

## Global Schools Collaborative Network Update for 2012-2013

**19 Schools Total**

Elementary Schools	Middle Schools	High Schools
<ul style="list-style-type: none"> <li>• Farmington Woods IB-PYP Magnet Elementary</li> <li>• Millbrook IB-PYP Magnet Elementary</li> <li>• Smith IB-PYP Magnet Elementary</li> <li>• Joyner IB-PYP / Center for Spanish Language Magnet Elementary</li> <li>• Fox Rd IB-PYP Candidate Magnet Elementary (Fall 2013)</li> <li>• Wiley International Studies Magnet Elementary</li> <li>• Timber Drive Elementary</li> <li>• Jeffreys Grove Elementary</li> <li>• Stough Elementary</li> <li>• Forestville Elementary</li> <li>• Green Magnet Elementary (Fall 2013)</li> </ul>	<ul style="list-style-type: none"> <li>• East Garner IB-MYP Magnet Middle</li> <li>• East Millbrook IB-MYP Magnet Middle</li> <li>• Moore Square Magnet Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Garner IB-MYP/DP Magnet High</li> <li>• Millbrook IB-MYP/DP Candidate Magnet High</li> <li>• Enloe GT/IB Diploma Magnet High</li> <li>• Broughton IB Diploma High</li> <li>• East Wake School of Arts, Education and Global Studies</li> </ul>

### Wake County Public School System Global Schools Collaborative Network Strategic Plan

The Global Advisory Board, which is composed of school and district-based leadership, business partners, community partners, and college partners, collaborated to develop a Strategic Plan that includes a definition of Global education, mission, vision, and priorities to guide the network.

The three priorities are:

**Priority 1:** Integrate global connections throughout the Common Core Standards.

**Priority 2:** Collaborate with parents, business, and community partners to create opportunities for administrators, teachers and students to understand the relevance of global education to our economic future.

**Priority 3:** Schools, with the support of parents, business, and community partners, will promote students becoming active global stewards.

## **Global Schools Collaborative Network Accomplishment Highlights (2012-2013)**

Note: Priorities for action for the 12-13 school year were based on the Recommendations and Actions Steps in the Data and Accountability report on the Global Schools Collaborative Network report for the 11-12 school year.

**Digital Communication** processes were established for intra-Network communication as well as a Global blog <http://blogs.wcpss.net/global/> to highlight the work of Global schools throughout the school year

Global Schools used the district Global Strategic Plan to establish global education outcomes in their **School Improvement Plans**.

Wake Ed Partnership collaborated with WCPSS STEM and Global Network schools to host a **World Café** event for school leaders to dialogue with business and community leaders about potential partnerships.

**Professional development** opportunities were provided in the form of workshops, on-line modules and network meetings. Teams of teachers attended workshops provided by World View and IB. Four elementary schools participated in on-line professional development modules provided by the Global Schools Network. Global Coordinators attended an Instructional Technology workshop focused on Global content integration. Global Coordinators met monthly and Global Principals joined them quarterly throughout the year for professional development and networking opportunities.

In collaboration with the Center for International Understanding, five schools (Aversboro, Smith, and Farmington Woods Elementary Schools, E. Garner Middle, and Garner High School) were awarded Chinese guest teachers through a grant sponsored by the College Board and the Center for International Understanding for 2013-2014 to begin **Chinese culture and language programs**.

A process and template was established for developing **Project Based Learning units** that integrate Global content K-12. Teachers began developing PBL units for CMAPP to align with the standards.

A **comprehensive evaluation plan** that includes a walkthrough instrument for classroom observation, student, Principal/ Global Coordinator, and teacher surveys were development to assess the impact of the Global Schools Collaborative Network.

### **Data and Accountability Summary**

Teacher, student, and global coordinator/principal surveys deployed in all schools; classroom observations were conducted in 74 classrooms of 14 global schools. Data revealed that almost all school teachers received training through WorldView, about half of schools received training from International Baccalaureate, VIF International Education, or had school-based professional development;

- 75% teachers felt adequately prepared to teach global content;
- 59% of teachers felt “very” or “mostly confident” about integrating global content into instruction.

Teachers at **all** schools said global education is a priority at their school (93% of responses; 7% said otherwise). Close to half of teachers reported changes in their school’s appearance after it became a global school (47% of survey respondents), with global themed visuals in hallways and classrooms with international flags, world clocks, global bulletin boards, posters, and culture corners in the classrooms.

Evidence of implementation of short-term goals in global classrooms included the following:

- about half of teachers incorporated global awareness; global references were tangibly evident in about half of classrooms; technology was available for authentic use in 46% of classrooms.
- One of the 21<sup>st</sup> Century skills that teachers taught their students was respecting the cultural, ethnic, and other differences of their peers.
- 89% of elementary and 68% of middle and high school students reported studying a world language.

Global schools were expected to collaborate with parents, business and community partners to create opportunities for administrators, teachers, and students to understand the relevance of global education to our economic future.

- 82% of global schools established a global committee;
- Global education plan outcomes were included in the School Improvement Plans in over 1/3 of schools;
- The district coordinator organized and facilitated a World Café event on March 14.
- A global blog to showcase global accomplishments was available at <http://blogs.wcpss.net/global>.

Schools promoted students becoming active global stewards.

- 48% of teachers knew how to integrate service learning into their classroom;
- At least 57% of elementary and 30% of middle school students reported participating in service learning.