Topical Action Group (TAG)
Annual Report

Please submit to the AACTE staff administrator no later than January 31st of the year following the report year.

Name of TAG: Internationalization of Teacher Education
Date of report: December 2013

I. Officers

Chair *(required)*
Name: Donna Wiseman
Institution: University of Maryland

Secretary *(required)*
Name: Joanne Arhar
Institution: Kent State University

Treasurer *(required)*
Name: Jayne Fleener
Institution: North Carolina State University

II. Financial Account

If your TAG collects and manages funds in addition to the annual grant monies allocated by AACTE, please submit a detailed financial account of those funds below.

Not applicable

III. Accomplishments and Outcomes

Please indicate any major accomplishments or outcomes your TAG experienced over the last calendar year. Please attach additional sheets if necessary.

Accomplishment/Outcome: Our TAG's major accomplishment in 2013 was the acceptance of our new Topical Action Group, focused on Internationalizing Teacher Education. The following timeline maps out our activities in the last year that led to our successful application:

July/August

- Partnered with with Global Teacher Education and the Longview Foundation to identify potential members and officers of a future TAG focused on internationalizing teacher education.
- Sent survey to contacts to gauge interests for future activities for an internationalization TAG.
- Reached out to AACTE staff on application procedures.
- Facilitated a virtual meeting using GoToMeeting to recruit potential members and to get feedback on future directions through the survey. Over 30 interested members participated in the meeting, and video of the proceedings is available at this link: http://www.globalteachereducation.org/videos.

September

- Submitted the final our final application to AACTE – including the names of 50 interested members and letters of support from several deans – using the survey results (attached) and the discussions at Global Teacher Education (available at this link: http://bit.ly/1bfxZWX), emails from interested members, and feedback from our officers.

October

- Received notification from AACTE that our TAG application was accepted.

November

- Completed a request for funds to AACTE. The TAG officers met via conference call to determine how to best use the funds, using member feedback from the survey. Based on a strong interest in facilitating research in the area of assessing global competence in pre-service teachers, they determined that inviting a specialist in that area to address the TAG members during the annual meeting.

IV. General Feedback

a. Does your TAG utilize the website discussion space provided by AACTE for your TAG?

   No. Our group was only recently accepted, so we have not yet used the AACTE site to facilitate discussion. Most of our discussion has occurred over email, and some on the Global Teacher Education discussion board.

b. Are there any additional means of support that AACTE can provide for your TAG? If so, please list them here.

Continued support of our group as it forms and learns the policies and procedures governing TAGs at AACTE.

c. In your view as the Chair of your TAG, what are the three major challenges your TAG faced over the last year?

   Our three major challenges were (1) identifying interested members and officers and determining future directions and activities of a new TAG focused on internationalization, (2) submitting an application that accurately reflected members' interests, and (3) determining how to use limited funds in a way that meets the needs and interests of our members.

d. In your view as the Chair of your TAG, what are the challenges or opportunities that will face your TAG in the upcoming year?

   The challenges the internationalization group will most likely face in the upcoming year include (1) determining future activities, (2) forming a meaningful research agenda and plan for to carrying out that agenda, and (3) supporting the research agenda and other associated activities in a way that engages our members.

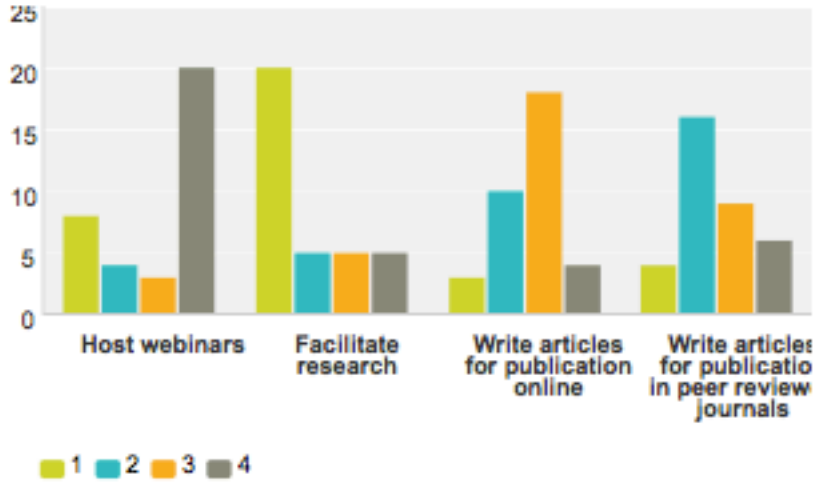
Internationalization of Teacher Education

AACTE Internationalization TAG Survey Results

Q3 Customize Export Chart Share

The AACTE TAG application requires outlining intended projects. Rate the activities below in order of preference. In the "Other" box, please propose any additional activities that you believe should be included.

Answered: 35 Skipped: 1



	1	2	3	4	Total	Average Ranking
Host webinars	22.86% 8	11.43% 4	8.57% 3	57.14% 20	35	2.00
Facilitate research	57.14% 20	14.29% 5	14.29% 5	14.29% 5	35	3.14
Write articles for publication online	8.57% 3	28.57% 10	51.43% 18	11.43% 4	35	2.34
Write articles for publication in peer reviewed journals	11.43% 4	45.71% 16	25.71% 9	17.14% 6	35	2.51

Other responses:
1. Create curriculum 2. Create an award for internationalization of teacher preparation 3. Diversify/expand AACTE membership--have an international division (so that we get American educators in communication with educators outside of the U.S.)

Offer sessions at AACTE on this topic in order to share research on this topic and facilitate discussion of institution's experiences, projects, programs, etc.

Facilitate mentoring Develop a buddy system of scholars

Workshops and conferences

mentoring opportunities

Work on developing a framework for reflective processes based in international placements

Connect partners with potential global activities/interactions.

Develop symposia at the AACTE annual conference, at the CIES annual conference, and at other international meetings with teacher educators across the world.

Study abroad programs

Collaborating with professors at other universities on globalization topics/ideas/issues. (I have been running multi-school global projects for over 10 years.)

Provide a forum for sharing information (both successes and failures) across institutions.

Conduct workshops on related topics for interested educators

integrate the early childhood program IB material/sequence into recognition on a wider scope.

Engage our graduate students in teacher education in meaningful discussions, research projects and other activities that will help to create a legacy of researchers on the topic.

Organize forums for interactive discussion at AACTE meetings and as online groups.

Conference Presentations or Workshops

Special Issues in Established Journals Seek seed funding to promote collaboration amongst researchers

Facilitating the proposed activities above requires the TAG to form an agenda and map out areas of focus. Please prioritize the areas below. In the "Other" box below, you are encouraged to list all areas of focus that you would like to be considered. (NOTE: The priorities below were developed based on current trends in the field of internationalization of teacher preparation identified through conferences, meetings, current research, and feedback from AACTE).

Answered: 33 Skipped: 3

	1	2	3	Total	Average Ranking
Evidence of the impact of internationalization. How is internationalization improving programs? How do you measure the impact of internationalization?	33.33% 11	33.33% 11	33.33% 11	33	2.00
Benefit of internationalization to graduates. Are these teachers translating global skills to practice? Do they stay in the field longer? Are their students learning these skills?	12.12% 4	48.48% 16	39.39% 13	33	1.73
Identifying and assessing global competency of pre-service and in-service teachers. What does it mean to be a globally minded educator? Do our educators exhibit these skills?	54.55% 18	18.18% 6	27.27% 9	33	2.27

Other responses:

Consider the benefits of these programs to future teacher educators and consider what training is best for teacher educators and doctoral students who wish to prepare to

teach in programs such as these.

Development of language skills becoming more aware of world poverty and the activism surrounding children and women in the world

Internationalizing teacher education faculty through study abroad and exchange programs.

Policy - Analysis of ways policy influences efforts to internationalize (accreditation issues, for example). Identifying best practices in teacher-education focused international experiential learning.

What teacher education programs do to globalize their curriculum? What are the challenges in globalizing teacher Ed curriculum under the current political atmosphere, to be specific, standardized testing requirements and attacks to teacher Ed? How to deal with these challenges as a community?

See above

Work with teacher educators in other nations to do research, conduct symposia and workshops, and create community outreach projects.

Identifying and assessing effects of internationalization on developing global and cultural competency of teachers working with diverse student populations.

Promoting Global Learning Networks for pre-service and in-service teachers. Promoting university level staging/modeling of global learning situations.

I'm not sure if it would be a formal area of focus, but I'm interested in ways we can use technology in our teacher education programs to facilitate internationalization, and promote 21st century global citizenship.

Influence on policy at state and regional levels Influence on standards across disciplines in teacher education and education administration

In what ways are teacher education programs, both pre-and in-service, expanding their work to a level that prepares teachers to internationalize their curriculum? How are colleges and schools of education helping their pre-and in-service teachers develop international mindedness and inter-cultural competence? What does it mean to be internationally minded and to develop inter-cultural competence? In what ways do our educators exhibit these skills and attributes? What experiences, beyond the program syllabi and coursework content, would expand the experience base of U.S. teachers and teacher educators and lead toward a deeper understanding of these competencies? How will we measure the impact of these important changes on educational practices? in the K-12 and university settings?

How do you internationalize a school? What factors operate to support or impede the internationalization process. How do current practitioners (teachers, building leadership, etc) understand global issues, impacts and competencies. what does the "field" currently look like with regard to internationalization? What can our recent graduates expect to find in the schools they decide to teach in? What kind of support do they need? And so on...

Policy lobbying

Definition of what a globally competent teacher is which will potentially tie back to mandates for preparing globally competent teachers.

We might need to do an environmental scan of AACTE institutions to see who is doing what and to what extent. Also, it might be informative to find out how these projects are funded. Given the recent budget coming out of our lovely legislature, it is going to be a challenge for me to maintain our level of involvement.