

Global Learning Benchmark Integration Project at Corbett Preparatory School

Elaine C. Sullivan, Ed.D

Vice President, International School Connection, Inc.

The International School Connection (ISC)'s Global Learning Benchmark (GLB) Integration Project of August 2018-June 2019 is designed to develop student global competence in a globally oriented school responsive to the changing needs and demands of a global context. And, the Project is a study of the implementation processes to gain insights for more effectively and efficiently integrating the GLBs in this and in other projects. Corbett Preparatory of Independent Day School of Tampa, FL (Corbett Prep or Corbett) the selected school for the GLB Project implementation is a private K3-8 school. The main goals of the GLB Integration Project are to 1) guide teacher development in using the ISC's Global Learning Benchmarks as a system to nurture each student's global competence, 2) create a Global Learning Center (GLC) orientation in the school, and 3) build an ISC GLB innovation for replication.

Literature Review

The literature review for the ISC Global Learning Benchmark Project at Corbett for this conference paper is a brief overview on the development of the ISC Global Learning Benchmarks, the definition of global competence by renowned world organizations, the ISC history, and the importance of developing global competence in students.

ISC Global Learning Benchmarks for global competence development. The ISC Global Learning Benchmarks are designed to be used to increase each student's global competence. The GLBs' foundation evolved from the ISC's study of promising practices of successful globally-oriented schools worldwide. The GLBs provide the frame of reference for shaping the

dimensions of student global competency within the classroom and in school life. The Benchmarks contribute to a student's fund of knowledge of *what it can look and feel like to be a capable global citizen* by providing substance to one's understanding of the meaning of global competence. The GLBs generate opportunities to excite and invigorate conversations and thinking that raise the levels of insight about the capabilities needed to be successful in our complex global society. The GLBs provide essential information for setting criteria for student's to carry out positive appropriate practice. The ISC Global Learning Benchmarks platform also provides measures to a school on how to strategically set up the most effective and relevant processes for increasing each student's global competence, and then acts as a resource for including meaningful opportunities to practice and learn. The GLB platform brings all the pieces together for teachers and students to include practices to expand competency, and most importantly it stimulates new ways of thinking about becoming competent global citizens.

Global competence. The Organization for Economic Co-operation and Development (OECD) through its findings of the Program for International Student Assessment (PISA) emphasizes that for individuals to thrive in our rapidly, ever-changing world they must develop global competence. Further, the OECD emphasizes that the global connections within the world society are so prevalent, dense, complex, and quickly changing that being a global competent individual is vital (www.oecd.org). The need for assessing global competence is believed to be so pressing that it is now included in the PISA 2018 assessment. The PISA survey assesses the key areas of math, science, reading, and now global competency. For 2018 some countries chose not to assess for global competency as they wanted more time to prepare their students.

The PISA adoption of global competence as a K-12 student capacity generates the challenge for educators to learn about the knowledge, attitudes, skills, values, and experiences students

need during their formative years to nurture this competence. Since PISA also assesses for how well students can apply what they learn in school into real-life situations then it is critical for educators to create real-life type learning activities for developing competence in a globally oriented school environment. Additionally, it stressed that educators need to learn how to integrate this information into the daily classroom life every year for all students (www.oecd.org/pisa). The 2018 report by Piacentini, M., Barrett, M., Boix Mansilla, V., Deardorff, D. and Lee, H. W. titled *PISA: Preparing our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework (2017)* points out that global competence is defined as a multi-dimensional capacity whereby “globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being (p4).”

International School Connection history, Global Learning Center, and the GLBs. The International School Connection Inc. in its 25-year history as a global network of educators initially was a multi-national university collaborative; and, eventually it became a non-profit organization. Through these years principals and educational leaders in the ISC community collaborated to learn the best approaches to school development from scholars around the world, and from each other. The concept emerged of a school as a Global Learning Center (GLC) which is a school is designed to develop an individual student’s global competence for success in this global age of living and working through a global oriented point of view for the learning activities, student experiences, and the school’s processes and structures. The set of 10 ISC Global Learning Benchmarks (see table 1) were developed through the ISC’s examination on how successful schools were addressing the new and many emerging global trends impacting

schools, living, and work. The emergence of the GLBs made it clear to the ISC leaders and community that a GLC model guided by the Benchmark framework was vital in creating the change in schools needed for preparing global competence in students (Snyder, 2006).

Table 1

ISC GLOBAL LEARNING BENCHMARKS	
I. The Global Learning Environment for Students Cluster	
GLB 1:	The curriculum provides opportunities to learn about local and global forces that influence change.
GLB 2:	The school as a growing system has a vision and a plan to connect with the 3global community and its dynamic forces.
GLB 3:	Educators participate in professional development activity in a globally networked environment to promote learning.
GLB 4:	Partnerships with local, regional and other global businesses enhance the direction of school development.
GLB 5:	The school annually shows evidence of improving or sustaining student performance levels, using multiple local, regional, or international measures.
II. Student Preparation for Success in a Global Environment Cluster	
GLB 6:	Current knowledge about human learning guides teaching and learning practices throughout the school.
GLB 7:	International projects or programs are included in the school’s curriculum to promote global learning opportunities for all students.
GLB 8:	Students are developing capacities for success in the evolving global workforce, which includes emerging technologies.
GLB 9:	Students learn and use democratic decision-making processes that value diversity, and promote equity and the appreciation for human life as foundations for becoming global citizens.
GLB 10:	Students demonstrate an orientation for caring about the human community and its sustainable development.

ISC GLBS and systemic school organization. Over time the ISC leaders also recognized that a systemic approach to sustainable schooling was critical for any successful, school improvement

process (Snyder, K. J., Acker-Hocevar, M., & Snyder, K. M., 2000). Through the years it was noted by the ISC Inc. community that Corbett Prep, one of many schools participating in ISC activities and also an endorsed ISC GLC, continued to grow as a cohesive systemic organization, where the latest innovations are integrated into its programs while continuing those that supported student success over the years. Corbett's successful work processes and the high level of excellence of its' students in multiple types of measures confirmed to the ISC Team that a systemic approach to sustainable schooling was also needed, rather than a focus only on the global features of a school's development.

The ISC with more focused work on the GLBs then expanded its student's global capacities concept by building on the OECD/PISA's global competence literature. The ISC also incorporated into its platform the United Nations' Sustainable Development Goals (SDGs) as the primary challenging issues individuals need to study to take action as a responsible global citizen (www.un.org/sustainabledevelopment/sustainable-development-goals/).

International School Connection 2018-. When the ISC renewed its Florida and U.S.A. not-for-profit status in 2018 it updated its aim, mission, vision, and purpose to reflect the belief that the ISC needed to promote a *Global Learning Center* program while stressing the school's development as an integrated and interdependent system. With this in mind, the Aim of the ISC is "*for students during their schooling years to become competent and caring citizens within a global society.*" And, the updated ISC Mission is "*to promote sustainable schooling for a global age.*" The ISC is now preparing to offer to school leaders around the world programs guided by the ISC GLB framework and a systems approach that supports school sustainability. These programs include 1) an International School Partnership Program, 2) a Global Learning Center Support System, 3) a *Leadership for Sustainable School Development* Training program, 4)

Becoming a Global Learning Center Training, 5) Training in *More Options for Results in Education* (M.O.R.E.), 6) professional development services and resources of the model school Corbett Prep School, and 7) the International School Study Visits Program (www.ISCnow.org).

ISC GLBs build global competence. The ISC believes that their ISC GLBs are significant and relevant for schools to use in developing the global competence of future generations. The ISC further believes that the GLBs can, are, and should be used to guide the creation of learning environments to develop each student’s global competence in this increasingly complex and interconnected global society. (Sullivan, E. C., Snyder, K. J., and Fitzgerald, J., 2010).

In schools, global competence can simply be interpreted as students having the age-appropriate capacity and attitude to understand global issues and to take action from a global perspective as noted by the work of the Asian Society Center for Global Education in partnership with the OECD. Some critical trends causing the need for students to increase their global competence are 1) the global and local economy’s impact on employability skills, 2) a more multicultural world requires new and different perspectives and interactions, 3) technology exponentially impacts how we live and work, 4) effectively communicating through old and new media is required, and 5) careful and full examination of challenging issues identified in the UN Sustainability Goals are needed to take considered action for world sustainability.

GLB framework guides lesson planning. Using the GLBs as a framework, schools can create powerful and significant global context connections within their lessons and in school life for students to learn and practice in environments similar to the real world to prepare students in ways to address these critical demands. Globally oriented learning environments also afford students the opportunity to include experiences that “value diversity, and promote equity and the

appreciation for human life as foundations for becoming global citizens” as noted in GLB 9 (see table 1). In GLB 10 (see table 1) students “demonstrate an orientation for caring about the human community and its sustainable development.” The GLBs are practical guides for crafting the building blocks of the multi-dimensional capacities of the global competence students need to practice to get ready for a future often not imagined. These multi-dimensional parts can be shaped for a school when its staff asks these questions about global competence: 1) What should a student know? 2) What should a student be able to do? 3) What should a student be like? This ISC Global Learning Benchmark Integration Project is designed to use these prompts to guide teachers and staff in designing practical lesson plans, learning events, and school activities within a significantly relevant global context with appropriate real-life learning activities to expand a student’s knowledge, skills, attitudes, and values (www.ISCnow.org).

Development and validation of the ISC Global Learning Benchmarks. The ten Global Learning Center Benchmarks each contain five Characteristics to increase clarity, and the ten are subdivided into two Clusters of five Benchmarks. The Clusters are 1. *The Global Learning Environment for Students* and 2. *Preparation for Success in a Global Environment* (see table 1). These Benchmarks represent the identified practices of promise from globally oriented schools around the globe which resulted from the ISC community’s observations and dialogue over several years about what successful schools are doing differently in preparing students for the global age. During this time the GLB work was guided by this inquiry premise:

If these [new] patterns are to provide pathways to a more responsive learning experience in schools in preparing youth for new adult roles, then how might the ISC foster school development in this global direction?

The ISC investigation found in schools from around the world that eight distinct trends existed that demonstrated a global orientation. These trends are highlighted in GLB 1-4, 6-8, 10 (see table 1). Local ISC Hub members and leaders continued to exchange ideas and perspectives about possible Benchmarks unique to the eight trends we could all support. At the 2004 Ottawa ISC Summit, the ISC set forth the idea of creating schools as *Global Learning Centers* guided by the ISC GLBs. ISC inquiry about the Benchmarks continued to determine if any major areas of schooling had been omitted, resulting in the addition of a global and local student performance statement as GLB 5 (see table 1). After the GLC Portfolio Review for Ottawa's A.Y. Jackson Secondary School, the first Certified GLC School, another Benchmark, GLB 9, (see table 1) was added about respect for diversity (ISCnow.org).

When the 10 Global Learning Benchmark statements were finalized in 2006, the ISC conducted a validation study among the ISC global community by creating a rating system to determine the importance, clarity, and meaning of each Benchmark. Additionally, several open-ended questions were established to determine agreement among the international ISC community about GLB interpretation and use within a school. The instruments were sent to all ISC participants, and then the data was analyzed. This process was completed once more to provide opportunities to work out clarity and mutual understanding of the interpretation among the various countries. The open-ended questions provided needed anecdotal information about each Benchmark and about the 10 collectively to work through possible issues before finalizing for use across the world. Through these open-ended questions, it became apparent that descriptors and dividing the GLBs into clusters would make a difference in multinational use and interpretation. In 2005 the Ottawa, CA Hub members used big theme ideas for each GLB to help staff in preparing for A. Y Jackson Secondary School's ISC GLC Certification. These big theme

ideas became the foundation of the Benchmark Characteristics. The ISC validation study resulted in 10 Benchmarks (see table 1) which were formally approved as the ISC Global Learning Benchmarks at the 2006 ISC Spain Summit (Sullivan and Fitzgerald, 2006).

ISC GLB Integration Project Methodology

The 2018-2019 ISC Global Learning Benchmark Integration Project at Corbett Preparatory of Independent Day School is intended to develop student global competence and to create a Global Learning Center oriented school responsive to the changing needs and demands in a global context. And, it is a study to learn about hurdles faced and successes of the Project's implementation processes realized over one year. Corbett Prep accepted ISC's proposal to become the pilot Integration Project School. The following information in this section detailing the Project was summarized from the GLB Integration Project Report prepared for the Corbett Leadership Team (Sullivan, 2018). An ISC and Corbett Prep team designed a research-based GLB Integration Project with these main goals to 1) guide teacher development as guided by ISC's Global Learning Benchmarks in nurturing each student's global competence, 2) create a Global Learning Center orientation in the school, and 3) build an innovation for replication that nurtures global competence. This Project's focus is to increase the global relevance of lessons and learning activities to develop an individual's global competence needed for successful living and working in our complex global setting.

Project School Selection

Corbett Preparatory a pre-K3-8 private school was selected for the Project because of continued progress over the years made as a participant in ISC activities and as a holder of the ISC Global Learning Center Certification. Equally important for the selection was that the ISC Team saw Corbett as an example of a dynamic system capable of responding both to internal and

external conditions. And finally, Corbett also had close relationships with many ISC countries and participants having hosted many ISC events, School Partnerships, School Visits, and Summits. Over the years the Headmaster guided Corbett into becoming systemic in its functions as the school continuously integrated the latest innovations into its practices and addressed local challenges. This systemic approach while continuing to raise the bar of excellence led ISC leaders to believe Corbett Prep could become a *Sustainable School for a Global Age* model.

Data Collection

The ISC GLB Integration Project data collection method is to determine the current use and frequency of occurrence of the GLBs in the classroom and everyday school life. The Benchmarks are used to offer relative measures of how a school responds and adapts to local and global conditions, and creates a global lens to help make sense of information and to make informed decisions. The data analyzed from the key implementation activities described below provides information about GLB use. These data sets along with other relevant information generate perspectives about themes and patterns within and across teams and divisions, and for the school as a unit. This Study also provides significant information about Project replications.

The ISC Team works with Corbett Prep staff to determine ways to integrate the GLBs rather than having the Benchmarks as an *add on*. The key Project implementation activities are 1) Workshops, 2) the Global Learning Benchmark Tool administration, 3) GLB Examples reported by teachers per trimester, 4) Focus Groups with teaching teams/departments, 5) GLB School Project Administrator Meetings, and 6) Teacher Weekly Reports. The Project's progress thus far includes three workshops, two rounds of Focus Groups, completion of the Teacher Weekly Report, two rounds of submitting the Global Learning Benchmark Examples, the Global Learning Benchmark Tool baseline administration, and School Project Administrator Meetings.

Each activity as appropriate either is on Survey Monkey or in a paper form, each with ISC established protocols. Brief descriptions of these implementation activities are presented next.

Workshops. The Workshops with active learning activities provide information to staff to develop a solid knowledge base of the ISC Global Benchmarks framework, the Global Learning Center concept, the definition and dimensions of global competence, how to integrate the GLBs, and the global context's *compelling why*. There are four workshops: a three-hour Introduction Workshop about these concepts and three one hour workshops that focus on feedback about using the Benchmarks, finding ways to make new opportunities, and learning to face challenges of using the Benchmarks. The workshop staff reports outs were used as anecdotal data.

Global Learning Benchmark Tool. The Tool consists of the ten GLBs and their five Characteristics written as prompts with a 5-point Likert scale. Each staff member is asked to rate his/her perception of the GLB frequency of occurrence in his/her classroom by selecting the Rating Scale number that best represents how well each statement describes the occurrence. The Rating Scale measures from a low of 1 to a high of 5 with the following Rating Scale descriptors: 1 -- Never Occurs, 2 -- Occasionally Occurs, 3 -- Frequently Occurs, 4 -- Consistently Occurs, and 5 -- Always Occurs. A school baseline percentage rating of occurrence was determined by combining each teacher's rating on each point of the Rating Scale.

Global Learning Benchmark Examples collected by trimester. The GLB Examples describe a GLB lesson, unit, or project taught that are prepared by each teaching team or individual middle school teacher. This "Example" information written within established guidelines illustrates how the Benchmarks are used in the classroom. The GLB Examples are

analyzed for themes and patterns to provide Corbett staff feedback and research data for the ISC. These examples are included in the ISC's GLB Resource Bank.

Focus Groups. The Focus Group, a group interview based on dialogue, was used to collect anecdotal information, and to stimulate staff's thinking about using the GLBs. A protocol was created to provide consistency among the groups. The ISC Team conducted Focus Groups in November and in March with each teaching team to learn about faculty feelings, thoughts, and perspectives on GLB integration into classroom life. The 'Big Picture' information about what the ISC is learning about their Benchmark integration was shared to Corbett Staff.

GLB School Project Administrator Meetings. The GLB School Project Administrator Meetings provide insights from another school-based perspective on what is happening with the various teams as they integrate the Global Learning Benchmarks into the curriculum. These Meetings provide another view about the progress and the challenges faced by the teams.

Teacher Weekly Reports. These Weekly Reports provide information on the Benchmark(s) teachers select to integrate into the lesson, the topic of the lesson/unit/project, and the student learning activity, the Corbett Prep curriculum, and teacher satisfaction with the lesson's results. The staff answers prompts about the GLBs satisfaction with this 5 point Likert scale

1. Not Well at All,
2. Not Well,
3. Neither,
4. Very Well,
- and 5. Extremely Well.

Prompts were analyzed based on the frequency with each teacher's response for each question converted to a simple percentage of level of success, and anecdotal information is also compiled for themes and patterns to provide other information.

Data Findings of Project

The general findings are collected from the following means: 1) Global Learning Benchmark Tool #1 Administration, 2) Focus Groups, and 3) Teacher Weekly Reports. The information from the workshops, Project School Administrator Meetings, and the GLB Examples is used to provide other data sources. A more detailed mid-year findings report individually and across methods was prepared for the ISC Team and for Corbett Prep; a year-end report will be completed in June 2019. In this paper, only the midyear ‘Big Take Aways’ are shared below.

GLB Tool data big picture take away. At the start of the ISC Project at Corbett GLB Project, the staff’s collective perception of the ISC GLBs’ use was determined through the ISC GLB Tool baseline #1 administration. Corbett known as a professional development school with highly trained staff was reflected in their GLB 6 (see table 1) rating about their use of “Current knowledge about human learning guides teaching and learning practices throughout the school.” Major highlights about students were pointed out in GLB 5c which mirrored their student performance and achievement data in that students are recognized for demonstrating “high levels of performance in a variety of ways, in addition to standardized tests.” Further, Corbett staff focuses on their students’ emotional development which was highlighted in their GLB 9 (see table 1) rating about learners “using democratic decision-making processes that value diversity, and promote equity.” Some areas of challenges were the use of international resources and trends (GLB 3e and 9b & d) and focusing on career-related international competencies (GLB 7b & d), as well as integrating the GLBs instead of adding them on to current work.

Focus Group data big picture take away. Teachers expressed many times during the Focus Groups that “kids at Corbett are preparing to be globally oriented, and so the GLB Project fits.” Many teams shared the general feeling that teams had a variety of challenging start-up

experiences, but that teachers are more conscious about global ideas now. A coaching element emerged during the Focus Group process, and the ISC Team determined the coaching piece needs to be appraised for its role in future projects. There appeared to be a *before and after* the workshop and Focus Groups attitude expressed by staff: “Until the workshop yesterday we were doing what we normally do in lessons, and then reflecting on how they fit with the GLBs.” “Now we will be intentional in our planning... This feels manageable.” From all quarters of the Corbett School there appeared to be a sense of the combined curricular functions of the IB program and the GLBs along with the understandings that the faculty have with how they fit together as a whole. “GLBs are viewed as a starting point for planning, and then guide us in how to integrate global learning into our school and classrooms.” “With the GLBs, our program will be richer in relation to big concepts and perspectives.” “The Workshop on student GLBs gave us the student perspective, which will help us plan for expanding student engagement.”

Teacher Weekly Reports data big picture take away. The Report’s reporting format changed in December to better reflect the number of “Ns.” Also, the data summary switched from a prose style to numerical one which provided a clearer method of analyzing and reporting data. The GLB lesson teacher satisfaction rates of 80-90% rates continued to appear as high as or higher than the first survey period (Sullivan, E. C, Fitzgerald, J., and Snyder, K. J., 2019).

Observations Emerging in the Project

The Project concludes in June 2019, therefore only observations determined from the Project start through the midyear activities are shared now. An end of the year report will include conclusions and other topics. Over the year more GLB integration and thoughtfulness can be observed in the lesson planning and delivery, and in everyday school life activities. In the mid-year, the teams were at varying levels of use and integration of the ten GLBs; and, overall staff

was in the readiness stage of innovation adoption. The intentional use of the GLBs increased, and more focus occurred on developing global competence in planning lessons and activities. Preliminary findings point out that at the readiness stage of implementation additional time was needed for more in-depth professional development activities about the GLBs and the global context's *compelling why* to more effectively and efficiently put into practice the Benchmark integration. The ISC Team is also examining the need to use other data collection techniques to gain more information on what is actually occurring in the classroom or school, and will also evaluate the data collection design effectiveness. Midyear data analysis pointed out that there is a need to move to more student engagement with the GLBs to establish individual ownership in developing global competence. The Next Steps for Corbett staff will be to continue using the GLB integration strategy to establish an even more robust global mindset while creating relevant global learning environments full of real-life oriented activities (Sullivan, E. C. et al, 2019).

This Project's information on implementation and GLB integration ideas in the curriculum, in student learning tasks, and school life will be an additional resource for the ISC participants at schools worldwide now working with using the GLB framework to develop learning environments that prepare students for global living and working in a sustainable world. The information and insights gained from this Project will help ISC and its partners design systems on how to more effectively integrate the GLBs into the school activities and classroom to prepare students not only in the basics of the past but for the new realities of life in this global age. The ISC GLB Integration Project already makes obvious that schools do not need to expend large amounts of money, use massive amounts of resources, or require a curriculum *add on*, etc. to vigorously prepare each student to handle the changing demands of his/her life. The ISC's practical approach of integration in the GLB Project demonstrates that the average teacher can

provide the environment and activities for each student to develop global competence and become a responsible global citizen! This ISC project provides a path for schools to intentionally and habitually nurture each student's global competence every day and every year, as well as creating a strong global orientation within the school.

References

- Asia Society/OECD. (2018). Teaching for global competence in a rapidly changing world. Retrieved from <https://doi.org/10.1787/9789264289024-en>
- International School Connection. (2018). Tampa, FL: International School Connection. Retrieved from www.ISCnow.org
- Organization for Economic Co-operation and Development [OECD]. (2018). *2018 PISA*. Retrieved from www.oecd.org/pisa
- Organization for Economic Co-operation and Development. (2018). *PISA 2018 global competence*. Retrieved from www.oecd.org/pisa/pisa-2018-global-competence.htm
- Piacentini, M., Barrett, M., Boix Mansilla, V., Deardorff, D. and Lee, H-W. (2017). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. Retrieved from <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>.
- Snyder, K. J. (2006). Schools becoming global learning centers: A challenge and opportunity for our times in *Wingspan Journal*, Fall 2, 1.
- Snyder, K. J., Acker-Hocevar, M., & Snyder, K. M. (2000). *Living on the edge of chaos: Leading schools into the global age*. Milwaukee WI: ASQ Quality Press.
- Sullivan, E. C. (2018). *The ISC global learning benchmark integration project with Corbett Preparatory of IDS: Project portfolio of services*. Tampa, FL: International School Connection.
- Sullivan, E. C., & Fitzgerald, J. (2006). *GLC certification global learning center application booklet*. Tampa, FL: International School Connection.
- Sullivan, E. C., Fitzgerald, J., & Snyder, K. J. (2010). *A report: Global learning benchmark integration project Corbett Preparatory School August 2018 - January 2019*. Tampa, FL: International School Connection.
- Sullivan, E. C., Snyder, K. J., & Fitzgerald, J. (2010). *Becoming a global learning center school: A professional development program*. Tampa, FL: International School Connection.
- United Nations (n.d.). *Sustainable development goals* (N.D.). Retrieved from www.un.org/sustainabledevelopment/sustainable-development-goals/