

International Education and Teacher Preparation in the U.S.

**Dr. John D. Heyl, Old Dominion University
Dr. JoAnn McCarthy, University of South Florida**

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Global Dominance/Global Ignorance

It is one of the cruel ironies of history that the United States today occupies a uniquely dominant global role while its citizens remain dangerously ignorant of the new global dynamics driving the events of the 21st century. The lamentable state of public knowledge about the world – even the most basic understanding of its geography and history – is not new. For most of its history, the U.S. enjoyed open and unguarded borders to the north and south. The dominance of its economic and cultural power to the north and its political and military power to the south meant that America was essentially a big, largely self-sufficient island. As late as the 1960’s, foreign trade represented less than 5% of U.S. GNP, and foreign troops had not attacked the mainland since the War of 1812. It is hardly surprising that events abroad were generally of little interest to most Americans.

The Vietnam War (1963-1975) ultimately ended this sense of complacency. Not only was there no national consensus about the purpose and goals of the conflict, the outcome was in part determined by widespread public misunderstanding of what it meant to fight a war for “democracy” amidst the diverse undemocratic forces vying for control of Indochina. In an important way, the Vietnam conflict presaged the global conflicts of today. Once again, the U.S. enjoys clear military superiority but must contend with the conflicting interests and agendas of both adversaries and allies.

Concerns about America’s myopic vision of the world peaked once before in the post-Vietnam era with the publication of a report by the President’s Commission on Foreign Language and International Studies (1979). This report, commissioned by President Jimmy Carter, detailed the deficiencies of our educational system with regard to international studies, geography and foreign languages and warned of the consequences of inaction. The commission was “profoundly alarmed” by their findings—“a serious deterioration in this country’s language and research capacity, at a time when an increasingly hazardous international military, political and economic environment is making unprecedented demands on America’s resources, intellectual capacity and public sensitivity.”¹

Note: The authors wish to thank Dr. Chunsheng Zhang for developing data on teacher preparation graduates at St. Cloud State University (MN) for inclusion in this study.

A comprehensive plan for addressing America's international strategic needs through educational reform and partnerships with government, media and the private sector was spelled out by a task force that included Ernest Boyer, Senator Paul Simon, John Raskias, Edwin Reischauer and other leaders from business, education and the professions. "Nothing less is at issue than the nation's security," they warned. Nearly 25 years later, most of its recommendations remain unfulfilled.

In 2003, world events again remind us of how little we know about the world and how ill-equipped the average citizen is to assess the implications of these events, much less how to respond. This shift in America's global role poses an important question for U.S. higher education: How can the citizenry acquire the necessary tools to understand a rapidly changing global scene – including the emergence of global terrorism - and evaluate with confidence the implications of one policy choice over another? These choices may increasingly determine policies that impact our health and well being and our economic security, and may well determine whether we are at peace or at war. The stakes are high indeed. U.S. higher education must do more than develop high levels of expertise in languages and area studies to help protect American security. It must also provide each generation with the skills and knowledge necessary to make informed national policy choices that will have profound global implications.

Recently, the American Council on Education (ACE) developed an international education policy statement that calls upon the federal government to "ensure that all students have significant exposure, throughout primary and secondary grades, to international and comparative content and foreign language education."²

Such a complex undertaking clearly requires a comprehensive evaluation of the current state of education in the U.S. and ultimately a collaboration among federal officials, governors, state departments of education, school administrators, district officials, parents, institutions of higher education, the business community, textbook publishers, the media, museums, cultural institutions and libraries, as well as non profit and philanthropic organizations.

In assessing the current status of the international dimension of K-12 education, the international preparation of America's teachers, and the role of institutions of higher education in producing the nation's teachers, it is clear that a very complex task lies before us.

How are we doing? Revelations regarding Americans' lack of general knowledge about the world has so lost its shock value that it is now the joke of late night "reality" humor on television. Young people who are interviewed on the street exhibit an appalling lack of basic knowledge that literally taxes our credulity. Our dismay is only slightly allayed by the recent revelation that the rest of the world isn't doing much better. The 2002 National Geographic-Roper Survey on Global Geographic Literacy is a case in point.³ The survey revealed, for example, that only 17% of those 18-24 year old Americans surveyed could find Afghanistan on a map of the world. Moreover, only 15% could identify Iraq and Israel on a map, despite the extensive coverage of both countries in the national media for many months prior to the survey. In the polling of young adults from nine nations, the U.S. finished next to last (outscored only

Mexico). It is true that responders in Canada and the United Kingdom did only slightly better than the Americans, and even the top scoring Swedes, Germans and Italians did not distinguish themselves in their performance. The difference, of course, is that only the U.S. carries the burden of dominant global actor. As further evidence, a 2000 ACE survey of 1,005 adults 18 and older found that only 25% of those surveyed knew that Vicente Fox was the president-elect of Mexico; and only 55% knew that the Palestinian people did not have their own state.⁴ Such polls provide continuing evidence that we haven't made much progress since the 1981 Educational Testing Service survey entitled "College students' knowledge and beliefs: A survey of global understanding." The answer both then and now is "Not much."

Higher education clearly has a critical role to play in changing this situation. First, general education requirements for all students could specify more global content in courses. Second, foreign language study could be made more attractive and effective by focusing on communicative competence, computer-assisted language learning, language across the curriculum and language-focused residential housing. Third, study abroad could be fostered through expanded program offerings, subsidies, and scholarships. These and other approaches are being practiced by universities who seek to develop a global profile in response to the growing demand for such options among prospective students.⁵

Although clearly expanding on most campuses, even these efforts have not reached a majority of U.S. undergraduates. As ACE's study demonstrated, U.S. campuses are not fulfilling the high expectations of their freshmen for international content and opportunities.⁶ University-level faculty and administrators are well aware that their efforts toward internationalization require interested and receptive students. That interest in languages and world affairs is often instigated by motivated and well informed pre-collegiate teachers.⁷ Thus, a key role for higher education institutions must be to graduate future K-12 teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching.

The Teaching Reform Movement and International Education (1980-2000)

Before we look specifically at data on teacher preparation and the tentative conclusions they suggest, we should review the efforts in recent decades to introduce global elements into teacher education and the K-12 curriculum. The teacher education reform movement of the 1980's sought to align teacher preparation with the demands of an emerging information society and an increasingly interdependent world at the end of the 20th Century. One overarching concern involved the quality of students who planned to enter the K-12 teaching profession. Although over the years there have been challenges to a number of alarming indications of the low academic quality of undergraduates studying in colleges of education, persistent efforts continue to try to attract academically stronger students into the teaching field.⁸ With the development of "transition" programs for mature students from the military and other professional fields into teaching, this issue has become more complex and perhaps more hopeful than it was just ten years ago.

A second issue in the 1980's, not unrelated to the first, was teacher education program reform. The trend involved reducing the number of courses required by colleges of education for certification. In Virginia, for example, the State Department of Education declared in a policy

statement in 1987 that professional education course requirements had to be limited to 18 credit hours and that all licensed teachers had to hold an undergraduate degree in a liberal arts discipline.⁹ In effect, these reforms attempted to address what was perceived as a lack of academic depth and rigor in many pre-service curricula.

A third movement of teacher education reform was a spate of efforts to establish standards of teacher preparation in various fields, beginning with science and mathematics. This effort was stimulated by the report of the National Commission on Excellence in Education (1983) which detailed deficiencies in several critical fields of teacher preparation.¹⁰ Throughout the 1990s, many of these standards worked their way into requirements of the various teacher certification bodies.¹¹

One aspect of this effort to establish standards of teacher knowledge included “diversity” in education. Although “diversity” clearly focused on domestic minorities and the teaching of “exceptional” children, the national standard that emerged included a global orientation as well. The current National Council for the Accreditation of Teacher Education (NCATE) Unit Standard 4 on Diversity states: “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.”¹² One of the most enduring articles in all of international education – Robert Hanvey’s guide to the internationalization of the curriculum - came from the teacher renewal movement in these years.¹³ Two new directions ultimately emerged from this movement. The first approach was curricular and included a globally focused course or courses as options to meet the new NCATE standards. The second approach included the organization of student teaching (clinical) experiences overseas.¹⁴ Although both have expanded since the 1980s, a recent survey indicates that the efforts to include international experiences as part of teacher education have not spread very far.¹⁵ According to one critic of the process in such states as California and Minnesota, current efforts are insufficient because they reflect “a commitment to developing cross-cultural understanding, but not global thinking.”¹⁶

A fourth dimension of the reform movement of the 1980s and 1990s involved changes in the K-12 curriculum itself. These were stimulated in part by the President’s Commission on Foreign Language and International Studies (1979) mentioned earlier and led to several important curricular shifts. These included:

1. Foreign language instruction (a rapid expansion of Spanish language teaching, a marginal expansion of less commonly taught languages such as Japanese and Chinese and a proliferation of foreign language programs in elementary schools);
2. Geography (the subject was literally reintroduced into the curriculum with 48 states now having standards in geography, stimulated in large part by the national Geography Education Program sponsored by the National Geographic Society.
3. World history (world history standards, including global content, were established, and advanced placement courses were offered for the first time.
4. Magnet/IB schools (more than 100 magnet schools with an international focus have been developed and more than 420 schools now offer the International Baccalaureate).¹⁷

On balance, however, these innovations have reached a small segment of the K-12 student population (Asian languages and IB schools) or have had marginal impact on student achievement (geography and world history). Smith also pointed to the proliferation of student and teacher exchanges over recent years, the expansion of Model United Nations and Great Decision programs in high schools, and the rapid technological advances that now allow direct communication among students and teachers around the world. Again, these innovative programs do not reach the vast majority of U.S. students, and many courses that are offered “do not develop global perspectives in a comprehensive manner,” according to Smith.

Against this background of varied teaching innovations and lagging student achievement, we now must pose another core question: Is there an international dimension to teacher education in the nation’s colleges and universities? This paper is an attempt to establish a baseline of research data that will help answer this question.

Research Design of the Present Study

Our analysis focuses on those students (so-called “completers”) who have been licensed by their state to teach in K-12 education. Our research strategy was to identify a large cohort of such completers and to examine their undergraduate experience to determine its international dimension. For purposes of this preliminary study we wanted to develop baseline data that will help answer the following question: How does the international study of teacher preparation students compare across several states and with other relevant groups of students? This initial study could answer that question only in a preliminary and partial way and fully only along one dimension, namely study abroad. But a strategy has been developed for collecting the data relevant to the main research question. Perhaps equally important, key issues in this research have surfaced that can inform future research.

In an effort to identify a baseline for the international educational experiences of teachers, this paper examines the actual curricula that pre-service teachers take in college. Clearly, college courses (including foreign language study and study abroad) are not the only way that teachers learn about the world. Pre- and in-service teachers read newspapers, books and magazines dealing with international topics; they travel both for leisure and professionally to various parts of the world; they participate in workshops involving university experts;¹⁸ they attend public lectures on international topics, such as those sponsored by World Affairs Councils across the U.S.. But if colleges and universities have a responsibility to assure that America’s new teachers have the knowledge to teach about an interdependent and complex world, then this must be reflected in the courses that pre-service teachers take.

This initial study undertook an undergraduate transcript analysis of a 2001 cohort of 690 licensed teachers at three teacher preparation programs in three different states – Old Dominion University in Virginia (ODU), the University of South Florida (USF), and St. Cloud State University in Minnesota (SCSU)¹⁹ The final cohort was comprised as follows for the three institutions: ODU – 81 (15 male (18.5%); 66 female (81.5%)); USF – 379 (42 male (11.1%); 337 female (88.9%)); SCSU – 230 (64 male (28%); 166 female (72%)). The distribution by gender reflects the predominance of elementary education licensure in all three sub-cohorts. A

coding template of nine questions was developed to identify the key international components of undergraduate coursework as a percentage of overall coursework (see Appendix). Whereas such elements as foreign language study and study abroad were relatively easy to identify, the number of “international” courses taken as part of general education, a major or electives, was more difficult. A comparison of long lists of “international” courses taken by teacher preparation students at the participating institutions, however, assured a high level of consistency in these data.²⁰

Research Results

1. **Teacher preparation students and their undergraduate course of study:** The students in our cohort were very frequently transfer students from community colleges: about 59% of the ODU cohort, 81% of the USF cohort and 73% of the SCSU cohort. This is relevant to the internationalization of teacher preparation students because the general education program at community colleges, despite significant change in the past decade, is less likely to have an international dimension than at four-year institutions.²¹ Likewise, because of the need to “count” every course at the upper-division level toward meeting licensure and graduation requirements, study abroad is much less likely among students who transfer from community colleges. Foreign language study, too, if sufficient to gain admission to a community college, can often meet general education requirements at universities through articulation agreements. None of these observations are meant to belittle the accelerating process of internationalization that is taking place at many community colleges; instead, they are intended to suggest the considerable obstacles to international experience that transfer students face.

2. **Teacher preparation students and their majors.** Depending on the state, teacher preparation students may be required to major in an education field (Florida); they may be required to major in an arts and science discipline, frequently completing a minor field in education (Virginia); or they may have no restrictions on the choice of major (Minnesota). Chart 1 summarizes the distribution of majors among the three sub-cohorts in this study.

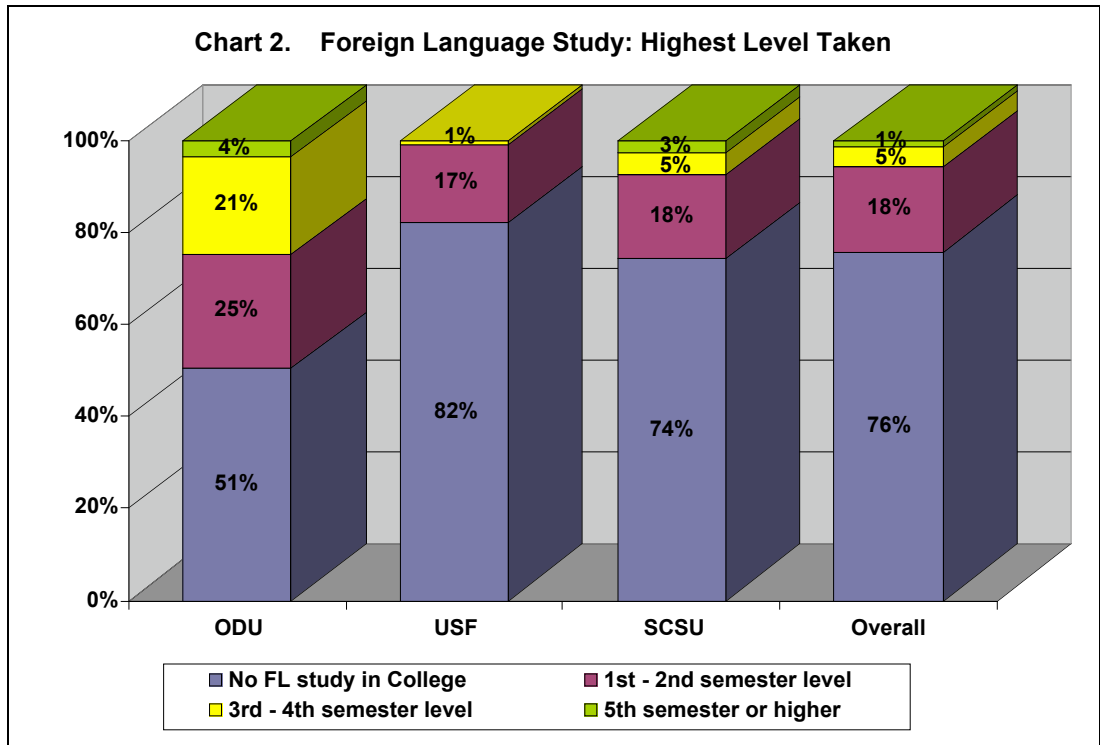
Chart 1. Distribution of Majors (numbers in parentheses)

	ODU	USF	SCSU*	Overall
Art Education			4% (8)	1% (8)
Biology/General Science	3% (2)		6% (14)	2% (16)
Chemistry/Chemistry Educ.	1% (1)		1% (2)	>1% (3)
Education	7% (6)	100% (379)	67% (155)	78% (540)
English	9% (7)		9% (20)	4% (27)
Foreign Languages	1% (1)		2% (5)	1% (6)
Geology	9% (7)			1% (7)
History	6% (5)			1% (5)
Interdisciplinary Studies	52% (42)			6% (42)
Mathematics	2% (2)		4% (8)	1% (10)
Music/Music Education	4% (3)		>1% (1)	1% (4)
Psychology	2% (2)			>1% (2)
Social Studies			7% (18)	3% (18)
Other	4% (3)			>1% (3)

* Several students majored in more than one field.

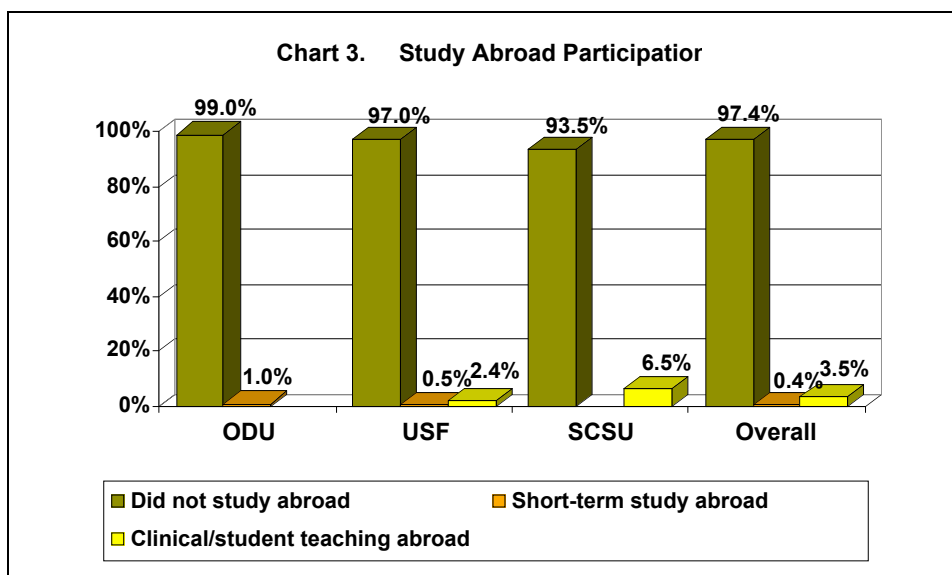
Of course, the major selected by teacher preparation students also determines the potential for internationalization in about one-quarter of their overall undergraduate curriculum. At ODU, the prevalence of “interdisciplinary studies” (52%) means that the major program is less focused on a disciplinary methodology than is the case with other arts and science majors. But the IDS major also offers more room for international coursework, especially in the social sciences. (Students in Physical Education and Occupational and Technical Studies major in an education field, hence the 7% of the ODU cohort in Chart 1 listed under “education.”) At USF, the sole choice (100%) of the education major means that a substantial portion of their curriculum is focused on pedagogy and less likely to have an international dimension. At SCSU, students may major in any field so long as they complete teacher education requirements; most students (67%) chose to major in an education field.

- 2. Teacher preparation students and foreign language study.** Teacher preparation students rarely pursued foreign language study at the college level. About 16% of the students studied Spanish, 5% studied French and 2% studied German. The only other languages studied by the overall cohort were Japanese (<1%), Latin (<1%) and Russian (<1%). Fully 76% did no foreign language study at all at the college level. The most common level of study of foreign language was 1-2 semesters; 5% studied for 3-4 semesters; only 1% studied a foreign language for five semesters or more. Chart 2 summarizes these data.



Although ODU teacher prep students study less foreign language than their classmates in Arts and Letters at ODU, they study more foreign language than at USF or SCSU, in part because fewer are transfer students. Moreover, at USF, it is possible that the relatively high rate of Hispanic students in its sub-cohort may explain why more foreign language was not formally studied – since many may already have been effectively bilingual.

- 3. Teacher preparation students and study abroad.** The prevalence of transfer students among the overall cohort helps explain why such a small number of teacher preparation students in our cohort had studied abroad. At ODU, 1% had studied abroad; at USF, 2.9%; at SCSU, 6.5%. Overall, those who studied abroad participated in short-term programs. And 3.5% fulfilled all or part of their student teaching requirement abroad. Chart 3 summarizes these findings.



For ODU, it is possible to compare the total Arts and Letters graduates in May 2001 with this cohort of “completers” for teaching licensure. All Arts and Letters graduates studied abroad at the rate of 4.6%, which is more than four times more frequently than teacher prep students. The relatively high rate of study abroad at SCSU is explained by the annual availability of two student teaching programs in Costa Rica and the UK, which are strongly promoted within SCSU’s College of Education. Overall, the sub-cohorts that were relatively more successful at study abroad participation (USF and SCSU) focused on clinical programs.

4. **Teacher preparation students and the “international” curriculum.** Defining the “international” curriculum very broadly to include courses in all the major fields of study (and including foreign language and study abroad), our cohort sampled this curriculum at roughly the same percentage at the three institutions. At ODU, this international curriculum represented about 26% of the total credits taken as an undergraduate. At USF, this percentage was 11%. At SCSU, the percentage was 8%. We speculate that the prevalence of transfer students and education majors at USF and SCSU explains the smaller role that the international curriculum plays in these sub-cohorts.

Clearly, many factors can influence the role these three international activities play in the undergraduate curriculum of these teacher preparation students. In addition to the slightly varied general education requirements at the three institutions, there are also different state standards for teaching licensure. On each campus, the level of integration between the college of education and its “international” units, such as foreign language department, area studies programs, international studies program and Office of International Programs (study abroad), also can play a significant role. Thus, a single education professor committed to study abroad can make a significant difference for a given cohort.

A follow-up study will include additional institutions in order to expand the student cohort to approximately 5,000 teacher preparation students. An analysis of state standards of licensure,

statewide student assessment standards, campus general education requirements and local programs providing international experiences will accompany the transcript analyses of the various student cohorts in order to explain differences in rates of “internationalization” among the participating institutions/states. Additional comparisons with broader cohorts of non-teacher prep students will also lend greater significance to these data.

Addressing the International Knowledge and Training Gap for Teachers

In November 2002, the Asia Society, the National Governor’s Association, the Education Commission of the States, and the Council of Chief State School Officers joined with the National Coalition on Asia and International Studies in the Schools to share best practices and mobilize state initiatives to internationalize the K-12 curriculum. Teams comprised of government officials, legislators, board members, district superintendents and school administrators, representatives of professional organizations, curriculum specialists, teachers, and university professors from 22 states gathered in Washington, DC, to create statewide action plans to close the international knowledge and skills gap. The process required addressing five crucial issues: (1) establishing international education as a policy priority at all levels; (2) increasing teacher knowledge; (3) expanding world languages; (4) building international partnerships; and (5) mobilizing leaders and resources.

Each of these topics is directly linked to the teaching, research and service missions of the nation’s institutions of higher education, and particularly to our colleges and schools of education who ought to be at the very epicenter of this movement. Inexplicably, representatives from colleges and universities were absent from most of the state teams assembled at the Washington conference.

The State Planning and Action Guide developed for the conference points out that improving student performance requires “clear and specific policy mandates in legislation, standards, and benchmarks, coupled with aligned curriculum materials and assessments.”²² Significant progress must involve addressing state education policies; reviewing learning standards (to be sure they reflect the current scholarship); assessing high school graduation requirements; the availability of Advanced Placement courses, magnet schools, and International Baccalaureate school options; establishing appropriate assessment criteria; identification of model programs; examining textbook review criteria; provision of curriculum specialists; and provision of incentives and recognition for outstanding performance.

Increasing teacher knowledge requires an examination of current licensure regulations; the provision of study abroad and overseas student teaching options for prospective teachers; availability of professional development resources; in-service opportunities for teachers to have international experiences and to collaborate with colleagues abroad; development of programs for school, district, and state leaders; the comprehensive review of pre-service and general education requirements for prospective teachers; and an assessment of college and university expertise to provide necessary research, instruction, and outreach to state departments of education and school districts.

While K-12 student performance relies on the level of international knowledge and skills that classroom teachers bring to the task, *prospective teachers* must also be guided by internationally engaged teacher educators in our colleges and universities who are knowledgeable and skilled in the philosophical bases, research, teaching strategies and materials of global education. In addition, universities must pay particular attention to providing international experiences for education professors and to fostering productive collaborations between these teacher educators and professors in the various disciplines both at home and abroad.

Alan Ruby, Senior Vice President of Atlantic Philanthropies and a former educational leader in Australia, asserts that the international competence of teachers is affected most by the availability of appropriate teaching materials, professional training, and opportunities for personal exposure to international activities.²³ The availability of teaching materials would appear to be the least problematic of these requirements given widespread access to web based resources. Indeed, one speaker saw the flood of information and teaching materials akin to asking teachers to “drink from a fire hose.” Less accessible are professional training opportunities for both pre-service and in-service teachers, guidance in structuring comprehensive and articulated curricula, and particularly international experiences geared toward education majors and practicing teachers.

According to Andrew Smith, the most critical factor to address remains inadequate teacher knowledge of the subject matter. Few have taken the requisite coursework in geography, world history, politics, and economics to prepare them to teach the complex global issues that confront society because pre-service preparation and licensing requirements do not normally stipulate such academic content.²⁴ Furthermore, there is a lack of research on global education, “especially on the effectiveness of particular methodologies, the proper sequencing of global concepts and skills into the curriculum, and the effects of media and newspapers on student knowledge and understanding of the world,” says Smith. He calls for a “national report card” on K-12 successes and failures in global education and for setting new priorities in the U.S. education system that will require no less than the national commitment devoted to math and science education in the post-Sputnik era.²⁵

Fortunately, professional organizations linked to the preparation and certification of teachers such as the American Association of Colleges for Teacher Education (AACTE), the National Council for Accreditation of Teacher Education (NCATE) and the Council of Chief State School Officers (CCSSO) are beginning to recognize the need to internationalize K-12 education and have modified or supplemented their respective guidelines and publications to incorporate a specific global dimension in addition to long-standing references to multicultural education. While completing student teaching requirements abroad was once considered unthinkable, professional accrediting organizations now encourage such programs if well planned and supervised. Furthermore, the organizations themselves are establishing relationships with their counterpart organizations in other countries and are beginning to offer professional development opportunities abroad for teachers, albeit on a comparatively small scale.

Implications for Teacher Education

The study chaired by Governor John Engler and former Governor James Hunt recognized the critical role of teachers in internationalizing K-12 education. It recommended that every teacher have opportunities to build knowledge about Asia and other world regions through formal studies, pre- and in-service programs, and through travel and exchange programs. Teachers must also become skilled in integrating international content across disciplines. They must have access to high-quality basic educational tools on world regions and global issues—textbooks, readers, tests, multimedia materials, curriculum guides, and Web content—that reflect up-to-date scholarship.

To bring this expertise and scholarship to the teacher educators in Colleges of Education and in K-12 teaching will be a considerable challenge. In the U.S. there is an institutional and professional divide between the universities with the most advanced area expertise and those that train most of America's future teachers. The former include public and private Carnegie Research Intensive (AAU and Land-Grant) universities with large graduate programs (such as Stanford, Cornell, Columbia and Michigan State), which host almost all of the Title VI National Resource and Language Resource Centers (NRC's and LRC's). The latter include mostly regional state universities that grew from former "normal" schools (Illinois State University, University of North Texas, James Madison University (VA)). These are typically AASCU institutions – largely the regional public institutions of the kind participating in the present study – and account for the majority of all graduates who intend to enter the teaching profession.²⁶ A large number of these graduates complete their general education requirements in community colleges. Internationalizing teacher preparation on a national scale will require unprecedented levels of contact and collaboration between these different kinds of institutions.

U.S. colleges and universities serve as the primary source of trained teachers and have an obligation to provide graduates with the knowledge and experiences that will allow them to effectively incorporate global perspectives in the K-12 classroom. Higher education must also provide support to the thousands of classroom teachers already in the field who must lead the way in reforming the content and delivery of the K-12 curriculum. However, none of this will occur without the active participation and leadership of our Colleges of Education. In order to facilitate this collaboration, Colleges of Education are the indispensable pivot points for enhanced communication and information sharing with their own Colleges of Arts and Sciences, with Title VI National Resource Centers and Language Resource Centers, with Title II programs, community colleges, pre-service students, and in-service teachers.

The international preparation, research capacity, and commitment of the professors who teach education policy and leadership, philosophy and social foundations of education, curriculum development, pedagogy, and applications of educational technology constitute the critical point of departure for substantive change. Only then can the "domino effect" be set in motion with more globally and linguistically competent teachers staffing the nation's classrooms and educating our children for the challenges of the future.

The Role of Title VI

Title VI can exert significant impact on the education of prospective teachers through the Title VI-A Undergraduate Foreign Language and International Studies program that is often used to augment the international dimensions of general education courses in colleges and universities. Theoretically, teacher education faculty and curricula can be the focus of a Title VI-A project,

but few proposals specifically geared to this population have been submitted over the past 40 years.

At the 1997 Title VI conference, John Metzler summarized the outreach programming offered by the nation's Title VI centers and programs.²⁷ While outreach activities to various publics, including both K-12 and post secondary institutions, is part of the NRC, LRC and CIBER mandate, funding for this purpose is generally deemed inadequate. Furthermore, on some NRC/LRC campuses, such outreach is regarded as "peripheral" and not as important as scholarly activities. Metzler notes that most outreach programs concentrate on K-12 education (as opposed to outreach to the media, businesses, or community groups) due to priority accorded to this sector by the U.S. Department of Education. Many Title VI administrators believe that K-12 programs are the most effective use of time and resources in terms of return for effort and have the greatest potential for promoting international competency and understanding. Metzler also speculates that since many outreach coordinators come from a K-12 professional background, they are comfortable working with this cohort as opposed to other non-education sectors.

K-12 outreach activities often take the form of in-service workshops and special summer programming for teachers on a range of topics. Title VI centers also provide consultation to individual teachers and often have outreach resource collections that can be accessed by teachers. Some outreach activities have been developed in conjunction with state and national disciplinary organizations to effect change in curriculum and pedagogy with substantial subsequent impact. According to Metzler, a number of outreach centers have developed and marketed curricular modules in the social sciences and humanities; others have published K-12 textbooks or created videos for teachers and students.

Some Title VI centers coordinate classroom presentations by faculty or foreign student "native informants". Still others assist with such student oriented activities as Model United Nations, Model Organization of American States, and Model Organization for African Unity and found them both rewarding and effective. Other Title VI centers focus on outreach to language teachers and focus on promoting curricular or pedagogical reform. Some have promoted the teaching of less commonly taught languages and helped introduce them into high school curricula.

Title VI centers have offered similar outreach assistance to institutions of higher education as well. However, Metzler notes that "given the emphasis...on outreach to K-12 schools and educators, it is surprising and disturbing that there have been limited attempts and fewer successes in internationalizing teacher education programs. In fact, even though there is a growing appreciation of the importance of a globally competent generation of Americans, the greater streamlining of teacher education programs has on occasion resulted in the removal of global education electives from the teacher education curriculum. It is vitally important the IEGPS/USED and Title VI centers explore ways in which they can actively engage teacher educators in the project of internationalizing K-12 education through incorporating global education in the teacher education curriculum."²⁸

Title VI centers operate their outreach initiatives on very limited resources and, with a few exceptions, have limited national exposure and impact on K-12 education. However, the spread

of sophisticated education technologies may offer new windows of opportunity to capitalize on the expertise and resources of these centers and make them accessible to their colleagues in colleges of education and K-12 educators across the U.S.

Recommendations to Address the Internationalization of K-12 Education

As the American Association of State Colleges and Universities (AASCU) points out, “it is important to recognize the distinct state and federal roles in the area of teacher preparation. States are responsible for the approval of teacher preparation programs, both traditional and alternative. States are also responsible for the credentialing of teachers. The appropriate federal role in teacher preparation is to provide incentives for states and institutions to improve teaching and learning for the benefit of all children.”²⁹

AASCU affirms that the reauthorization of the Higher Education Act (HEA) provides an opportunity to improve the educational continuum – recruitment, pre-service, induction, and in-service professional development of teachers. The 1998 amendments saw the creation of not only the Title II reporting system for teacher preparation, but also the establishment of a new competitive grant program, the Teacher Quality Enhancement (TQE) grants. TQE grants fund partnerships for the purpose of improving the entire educational continuum. In addition to supporting partnerships, it is important to recognize that the HEA is an appropriate legislative vehicle for improving the capacity of teacher preparation and affiliated programs at institutions of higher education. Hence, both Title II and Title VI share responsibility for coordination of efforts to improve K-12 teacher training and instruction for language and international studies. A national effort to address current deficiencies in language and international studies at the K-12 level should involve a coordinated effort between these two federal entitlement programs.

Recommendations for State Governments:

1. Declare foreign languages and international studies a state priority for education development.
2. Appoint a leader within the state education system to be responsible for advocacy, policy development, strategic planning, and coordination of statewide efforts to address issues related to enhancing foreign languages and international studies in the schools.
3. Assemble a statewide strategic planning team for foreign language and international studies comprised of key leaders from the state department of education, teacher education specialists, curriculum specialists, area studies specialists, professional education organizations, teachers and education administrators, legislative representatives, and community leaders.
4. Assess teacher licensure requirements and student performance standards for the incorporation of global perspectives and performance measures.
5. Facilitate opportunities for legislators, chief state school officers, policy makers, curriculum specialists, school board members, and other key decision makers to explore other systems of education and innovative practices in other states and abroad.
6. Support state funding for innovative programs in languages and international studies.

Recommendations for Professional Organizations:

1. Renew and expand efforts to incorporate regulations, assessment criteria, and guidelines that require demonstrated knowledge, skills, and performance standards for teaching foreign languages and international studies in the K-12 schools.
2. Inform constituents of the importance of addressing these important issues and encourage them to engage in creative approaches to curriculum development, pedagogical innovations, and overseas experiences for teacher educators and pre-/in-service teachers.
3. Work with Title II and Title VI NRC's and LRC's to design and disseminate best practices in teacher education for languages and international studies.

Recommendations for Institutions of Higher Education:

1. Link education faculty to liberal arts faculty (including those associated with Title VI NRC's and LRC's) to increase their knowledge of available resources and methodologies to internationalize the content of professional education.
2. Link faculty members in community colleges and four-year institutions with the Title VI outreach coordinators to support the internationalization of general education curricula in undergraduate education.³⁰
3. Develop opportunities and funding support for pre-service teachers to incorporate appropriate international experiences into their undergraduate course of study.
4. Train academic advisors of prospective teachers to promote international course content and international activities such as study abroad and overseas student teaching as important components of the teacher education curriculum.
5. Provide overseas opportunities for in-service teachers for purposes of collaboration with colleagues abroad and curriculum and materials development.
6. Provide summer institutes and seminars for educators on curriculum design, teaching strategies, materials development, and other content that supports efforts to enhance the teaching of languages and international studies in the K-12 schools.
7. Encourage education faculty to take an active role in research and policy development at the state and national levels to inform, support, and promote the effective training of teachers for the expansion of language offerings and international studies in the schools.
8. Foster collaborations among K-12 schools, community colleges, and universities to share resources and strengthen the seamless development of international concepts and foreign languages skills development from K-16.
9. Encourage students who have returned from study abroad and international students who are studying in the U.S. to engage in community outreach activities. Reintroduce a language entrance and exit requirements if they do not currently exist.
10. Survey international human and material resources and compile and centralize this information for dissemination to the community, especially to schools.
11. Establish international course requirements for all students working toward a social studies teaching certificate.³¹

Conclusion

Teacher preparation remains very much a state prerogative. This means that there are, in effect, fifty different paths to licensure to teach K-12 students.³² and makes anything like a national

analysis difficult – but not impossible. Although still largely in the policy and program development stage, some states are clearly more active in incorporating international perspectives and knowledge in their teacher preparation curricula than are others. For example, a group of California legislators has proposed to introduce required bilingualism into the state’s Master Plan for Education.³³ The Michigan Commission on Asia in the Schools (November 2002) recently recommended that “teacher preparation at the university level, particularly for those who will teach about Asia, should include coursework in these subjects [social studies, political science and history].”³⁴ The Illinois International High School Initiative is a statewide collaboration between teacher educators and the public school system to infuse the high school curriculum with global perspectives. The North Carolina Center for International Understanding is heavily engaged in initiatives that provide international experiences for pre- and in-service teachers and bring educators from abroad to work in North Carolina schools. Other innovative approaches are being undertaken in Kansas, Oregon, Ohio, Vermont, Tennessee, and other states, and these efforts should be encouraged and shared with other state systems in order to create momentum for this movement.³⁵

Until there is a coordinated effort at all levels of teacher preparation and in-service professional development to enhance the nation’s teachers’ ability to teach about the world, U.S. students will continue to exhibit a profoundly discouraging lack of knowledge about the world. Global citizenship in the 21st Century requires a different set of knowledge, skills and attitudes than what was required of previous generations. In today’s highly interdependent and interactive world, every city, town and state in the U.S. is impacted by global events, whether political, economic, environmental, socio-cultural or military. The “basics” of education have evolved considerably over the years. Those who long for the simplicity of “going back to basics” must reassess what constitutes the “basics” in a global age. Moving forward to a redefined set of basics more suitable to the realities of the 21st century is the task that lies before us. Recent surveys make it quite clear that young adults in the U.S. do not have the necessary global perspectives they need; they lack fundamental geographic and cultural knowledge; and they increasingly assume that monolingualism and ignorance of world affairs are no barriers to success in their future. Changing this mindset will require a massive national effort, spearheaded by strong federal leadership and innovative state initiatives. U.S. institutions of higher education should be more than cheerleaders in this process. Colleges and universities (and colleges of education and the liberal arts in particular), need to exert leadership and become eager partners with school districts and state boards of education to prepare students to navigate this new global age.

In a recent speech, U.S. Secretary of Education Rod Paige pledged his support to this effort, saying

Clearly, to meet our goal to leave no child behind, we must shift our focus from current practice and encourage programs that introduce our students to international studies earlier in their education, starting in Kindergarten. I will seek legislative authority, or build on existing authority, to support international education in our K-12 schools through partnerships with local colleges and universities. I will also work to partner with states to provide new resources in support of high-quality K-12 programs that provide international knowledge and skills in our nation's classrooms.³⁶

The recommendations above, ambitious though they are, can serve as a blueprint for building an education system that will serve the strategic needs of the nation. Only thus can the US be transformed from a nation exercising global dominance but burdened by global ignorance to a one exercising global leadership based on broad public understanding of what is at stake – both for Americans and the rest of the world – in these unprecedented times.

NOTES

¹ The President's Commission on Foreign Language and International Studies. *Strength through wisdom: A critique of U.S. capability* (No. 017-080-02065-3). Washington, DC: U.S. Government Printing Office, November 1979, p.1.

² *Beyond September 11: A comprehensive national policy on international education* (No. 309401) (Washington, DC: American Council on Education, 2002), p. x.

³ The National Geographic-Roper 2002 Global Geographic Literacy Survey surveyed more than 3,000 young adults in nine countries. See <http://geosurvey.nationalgeographic.com/geosurvey>.

⁴ Fred Hayward and Laura M. Siaya, *Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys About International Education* (ACE, 2001), p. 52, based on a random sample of persons 18 years and older, n=1006.

⁵ A StudentPoll survey in 2000 made it clear that college-bound high school seniors were keenly interested in continuing language study, participating in study abroad and taking a global curriculum in college. See "College-bound students' strong interest in international education contrasts with actual college experiences," StudentPoll, Vol. 4, No. 3 (Baltimore, 2001), esp. p. 10. Surveys conducted since the September 11, 2001, terrorist attacks reflect continuing high levels of interest in study abroad and foreign language study, though less support for immigration and international students on campus. See ACE's follow-up report: "One Year Later: Attitudes About International Education Since September 11," PublicOpinionPoll, September 2002. A Michigan survey in 2002 found levels of support for international education as high or higher than its 1999 survey. See Jeffrey Riedlinger, Brian D. Silver and Karen Brook, "Foreign Policy: Can America Go it Alone?" *State of the State Survey Briefing Paper 2002-51* (August 2002) prepared by the Institute for Public Policy and Social Research at Michigan State University.

⁶ Hayward and Siaya, esp. pp. 7-15.

⁷ That it makes a difference what the teacher knows and that he/she is confident in a subject is clear from the NCES survey "The Nation's Report Card: Geography 2001," National Center for Education Statistics (June 2002). A higher percentage of teachers in 2001 reported that they were very prepared to teach geography than in 1994, the year of the last comparable survey.

⁸ For the discussion on teacher reform in the 1980's, see W.T. Weaver, "The Talent Pool in Teacher Education," *Journal of Teacher Education*, 1981, 32(3), 32-36; C. E. Feistritzer, (ed.), *The American Teacher* (Washington, DC, 1983); and J. M Clark, "Reconciliation of data on aptitude test scores and university grades of teachers," *Journal of Teacher Education*, (1989), 40 (4), 49-52. For a new analysis based on a 1992 follow-up survey of students in their senior year of college, see Catherine E. Cardina and John K. Roden, *Journal of Teacher Education* (1998), 49(1), 38-46. A current judgment is that secondary teachers are as well prepared as college graduates overall, but that elementary teachers are not as well prepared; see ACE's "Touching

the Future: Final Report” of the Presidents’ Task Force on Teacher Education at www.acenet.edu/boostore/pdf/2002_touch_the_future.pdf. With the higher demand for teachers – and the infusion of “career-switchers” from non-education fields throughout the 1990’s - an updated review of this question would be welcome.

⁹ See Alvin M. Pettus, “Reformed Teacher Preparation Program in Virginia,” *Teacher Educators Journal*, 3(2), Fall 1993, p. 52. A recent review of the key models that emerged from the 1980’s is Dale P. Scannell, “Models of Teacher Education,” *Report of the American Council on Education Presidents’ Task Force on Teacher Education*, www.ace.org.

¹⁰ National Commission on Excellence in Education, *A nation at risk: The imperative for educational reform* (Washington, DC: U.S. Government Printing Office, 1983).

¹¹ These included the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (NTASC) and the National Board for Professional Teaching Standards (NBPTS). See Sandy S. Johnson, “The National Board for Professional Teaching Standards: Force or Farce for Masters of Education Programs?” *Action in Teacher Education* (2001), 23 (2), 66-70.

¹² See http://www.ncate.org/2000/unit_stnds_2002.pdf. For a proposal to revise current NCATE standards to include a recognition of the global nature of the teaching profession, see Craig Kisko, “An International Perspective: Professionalism Through Globalization,” for the AACTE Committee on Global and International Teacher Education, November 2002 (from the author).

¹³ R. G. Hanvey, “An Attainable Global Perspective,” *Theory into Practice* (1982), 2/3, 162-167.

¹⁴ See Kenneth Cushner and Jennifer Mahon, “Overseas Study Teaching: Affecting Personal, Professional, and Global Competencies in an Age of Globalization,” *Journal of Studies in International Education*, Spring 2002, 6 (1), for a review of the relevant literature. The Consortium for Overseas Teaching (COST), founded in 1973, may be the oldest consortium facilitating student teaching abroad. Currently, 13 U.S. member institutions send student teachers to sites in Mexico, Ecuador, Costa Rica, the Bahamas, Greece, Japan, Canada, Australia, New Zealand, the United Kingdom, Ireland, South Africa and Switzerland. See COST’s website hosted by the University of Alabama at Tuscaloosa – <http://teachabroad.ua.edu>.

¹⁵ See Sally Pickert, *Survey of International Initiatives in Teacher Education Programs in the U.S.* (AACTE, Washington, DC: 2001).

¹⁶ Kisko, *ibid.*

¹⁷ A. F. Smith, “How global is the curriculum?” *Educational Leadership*, 60 (2), (October 2002), pp. 39-40.

¹⁸ See Ann I. Schneider, “Internationalizing Teacher Education: What can be done?” (Draft, November 14, 2002) to be reporting on at this conference.

¹⁹ The authors wish to thank their research assistants, without whom this study would not have been possible. They are: Dr. Maria Patricia Cortez, Old Dominion University; Amanda Welch, University of South Florida; and Dr. Guihua Li, St. Cloud State University.

²⁰ The definition of “international” course was broad enough to include such courses as Oceanography and History of Photography, as well as regionally focused courses.

²¹ See Fred M. Hayward, *Internationalization of U.S. Higher Education* (American Council on Education, 2000), p. 12.

²² Unpublished conference materials (handout) compiled for the States Institute on International Education in the Schools, Nov. 20-22, 2002. “State Planning and Action Guide” available from the Asia Society, Education Division, 725 Park Avenue, New York, NY 10021.

²³ Alan Ruby, "Systemic Change: Australia as a Case Study," presented at the States Institute on International Education in the Schools, November 20, 2002.

²⁴ Smith, p. 40.

²⁵ *Ibid.*, p. 41.

²⁶ See <http://www.aascu.org/ppa03/teacher.htm> for AASCU's Public Policy Agenda on Teacher Preparation, Recruitment and Retention.

²⁷ J. M. Metzler, "Challenges for Title VI programs of outreach in foreign language and international studies," in J.N. Hawkins, C.M. Haro, M.A. Kazanjian, G.W. Merckx, & D. Wiley (Eds.), *International education in the new global era: Proceedings of a national policy conference on the Higher Education Act, Title VI, and Fulbright-Hays programs* (Los Angeles: University of California Press, 1998), pp. 117-131.

²⁸ *Ibid.*, p. 124.

²⁹ See <http://www.aascu.org/ppa03/teacher.htm>.

³⁰ See Ana Maria Schuhmann, "The Community College Role in Teacher Education: A Case for Collaboration," AACTE Issue Paper (June 2002) at http://www.aacte.org/Membership_Governance/communitycolleges.pdf for a discussion of the tensions between community colleges and four-year institutions in teacher preparation.

³¹ Excerpted from <http://www.asiaintheschools.org/Recommendations/recommendations1.htm>

³² See Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary Schools, ed. by John Tryneski (annual editions, Univ. of Chicago Press).

³³ See Jim Sanders, "School plan seeks 2nd language for all," *Sacramento Bee* (December 1, 2002).

³⁴ *Report and Recommendations of the Michigan Commission on Asia in the Schools*, November 2002 (www.michigan.gov/hal), p. 12.

³⁵ For discussions of teacher education innovations in Illinois, North Carolina, Indiana and Wisconsin, see the following websites: <http://www.studio5d.com/ihs/>; <http://www.learnnc.org/index.nsf/doc/NCCIU0407-1?OpenDocument>; <http://www.indianaintheworld.indiana.edu>; and <http://www.dpi.state.wi.us/dpi/dlsis/cal/caltie2.html>;

³⁶ See <http://www.ed.gov/Speeches/11-2002/11202002.html>.

APPENDIX

**International Education and Teacher Preparation in the U.S.
A Report on Teacher Education Completers in Three States
for presentation at
“Global Challenges and U.S. Higher Education: National Needs and Policy Implications”
January 24, 2003**

Research Collaborators: Dr. John Heyl, Dr. JoAnn McCarthy, Dr. Chunsheng Zhang
Research Frame: Review transcripts for all Teacher Education “completers” in the 2000-2001 cohort to determine the international dimension of the undergraduate curriculum taken by completion students (i.e., at time of their graduation) at leading Colleges of Education in Florida, Minnesota and Virginia (all AIEA institutions).

Transcript Review Protocol:

Demographics:

1. Female ___ Male ___
2. Academic status of student: Four-year ___ Transfer ___
3. Total # of credits completed at graduation (bachelor’s degree) ____
4. Undergraduate Major (check as many as apply): History ___ Economics ___ Political Science ___ English ___ Music ___ Foreign Languages ___ Math ___ Biology ___ Physics ___ Interdisciplinary/General Studies ___ Education ___ Other ___

Foreign Language Study:

5. Total # semester credits in FL: Spanish ___ French ___ German ___ Japanese ___ Other ___
6. Highest level of college-level FL study: 1-2 Semesters ___ 3-4 semesters ___ 5 or more semesters ___

Study Abroad:

7. Study Abroad experience (check all that apply): None ___ Short Term/Summer ___ Semester ___ Year ___ Student Teaching Abroad ___
8. # Credits earned abroad: ____

“International” Courses Taken:

9. # Credits earned in international-intensive courses (including study abroad and FL): ____