession so that teacher educators stop acting as if they work in isolation and as part of a local trade, but instead appreciate the reality of the global context within which their actions are based and the impact of their actions on our global community.

One strategy to stimulate this change in professional culture is to develop an international perspective in standards for teacher education and student achievement.

Standards, Policy, and Reciprocity

In the absence of international standards and policy in teacher education, licensure and certification decisions - though influenced by national, multinational, political, and professional bodies and events - are ultimately based on local or regionally defined needs.

While teacher educators do look to professional organizations for guidance in making curricular decisions, they ultimately make their program selection within the context of the policy, rules, regulations, standards, or requirements generated by the licensing bodies through which their students gain teaching credentials and their programs are approved. Consequently, even though an organization like the National Council for the Social Studies (NCSS) may have in their voluntary standards requirements that preservice programs prepare "social studies

teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence” (1997), such an emphasis will not be implemented without support for similar goals in state program approval or certification standards.

This narrow focus has both pedagogical consequences (less focus on the concept of teaching as a profession with a global body of knowledge) and practical implications (geographic constraints on teacher mobility restricting teacher supply across borders). Because of this, whenever a member of the teaching profession seeks to move from one certifying agencies’ geographic area to that of another - whether from Minnesota to California, from Italy to England, or from The People’s Republic of China to Chile - difficulties arise. To overcome this limitation policies designed to define reciprocity and rules for evaluating the teaching qualification of candidates educated in other locations are put in place.

In the United States, although it does not replace state requirements, national certification of the National Board for Professional Teaching Standards promotes a broader perspective on teacher knowledge and skills, removing it from a local and de-professionalized body of knowledge. Once achieved, this certification verifies that experienced teachers have demonstrated a high degree of skill on a set of instructional performance standards that receive the support of many states and organizations.

The National Association of State Directors of Teacher Education and Certification (NASDTEC) also provides national standards for teachers through the NASDTEC Interstate Contract. The contract provides “a vehicle for recognition of their educational training” and supports educators completing state approved teacher education programs or who are state certified with appropriate experience (NASDTEC, 2002). As of 2000, 40 states, the District of Columbia, Guam, and Puerto Rico have signed the contract. While teacher candidates may represent states having signed the NASDTEC contract, states may place additional requirements on transferring teachers requesting full state certification.

Thirty states and the District of Columbia recognize other standards than their own - either state or National Council for the Accreditation of Teacher Education (NCATE) standards - when issuing a credential to an out-of-state candidate; however, 27 states will issue comparable certificates to incoming teachers. Individual agency nuances such as the length of certification for out-of-state teachers make it difficult to make a blanket statement about reciprocity for teachers in the U.S. Even so, the NASDTEC contract is symbolic of the recognition that teachers do leave the state or district of their original teaching certification.

National Board Certification and NASDTEC as well as regional and national teacher education and accrediting organizations, including NCATE, AACTE, the Association of Teacher Educators (ATE), and subject area organizations like NCSS, are attempting to bring into focus, through common standards for teaching and certification, the recognition that teaching and teacher education are part of a global profession that extends across local, regional, and national boundaries. These efforts acknowledge that just as the doctor certified in California can fix a broken hand in New Jersey, an educator certified in Alabama can be an effective teacher in Pennsylvania.

Educational policy and practice must reflect this reality and ensure that educators are prepared to teach the world’s children across the globe. This reality is not, however, generally identified in policy or resolved through practice.

Policy Revision

Policy and standards must reflect the reality that as a global profession teachers must be prepared to guide the learning of students who come from or live in any society in the world. While current policy seeks to respond to the multicultural nature of U.S. society, it does not reflect the global nature of the teaching profession either through consideration of policy and practice in other regions or in fostering a global perspective among practitioners.

Therefore regulatory bodies involved with teacher education are a policy target for educators seeking use of a global perspective within the profession.

In the United States, the major policy targets for influencing teacher education are the various agencies and standards for state licensure and program approval and for national certification and accreditation. These include the national contract established by NASDTEC, the model standards produced by the Interstate New Teacher Assessment and Support Consortium (INTASC), the national certification system for accomplished educators of the National Board for Professional Teaching Standards, NCATE, and the Teacher Education Accreditation Council (TEAC).

State and Federal legislation and mandates that seek to influence teacher education programs along with philanthropic foundations and government agencies that support global or international efforts offer further opportunities to influence policy and funding to effect change and foster a global perspective throughout the field of education. The combination of licensure standards, standardized tests, accreditation rules, and certification criteria are all potential policy targets to influence teacher education.

Three examples using two policy tools - accreditation and state program approval - demonstrate how policy can be modified to foster a change in the culture of the profession by creating an implicit recognition of the global nature of teacher education. (Both state examples represent possible avenues for change even though their use of professional standards boards to set educator preparation standards is not present in most states.) Rather than adding additional requirements, the emphasis of the standards can be shifted from those of a local profession to a global one.

NCATE

The National Council for the Accreditation of Teacher Education (NCATE) seeks to assure accountability and improvement in teacher preparation by defining standards and holding accredited institutions accountable for meeting them. The latest NCATE standards (2002) suggest, but do not make explicit, the global nature of the teaching profession. Faculty at accredited institutions are not encouraged to conceptualize their programs within a global context or to ensure graduates are prepared to work with all the world's children.

The need for global and international perspectives in teacher education is presented in NCATE standards within the context of multicultural education as expressed in the supporting explanation for Standard 4:

One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds. . . .

Standard 5 adds requirements for faculty who

. . . provide leadership in the profession, schools, and professional associations at state, national, and international levels.

Within these standards, however, there is no emphasis on a general need for teachers to have international and cross-cultural experiences, experience in looking analytically at education

internationally, or for teachers with a global perspective on their profession. Interestingly, NCATE standards do recognize international service on the part of faculty, but they make no mention of teachers prepared in NCATE accredited programs needing to have a global perspective on their profession.

This can be remedied by including a global perspective statement in the conceptual framework requirements as follows:

Professional Commitments and Dispositions: The unit's conceptual framework(s) clearly articulates its professional commitments to knowledge, teaching competence, ~~and~~ student learning, and utilization of a global perspective of teaching and teacher education in decision making. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.

By further clarifying definitions of terms and adding key words or phrases within the standards and/or explanations, an international perspective can be infused throughout. A few examples are presented in Table 1.

Such changes in the text of NCATE standards can broaden the frame of reference that teacher educators and prospective teachers bring to their professional activity and help assure that they act on best practice as developed through a global community of professional colleagues and experience.

California

The California Commission on Teacher Credentialing (CCTC) developed and adopted Standards for Educator Preparation (1998) that teacher preparation programs must meet. Each standard specifies a level of quality and effectiveness in each educator's academic and professional preparation.

California's standards exhibit a broad range of preparation criteria supporting prospective teacher's skills with diverse populations. Many of the diversity concerns address California's unique population demographics. However recent census reports remind us that such diversity is becoming the norm in the U.S. (Hodgkinson, 2002). Thus California's standards may be useful in examining teacher preparation across the U.S.

While the CCTC emphasizes multicultural education in all of its standards, not all teachers have access to such experiences. Candidates are required (Standard 5) to have field experiences in classrooms with K-12 students representing a culture different from that of the candidate. In some programs, however, credential candidates may not have an opportunity to fully participate in the intended spirit of diversity. For example, the largely minority student population in Los Angeles County allows the non-minority credential candidate an opportunity to meet Standard 5, but the minority candidate has little opportunity to participate in K-12 classrooms having student demographics different from that of the candidate.

Just as U.S. census categories have expanded to meet political pressures, so also could the categories used for K-12 student populations expand. A focal point for attention to non-U.S. born students might be the rules and regulations for the No Child Left Behind Act of 2001. Under the new law, school districts must attend to the learning of all students disaggregated by gender, race, English language proficiency, disability, and migrant status.

To assure that all credential candidates are exposed to students from differing backgrounds Standard 5 should be rewritten to require that teacher candidates have experience with international non-U.S. born students. This change in Standard 5 language would find teacher

candidates viewing K-12 students not as members of a restricted class, minority or non-minority, but as members of a much larger class - international students. Such a change (i.e., rethinking the group status of K-12 students) could lead to an emphasis on international pedagogical variables such as language and culture. This change could then focus educators on the global influences on instruction.

Such a change would also help resolve the mismatch between policy and practice brought about by overlapping definitions of terms associated with international preparation, multicultural education, and diversity. And, teacher preparation programs with this broader perspective and a global awareness would prepare teachers who can guide learning for all students in all environments.

CCTC Standard 3 supports such a change in language for Standard 5. Standard 3 asks that each candidate learn about international education systems to better understand the educational needs of their students. Standard 3 also stipulates that “Professional educational course work [provide] historical, legal, social, political, economic, and multicultural/multilingual perspectives on the role of education and schools in the local community and in different societies.”

But, Standard 3 also restricts the range of instructional preparation by narrowing the definition of diversity that leads programs to focus attention on U.S. born minorities. If all our K-12 students were considered diverse, the diversity distinction in Standard 3 would be unnecessary as a stimulus for studying international educational systems. If our K-12 students were characterized as having an international background, as proposed for a revised Standard 5, then preparation programs would prepare candidates to work with international students either here in the U.S. or abroad.

Including global and international diversity concerns in teacher preparation programs implies the existence of a K-12 student population as well as a prospective teaching force that can gain pedagogical insight from diversity interactions. Planning and measuring such insights is difficult if diversity is seen in a narrow sense as “minority” and “non-minority.”

Rather than a limited view of diversity that favors the non-minority we should prepare teachers to instruct “international” students. Such preparation will focus attention on fundamental issues of pedagogy for all students, proving pedagogically, politically, and economically significant once the idea of teaching as a global profession and preparation of teachers for global teaching becomes reality. This preparation will offer an international perspective to the student who is currently being narrowly educated to work in a state and not an international classroom. It will also define teaching as a profession with a global, not just a local, body of knowledge.

Minnesota

In Minnesota, the Board of Teaching (BOT), an independent governing body of the state, adopts rules regarding teacher licensing (2000). These rules apply to all institutions seeking to prepare teachers for licensure in Minnesota and to all categories of teaching.

BOT 8700.7600, *Institutional Program Approval for Teacher Preparation*, sets the framework within which specific subject area licensure programs can be offered. Institutions seeking to offer approved programs leading to teacher licensure must first fulfill requirements of this rule, which asks for demonstration of the integrity and quality of the curriculum within professional and pedagogical studies and in general and content studies.

The difference in requirements between the pedagogical and content studies sections of this rule offers a clear example of the local and regional focus of teacher educators compared to the

global perspective expected of faculty in other disciplines. Faculty in the liberal arts must show that “the liberal arts curriculum of the institution incorporates multicultural and global perspectives” (Subp. 5. B. [3]).

Contrarily, there is no mention of a global perspective in the professional and pedagogical studies rule. This disparity could be eliminated within teacher education by taking the expectation of liberal arts faculty and applying it to the study of professional and pedagogical studies by adding to Subp. 5. A. (2), “the professional and pedagogical studies curriculum of the institution incorporates multicultural and global perspectives on teaching and the teaching profession.”

Once requirements of BOT 8700.7600 have been met, institutions must respond to two categories of rules that set standards for teacher licensure:

1. Standards of Effective Practice for Teachers that apply to all licensure candidates no matter the age, grade level, or subject they seek to teach. These standards must be met by all institutions seeking to prepare teachers for licensure in Minnesota.

2. Specific rules outlining requirements for teachers of particular subjects and age or grade levels. A teacher preparation institution only needs to fulfill these standards for the areas within which it seeks to prepare teachers.

A search of these rules demonstrates that Minnesota, as with California, has a commitment to developing cross-cultural understanding, but not global thinking. Concepts used in this search included global, international, multicultural, and culture.

None of these concepts appears in Minnesota’s Standards of Effective Practice for Teachers that apply to all licensure candidates, but within one rule—Subp. 4 Standard 3, “diverse learners”—the BOT does acknowledge student diversity:

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. (Minnesota State Board of Teaching, 2000)

To raise the consciousness of teacher educators and encourage integration of a global perspective in the teacher education curriculum does not require major change in BOT requirements. In fact by adding only one or two words in appropriate sections of this rule the responsibility of teachers to serving all children can be acknowledged. For example, by adding the words, “around the world” to the standard on student learning the intent of the standard can be more fully expressed and educators encouraged to consider the needs of young people beyond the local/regional focus that is common in the profession:

Subp. 3. Standard 2, student learning. A teacher must understand how students [around the world] learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development.

The search terms were found in the specific licensure rules for teachers of K-6, middle school, and secondary social studies; bilingual/bicultural education; business; family and consumer sciences; science; and school counselors. Within these rules, the concepts are associated with knowledge for teaching content, not with fostering an understanding of the global nature of the discipline.

By inserting key words in a few locations within these and all other rules associated with licensure, the BOT can help ensure a global perspective is integrated throughout the teacher education curriculum and that teachers are prepared for the students and communities with whom they will work.

Resolution

It is important to modify the policy directives of educational agencies to include recognition of the global nature of our profession. But the process of policy revision often requires significant time and effort that causes policy to lag behind in responding to the realities of educational experience.

Globalization affects all professions - often at a rate and in directions that make it difficult to define and implement policy. Educators and their institutions around the world need to recognize their interdependence and become connected to ensure that all people have access and opportunity to participate in the global marketplace of information and ideas.

To encourage action that fosters development of teaching and teacher education as global professions, educational institutions and policy bodies are encouraged to adopt and support implementation of the following resolution:

The (organization name) recognizes the global nature of the profession of teaching and encourages and supports policy development and implementation along with activities of (members, faculty, students) that promote the use of a global perspective in decision making in the profession.

By adopting such resolutions, we can help ensure that all children have access to educational opportunity and better prepare students for their life in our global community. And, by acting as a global profession, we can better challenge efforts to de-professionalize education.

Conclusion

Teachers and teacher educators do not work in isolation, nor are they merely skilled laborers. They are part of a global profession and have the responsibility and opportunity to learn from each other, effectively serve students of all backgrounds and in all locations, and benefit from interaction with colleagues in different societies.

This global framework, however, is not common within our profession, in part because education policy is based on definitions of local needs without reference to the global context in which they exist. Several strategies are available to acknowledge the global nature of our profession, and these can be implemented by individual institutions or by each teacher and teacher educator. Although such actions are important and valuable, they will not have a significant enough impact on their own. To bring about the larger change needed, policy levers of professional organizations as well as program approval, accreditation, state licensure, national certification, and national and international subject matter standards must be used.

By adopting resolutions, and through small modifications in policy and standards, it is possible to greatly expand the perspective of educators, allowing them to participate as members of a global profession and community of scholars.

Without this effort, teaching and teacher education risk relegation to the status of a local trade rather than a global community of international professionals.

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Table 1. Changes in NCATE Standards

<p>1. Changes in the NCATE statement of belief (http://ncate.org/ncate/fact_sheet.htm) would affirm the universality of responsibility.</p>	
<p><i>Statement as written</i></p>	<p><i>Proposed statement</i></p>
<p>Our nation’s children are our most precious resource. They are the nation’s future. NCATE helps ensure highly qualified teachers for America’s children.</p>	<p>The world’s children are our most precious resource. They are the future. NCATE helps ensure highly qualified teachers for all children.</p>
<p>2. In the “vision of the professional teacher for the 21st century” (p. 3), two statements on institutions are needed:</p>	
<p><i>Statement as written</i></p>	<p><i>Proposed statement</i></p>
<p>Accredited schools, colleges, and departments of education should . . .</p>	<p>Accredited schools, colleges, and departments of education should</p> <ul style="list-style-type: none"> • Ensure teacher educators’ decision making is based on a global perspective of the profession • Commit to preparing teachers capable of learning from the experience of educators working in other societies
<p>3. In the “vision of the professional teacher for the 21st century” (p. 4), modify one statement for graduates:</p>	
<p><i>Statement as written</i></p>	<p><i>Proposed statement</i></p>
<p>Likewise, the new professional teacher who graduates from a professionally accredited school, college, or department of education should be able to</p> <ul style="list-style-type: none"> • Explain instructional choices based on research-derived knowledge and best practice 	<p>Likewise, the new professional teacher who graduates from a professionally accredited school, college, or department of education should be able to</p> <ul style="list-style-type: none"> • Integrate educational experience from multiple cultural settings and explain instructional choices based on research-derived knowledge and best practice
<p>4. Define “professional” (p. 10) to read as follows: “Professional” means an educator who meets and upholds standards of competence and ethical behavior as defined by the profession and utilizes a global perspective in decision making.</p>	
<p>5. In the “Dispositions for All Candidates” (p. 16), change the target level to read as follows:</p>	
<p><i>Statement as written</i></p>	<p><i>Proposed statement</i></p>
<p>Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards.</p>	<p>Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators who are part of a global profession as delineated in professional, state, and institutional standards.</p>
<p>6. Modify the Supporting Explanation under Standard 4 (p. 31) as follows:</p>	

Statement as written

America's classrooms are becoming increasingly diverse; more than one third of the students in P-12 classrooms are from minority groups. . . . Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and around the world, dispositions that respect and value differences, and skills for working in diverse settings.

Proposed statement

The world's classrooms are becoming increasingly diverse. In the U.S., more than one third of the students in P-12 classrooms are from minority groups. . . . Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and around the world, dispositions that respect and value differences, and skills for working in diverse settings as members of our global profession.