



# International School Symposium March 16<sup>th</sup>, 2012

## Agenda

**7:30 -8:30**            **Meet and Greet**

**8:30-10:00**            **Welcome, Overview, Purpose, Introductions, and Keynote**  
Welcome and Overview – Hosting principals, Jeff Clark and Chris Kinsey  
Purpose and Introduction – International Education Program Director, Karen Kodama  
Keynote - Veronica Boix-Mansilla, Harvard University, Cambridge, MA

**10:00**                    **Break – 15 minute**

### 10:15-11:30            **Concurrent Session Part I**

**Elementary Session** - staff meet with Ms. Boix-Mansilla in the main auditorium  
**Secondary Session** – staff report to pre-assigned rooms identified on badges

**11:30-12:30**            **Lunch and Resource Fair**

### 12:45-2:00            **Concurrent Session Part II**

**Secondary Session** - staff meet with Ms. Boix-Mansilla in the main auditorium  
**Elementary Session** – staff report to pre-assigned rooms identified on badges

**2:00**                    **Break – 15 minute**

**2:15 – 3:00**            **School Teams Meet**

**3:00-3:30**            **Closing – Auditorium**

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*"We are currently preparing students for jobs that do not yet exist, using technologies that have not yet been invented, in order to solve problems we don't even know are problems yet. The top 10 in-demand jobs in 2010 did not exist until 2004."*  
- Karl Fisch and Jeff Brenman





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## **Purpose:**

- We will explore and define what global competence is and why it matters to students today
- We will explore and define what global competence looks like in student work.
- We will explore and use tools and strategies to develop global competence as a vital component of our instructional practice.

## **Outcomes:**

- Teachers and staff will gain skills at assessing the level of global competence that a task requires.
- Teachers and staff will increase their skills at assessing the global competence of students by looking at their students' work.
- Teachers and staff will be provided a tool can be used to support and facilitate the integration of global perspective within the process of designing a lesson or unit

## **Keynote Speaker, Veronica Boix-Mansilla**

***Principal Investigator, Interdisciplinary Studies Project, Project Zero, Harvard University.***

Veronica Boix-Mansilla is a senior research associate at the Harvard Graduate School of Education where she also chairs the Future of Learning Institute. Her research examines the conditions that enable experts and young learners to produce quality interdisciplinary work addressing problems of contemporary global significance.

Her most recent work has focused on defining global competence; studying the development global consciousness among youth in North America, Kenya and India; and developing schools' capacity to educate for global competence in Portland Maine-a hub for refugee and migrant communities.

Veronica is an advisor for the International Baccalaureate, Asia Society, Association of American Colleges and Universities, and the Council of Chief State School Officers. She has taught at the Harvard Graduate School of Education and the University of Buenos Aires. Her most recent book *Educating for Global Competence: Preparing Our Youth To Engage The World* (2011), written with Tony Jackson at the Asia Society and the Council of Chief State School Officers in the United States, articulates a definition of global competence.

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*- Karl Fisch and Jeff Brenman*





**Seattle Public Schools'**  
**International School Symposium**  
*Elementary Breakout Session*  
**March 16, 2012**

The Purpose of This Session:

1. To develop a deeper understanding of what it means to incorporate global competence into lessons and units
2. To build an active network of cross-school colleagues who are doing this work, and use the work and relationship-building today as a launch into future work together
3. To learn how our colleagues are incorporating global competence in their classrooms
4. To develop a lesson or unit plan with global competence embedded that we can teach between now and spring break

<b>Time</b>	<b>Agenda</b>
12:45	Introductions (Name, School, Role) – <i>Please sit next to colleagues from different schools.</i>
12:55	Share & Learn in Triads <ul style="list-style-type: none"> <li>• Share a lesson or unit that you have taught or would like to teach that incorporates a global perspective (investigate the world, recognize perspectives, communicate ideas, take action)</li> </ul>
1:10	Group Share-Out of Highlights
1:15	Individual/Collaborative Lesson and Unit Planning <ul style="list-style-type: none"> <li>• Consider the lesson, read-aloud book, unit or idea that you have brought today</li> <li>• On the planning sheet provided, work independently or with colleagues from across schools to plan how you can incorporate the 4 components of global competence. If you brought a lesson or student work that already incorporates global competence, use Veronica's protocol to analyze it for global competence.</li> <li>• If you're creating a lesson during this session, commit to teaching this lesson prior to spring break. Schools will revisit these lessons at a future staff meeting to share-out successes, challenges, and learnings.</li> <li>• Resources: Global Competence Matrix, Collaborative Assessment Protocol for Analyzing Student Work for Global Competence, Current Curriculum and Grade Level Expectations</li> </ul>
1:45	Group Share-Out
2:00	Break (School Breakout Session starts at 2:15 sharp)



**Seattle Public Schools'**  
**International School Symposium**  
*Secondary Breakout Session*  
**March 16, 2012**

The Purpose of This Session:

1. To develop a deeper understanding of what it means to incorporate global competence into lessons and units
2. To build an active network of cross-school colleagues who are doing this work, and use the work and relationship-building today as a launch into future work together
3. To learn how our colleagues are incorporating global competence in their classrooms
4. To develop a lesson or unit plan with global competence embedded that we can teach between now and spring break

<b>Time</b>	<b>Agenda</b>
10:15	Introductions (Name, School, Role) – <i>Please sit next to colleagues from different schools.</i>
10:25	Share & Learn in Triads <ul style="list-style-type: none"> <li>• Share a lesson or unit that you have taught or would like to teach that incorporates a global perspective (investigate the world, recognize perspectives, communicate ideas, take action)</li> </ul>
10:45	Group Share-Out of Highlights
10:50	Individual/Collaborative Lesson and Unit Planning <ul style="list-style-type: none"> <li>• Consider the lesson, read-aloud book, unit or idea that you have brought today</li> <li>• On the planning sheet provided, work independently or with colleagues from across schools to plan how you can incorporate the 4 components of global competence. If you brought a lesson or student work that already incorporates global competence, use Veronica's protocol to analyze it for global competence.</li> <li>• If you're creating a lesson during this session, commit to teaching this lesson prior to spring break. Schools will revisit these lessons at a future staff meeting to share-out successes, challenges, and learnings.</li> <li>• Resources: Global Competence Matrix, Collaborative Assessment Protocol for Analyzing Student Work for Global Competence, Current Curriculum and Grade Level Expectations</li> </ul>
11:15	Group Share-Out
11:30	Lunch & Resource Fair in Galleria (Secondary Session with Veronica starts at 12:45 sharp in the auditorium)

International Education Symposium 3/16/2012

Unit / Lesson Template

Investigating the World



Standards-Based  
Unit or Lesson

Recognizing Perspectives

Empty rectangular box for notes or content.

Empty rectangular box for notes or content.

Empty hexagonal box for notes or content.

Large empty rectangular box for notes or content.

Communicating Ideas

Taking Action

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Language \_\_\_\_\_

Hello

Welcome

I am glad you are here.

Please wait a moment.

Language \_\_\_\_\_

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Please wait a moment.



## Cultural Awareness/ Cultural Cues

**Tagalog**

**Cantonese**

**Somali**



## Cultural Awareness/ Cultural Cues

**Vietnamese**

**Spanish**

**Others?**

