

V.F.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**TO BE PROPOSED:
May 2, 2018**

RESOLVED, That the State Board of Education adopts the Connecticut Certificate of Global Engagement Guidelines.

Approved by a vote of _____, this second day of May, Two Thousand Eighteen.

Signed: _____
Dr. Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education
FROM: Dr. Dianna R. Wentzell, Commissioner of Education
DATE: May 2, 2018
SUBJECT: Connecticut Certificate of Global Engagement Guidelines

Executive Summary

Introduction

The Connecticut Certificate of Global Engagement Guidelines were created to assist Connecticut districts and high schools in establishing a program to recognize high school graduates who have successfully completed a global education curriculum and engaged in co-curricular activities and experiences that foster the development of global competencies and global citizenship.

Students receiving a Certificate of Global Engagement will need to demonstrate that they have mastered critical global competencies. The Connecticut Certificate of Global Engagement Guidelines do not require districts to allocate additional funds or resources for program or curricular development as students can be recognized for the work they are doing in the context of existing curriculum and extracurricular programs. The guidelines recognize that districts have different courses and many different extracurricular clubs and opportunities. Teachers, guidance counselors, and administrators at the district level will do much to shape the Connecticut Certificate of Global Engagement program in each participating high school.

There are three essential components of the Connecticut Certificate of Global Engagement Guidelines:

1. **Globally-focused Coursework:**
 - a. A student must successfully complete a minimum of three years of coursework in one or more world languages. If a student is an English learner (EL) and is enrolled in an English as a Second Language (ESL) course the student may be exempt from this requirement.
 - b. A student must successfully complete a minimum of four additional credits (or demonstration of mastery) in courses with a global focus. These may include history/social studies courses, language arts courses, courses in the arts, and courses in other disciplines with an international focus.
2. **Globally-focused Student Activities:** a student must be involved in one or more extracurricular activities each semester for three years that has an international focus. Activities will vary widely from school to school, and may include activities such as language clubs, Model United Nations, attending lectures, or foreign travel. It is suggested that students spend a minimum of 15 hours per year on these activities.

3. **Global Service Learning or Action Project:** a student must complete an action project which connects the student to a global community or is related to a global problem. Raising awareness or funds for an international issue, tutoring a child who is an English learner (EL) or volunteering to assist a specific cultural or linguistic group in the community would all be examples of a successful project. It is suggested that a student spend 20 or more hours on their project, and that a reflective paper/product should be submitted upon completion of the project.

History/Background

A number of career pathways in today's global marketplace demand an international perspective; in addition, students must recognize that they are citizens not only of their local community and their nation but are also citizens of the world. The concept of the Connecticut Certificate of Global Engagement originated in the International Education Committee of Connecticut Association of Public School Superintendents (CAPSS). For several years this committee explored the creation of a global competency certificate, including researching the global competency work of other states.

In the fall of 2016, a workgroup was formed to draft the Connecticut Certificate of Global Engagement Guidelines (Appendix A). Global engagement programs and guidelines from other states were carefully analyzed. In December 2016, the CSDE and the International Education Committee of CAPSS began to elicit feedback from stakeholders and experts in international education on the draft Connecticut Certificate of Global Engagement Guidelines (Appendix A). The draft Connecticut Certificate of Global Engagement Guidelines were presented to the executive boards of the Connecticut Council for the Social Studies and the Connecticut Council of Language Teachers; both organizations officially endorsed the guidelines and a Global Engagement program. On February 7, 2017, a webinar was presented to numerous stakeholders including districts leaders, college representatives, and leaders of various educational organizations. Formal letters of support for the Connecticut Certificate of Global Engagement were received from a variety of Connecticut associations (Appendix A).

During the 2017-18 school year, 12 Connecticut high schools offered to pilot the Connecticut Certificate of Global Engagement Guidelines. The intent of the pilot was to provide feedback and suggest improvements to the draft guidelines. Pilot schools for this program include:

-) Mark T. Sheehan High School, Wallingford
-) Lyman Hall High School, Wallingford
-) East Granby High School, East Granby
-) Shepaug Valley School, Washington
-) The Metropolitan Learning Center, Bloomfield
-) The Masters School, West Simsbury
-) Francis T. Maloney High School, Meriden
-) O.H. Platt High School, Meriden
-) Glastonbury High School, Glastonbury
-) Farmington High School, Farmington

-) Staples High School, Westport
-) Joseph A. Foran High School, Milford
-) Jonathan Law High School, Milford

Representatives from the pilot districts met on March 12, 2018, and their feedback pertaining to the suggestion of a minimum of 15 hours of globally-focused student activities work has been incorporated into the guidelines.

On October 11, 2017, the State Board of Education Academic Standards and Assessment Committee requested that during the State Board of Education (Board) presentation of the guidelines that one or two superintendents provide information regarding the Certificate of Global Engagement implementation process and program.

Recommendation

The Connecticut Certificate of Global Engagement Guidelines provide suggested structures and conditions that will assist students in acquiring the critically important skills and knowledge they need to become globally competent and succeed in college, career and civic life. The essential components of the Connecticut Certificate of Global Engagement Guidelines will assist schools and districts in broadening the international perspective of students and better prepare them for a lifetime of active civic engagement.

The CSDE recommends that the Board approve the adoption of the Connecticut Certificate of Global Engagement Guidelines.

Follow-up Activities

The CSDE will continue to maximize available communication channels to share the Connecticut Certificate of Global Engagement Guidelines through various stakeholder groups, Academic Newsletters, distribution list communications, and presentations at professional meetings.

To provide districts with additional guidance for implementing the Connecticut Certificate of Global Engagement Guidelines, the CSDE recommends the creation of supplemental documents and a webinar to be posted to the CSDE Web site. The CSDE, Connecticut Council for the Social Studies, the Connecticut Council of Language Teachers, and the World Affairs Council are prepared to provide support to schools utilizing the Connecticut Certificate of Global Engagement Guidelines.

Prepared by: Stephen Armstrong
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Approved by: Melissa K. Włodarczyk Hickey, Ed.D.
Reading/Literacy Director



Appendix A: Connecticut Certificate of Global Engagement Guidelines Workgroup, Stakeholder Engagement, and Letters of Support

Guidelines Workgroup	Representing
Stephen Armstrong	Connecticut State Department of Education
Claudette Beamon	Assistant Executive Director for Personnel and Special Services, ACES
David Bosso	President, Connecticut Council for the Social Studies
Sandra Clark	Social Studies Curriculum Supervisor, New Haven Public Schools
Teresa DeBrito	Director of Curriculum & Instruction, Region #12
Greg Frank	K-12 Social Studies Curriculum Specialist, South Windsor Public Schools
Mary Goetter	International Education Services
Jessica Haxhi	Foreign Language Curriculum Supervisor, New Haven Public Schools
Donna Leake	University of New Haven
Christine Mahoney	Superintendent, East Granby Public Schools
Patrice McCarthy	Deputy Director and General Counsel, CABE
Salvatore Menzo	Superintendent, Wallingford Public Schools
Kimberly Moore	World Language Curriculum Teacher, Wallingford Public Schools
Eve Pech	Director of Educational Programs, World Affairs Council of Connecticut
Lisa Peterson	World Language Instructional Leader, Monroe Public Schools
Robert Rader	Executive Director, CABE
William Rice	Assistant Executive Director of Schools and Curriculum, ACES
Karolyn Rodriguez	Assistant Principal, Lincoln Middle School, Meriden
Yuhang Rong	Assistant Vice Principal of Global Affairs, University of Connecticut
Lisa Steimer	Senior Staff Associate for Professional Development, CABE
Nicole Struth	Educational Assistant, World Affairs Council of Connecticut
Megan Torrey	Executive Director, World Affairs Council of Connecticut
Melissa K. Wlodarczyk Hickey	Reading/Literacy Director, Connecticut State Department of Education
Joseph Wood	Retired Superintendent, South Windsor Public Schools
Feedback Provided By	Representing
Matt Friedrich	Director, K-12 Educational Programs, Center for International Understanding, University of North Carolina
Gerhard Fisher	International Studies and World Language Consultant, Wisconsin Department of Public Instruction
Jan Hostler Steward	President, Pennsylvania State Modern Languages Association
Xiao Yin Zhao	Executive Director, World Affairs Council of Kentucky/Southern Indiana
Patrick Terrien	President and CEO, Columbus (OH) Council on World Affairs
Seth Brady	Naperville, Illinois Public Schools
Shaylyn Livingston	EF Educational Tours

Organizations Submitting Letters of Support
CABE (Connecticut Association of Boards of Education)
CAPSS (Connecticut Association of Public School Superintendents)
CAS (Connecticut Association of Schools)
Connecticut Council of Language Teachers
Connecticut Council for the Social Studies
Connecticut RESC Alliance
CBIA (Connecticut Business and Industry Association)
International Trade Association, Middletown, CT
Instituto del Carmen, Mendoza, Argentina
NEAG School of Education, University of Connecticut, Storrs, CT

The Connecticut Certificate of Global Engagement Guidelines

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Connecticut State Department of Education

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The Connecticut Certificate of Global Engagement Workgroup

Stephen Armstrong, Social Studies Consultant, Connecticut State Department of Education

Claudette Beamon, Assistant Executive Director for Personnel and Special Services, ACES

David Bosso, President, Connecticut Council for the Social Studies

Sandra Clark, Social Studies Curriculum Supervisor, New Haven Public Schools

Teresa DeBrito, Director of Curriculum, Instruction and Curriculum, Region #12

Greg Frank, K-12 Social Studies Curriculum Specialist, South Windsor Public Schools

Mary Goetter, International Education Services

Jessica Haxhi, Foreign Language Curriculum Supervisor, New Haven Public Schools

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Christine Mahoney, Superintendent, East Granby Public Schools

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Eve Pech, Director of Educational Programs, World Affairs Council of Connecticut

Lisa Peterson, World Language Instructional Leader, Monroe Public Schools

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Karolyn Rodriquez, Assistant Principal, Lincoln Middle School, Meriden

Yuhang Rong, Assistant Vice President of Global Affairs, University of Connecticut

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Megan Torrey, Executive Director, World Affairs Council of Connecticut

Melissa K. Wlodarczyk Hickey, Ed.D., Reading/Literacy Director, Connecticut State Department of Education

Joseph Wood, Retired Superintendent, South Windsor Public Schools

Overview

The Connecticut Certificate of Global Engagement (Certificate) was established to recognize public high school graduates who have successfully completed a global education curriculum and engaged in co-curricular activities and experiences that fostered the development of global competencies and global citizenship.

The Certificate is based on the guidelines of the Connecticut Social Studies Frameworks and American Council on the Teaching of Foreign Languages (ACTFL) World Readiness Standards, and builds upon the recommendations of the Council of Chief State School Officers (CCSSO).

The Certificate supports student literacy as defined by the Common Core Standards and provides a pathway for 21st Century Skills.

The Certificate does not require additional resources in local school districts, as all coursework would already be part of the curriculum. The Certificate, however, gives school districts an opportunity to evaluate the entire school curriculum through the lens of global knowledge. Teachers are encouraged to include a global dimension whenever possible and warranted.

The Certificate focuses and validates the global education learning opportunities already in place in most school districts, encourages students to enroll in classes with global content across the content areas, and prepares globally competent students who are college and career ready.

Background and Rationale

A globally competent and competitive citizenry and workforce is essential within the state of Connecticut. It is in the interest of every student to seek out and take advantage of global learning opportunities for reasons of career advancement, civic engagement, and personal development and enrichment.

The mission of the Certificate program is to provide Connecticut students a pathway to gain global knowledge and skills that will increase their competitiveness and ability to succeed in college and career and their participation as informed citizens.

In today's global marketplace, it is in the long-term economic, social, and democratic interests of the United States, Connecticut, and local communities to encourage and facilitate international connections in the community, state and beyond.

Schools are increasingly offering a variety of courses and co-curricular activities that have a global focus and are aligned with appropriate national and state standards. While the expansion of curriculum and course opportunities would be welcome and beneficial, schools can advance global education with existing resources and structures by cultivating school cultures that emphasize these opportunities and by engaging in ongoing efforts to ensure that students, parents, teachers, school administrators, school boards, and the general public fully recognize the value of global learning and its essential place in a well-rounded contemporary education.

Purpose

The Certificate validates a student's deliberate pursuit of a global education and awareness.

This designation aims:

-) to educate a globally competent citizenry by encouraging students to pursue the global aspects of their education;
-) to serve as an enhancement of a student's profile in the college admissions process; and
-) to serve as an important hiring consideration by prospective employers.

Definition

As defined by Mansilla and Jackson (2011), globally competent students:

-) have the capacity and disposition to understand and act on issues of global significance; and
-) are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions.

Global Learning: An Opportunity for All Students

Global and world language learning opportunities should be emphasized for all students. All students need solid preparation for active participation in internationally interconnected societies for several reasons, including the fact that a strong democracy depends on an informed and knowledgeable citizenry. In today's intricately interconnected world, informed citizens require an increasingly broader base of knowledge and perspective, because local communities, societies and economies are directly affected by events and trends that occur well beyond national borders.

The American school system aims to provide all students equal opportunities without tracking them at an early age into career-specific learning pathways. Therefore, all students should be provided with learning opportunities that prepare them to live, work and interact within a global context.

Components of the Connecticut Certificate of Global Engagement

Connecticut school districts may award the designation Certificate on the high school transcripts of those students who demonstrate achievement toward global competency. Districts may choose to acknowledge this competency by affixing a seal on the high school diploma. In addition, recognition of extraordinary achievement may be made at the district level. Criteria for such recognition would be determined by the district and each Connecticut school district may develop its own specific Certificate program using the guidelines in this document to determine which courses have a significant global focus. District policy should specify the criteria for students to attain the designation, including a listing of specific classes that would fulfill the requirements. In developing such a policy, it is important that the criteria be sufficiently rigorous to be meaningful and be sufficiently flexible in the pathways for

students to achieve this. An overall average grade of B (or its equivalent) in the completion of the ensuing list of possible courses from grades 9-12 should be required. A district may use discretion (in regards to the B average) in the case of extenuating circumstances for a given student. All students, including those with an exceptionality or disability, should have the opportunity to earn the Connecticut Certificate of Global Engagement. Accommodations should be provided to students per their Individualized Education Program (IEP) or Section 504 plan for all assessments and activities. Connecticut State Department of Education (CSDE) personnel may review the policy developed by individual school districts.

The Connecticut Certificate of Global Engagement and Transcript Endorsements

The Certificate and transcript endorsements shall be awarded to high school students who have demonstrated competency through global education by successfully fulfilling the recommended criteria in the following three (3) areas: globally-focused coursework, globally focused student activities, and a Global Service Learning or Action Project (Appendix A).

Pathways to Achieve Global Competency

To be recognized for this Certificate, students need to complete the following requirements:

-) coursework in world languages;
-) coursework with strong global implications and analysis;
-) extracurricular activities and experiences with global themes; and
-) a global service learning or action project.

Through coursework and co-curricular activities referenced above, globally competent students will demonstrate the following competencies:

-) investigate and express ideas about the world beyond their immediate environment;
-) recognize and articulate their own and others' perspectives;
-) communicate ideas effectively with diverse audiences; and
-) translate ideas into appropriate actions to address a contemporary global issue.

Globally-Focused Coursework (at least 7.0 credits or demonstration of mastery)

Mansilla and Jackson (2011) developed the criteria of globally competent students. The following list was created utilizing these criteria and is presented to provide guidance to individual districts in determining which courses may fulfill the necessary criteria.

-) **World language coursework:** At least 3 years of high school equivalent study in one or more world language(s). If a student is identified as an English learner and is enrolled in an English as a Second Language (ESL) course, he or she does not need to fulfill the world language coursework requirement.
-) **Social Studies, English language arts and other coursework:** At least 4 credits of coursework (or demonstration of mastery) in courses with a global focus, which may include courses on:
 - o International economics, business, or marketing
 - o International or foreign affairs
 - o World/non-U.S. history
 - o World geography
 - o Comparative cultures and/or religions

- Science and/or technology courses with global application/perspective
- Literature of another country, region, or culture
- Music, drama, and visual arts with international perspective
- Other disciplines and courses with an international focus (e.g., foods, architecture, sociology, human rights)

Globally-Focused Student Activities

Each student seeking this certificate shall demonstrate competency in global citizenship through active participation in at least one or more co-curricular and other school-sponsored or endorsed activities over at least 3 years of their high school experience with suggested involvement of a total of at least 15 hours. These may include participating in:

-) Local or remote engagement with individuals from other countries/cultures that is regular and direct (e.g., pen pals, Skype, school-based and/or community-based organizations)
-) Language clubs and/or honor societies
-) Internationally focused clubs
-) Internationally themed programs/competitions for high school students (e.g., Model United Nations or DECA International competitions)
-) Language immersion programs
-) Attendance at learning opportunities (lectures, films, presentations) on international topics/issues
-) International exchange program as exchange student and/or host
-) Travel abroad program/educational tour

Global Service Learning or Action Project

The Connecticut Social Studies Frameworks state that taking informed action is a critical final stage of the inquiry process. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent and collaborative action; reflect on their actions; and create and sustain groups.

Each student shall complete an informed action global/cross-cultural public service project with suggested involvement of at least a total of 20 hours of work, connected to a global community (different from his/her own) or to a contemporary global issue. This may include raising awareness about a global issue, fundraising for an international nonprofit service agency/organization, working on an international project with Returned Peace Corps Volunteers, Rotary, or other Service Club, tutoring a child who is an English learner, or volunteering with a cultural/linguistic group in the community. A reflection paper/product should be required at the conclusion of the service project. In some districts, the culminating activity may be a Capstone (or similarly cumulative) action based project on an understanding and deep learning of a contemporary issue.

Documents such as time logs, project descriptions sheets, etc. will be provided to districts at the beginning of the year as students begin work on the Connecticut Certificate of Global Engagement.

References

College, Career, and Civic Life: (C3) Frameworks for Social Studies State Standards. National Council for the Social Studies. Retrieved from <https://www.socialstudies.org/c3> on September 5, 2017.

Connecticut Elementary and Social Studies Frameworks. Connecticut State Department of Education, 2015. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf> on September 5, 2017.

Mansilla, B. B. & Jackson, A. (2011). Chapter II: Understanding the World through Disciplinary and Interdisciplinary Study. In CCSSO Council of Chief State School Officers Asia Society *Educating for Global Competence: Preparing our Youth to Engage the World* (pages 11-20). Retrieved from <http://asiasociety.org/files/book-globalcompetence.pdf> on September 6, 2017.

World-Readiness Standards for Learning Languages. American Council on the Teaching of Foreign Languages. Retrieved from <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages> on September 6, 2017.

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Appendix A: Components of the Connecticut Certificate of Global Engagement Chart

1. Academic Courses - successful completion of the following (average grade of B or better): Embedded in the coursework should be Connecticut’s Common Core State Standards (CCSS), 21st Century Skills, Student Learning Objectives (SLOs), and the criteria of globally competent students as developed by CCSSO.

- a. 3 years of high school equivalent study in one or more **world language(s)** (or demonstration of mastery)
- b. 4 credits of coursework (or demonstration of mastery) in **social studies, English language arts and other coursework with a global focus** that are already a part of the school’s course of study. For example

i. International economics, business or marketing	vi. Science and/or technology courses with global application/perspective
ii. International or foreign affairs	vii. Literature of another country, region or culture
iii. World/non-U.S. history	viii. Music, drama, and visual arts with international perspective
iv. World geography	ix. Other disciplines and courses with an international focus (e.g., foods, architecture, sociology, human rights)
v. Comparative cultures and/or religions	

2. Globally Focused Student Activities - Active participation in at least one or more co- or extra-curricular activities over at least 3 years of high school experience* including:

- a. Regular, direct engagement with individuals from other countries/cultures (e.g., pen pals, Skype)
- b. Language clubs and/or honor societies
- c. Internationally focused clubs
- d. Internationally themed programs/competitions for high school students (e.g., Model UN or DEA International competitions)
- e. Language immersion programs
- f. Attendance at learning opportunities (lectures, films, presentations) on international topics/issues
- g. International exchange program as exchange student and/or host
- h. Travel abroad program/educational tour

*Suggestion of at least 15 hours of work

3. Global Service Learning or Action Project - A global/cross cultural public service** connected to a global community (different from his/her own) or to a contemporary global issue. In some districts, the culminating activity may be a One Credit Mastery Based Learning (or similarly cumulative) project on an understanding and deep learning of a contemporary issue. Examples may include:

- a. Raising awareness about a global issue
- b. Fundraising for an international nonprofit service agency/organization
- c. Working on an international project with the Returned Peace Corps Volunteers, Rotary or other Service Club
- d. Tutoring a child who is an English language learner
- e. Volunteering with a cultural/linguistic group in the community

**Suggestion of at least 20 hours of work