

Feedback to the International Education Advisory Committee's

Strategic Plan Discussion Draft

Ohio's Strategic Plan for International Education was available online during fall 2008 and was distributed at the five regional summits held by the International Education Advisory Committee (IEAC) in October and November. Online feedback was positive but did not provide specific suggestions for revision to the plan. At the summits there was general agreement on the vision statement and broad goals.

Possible additions to the plan were identified over the course of the five summits:

1. The plan should not be a K-12 plan but a P-16 plan.
2. K-12 needs a clear signal from higher education and business that international education is valued in some way by the university and businesses in admission and employment. An international certificate or diploma was suggested.
3. The plan should contain more emphasis on the importance of international education for careers including those in mathematics and science.

Participants at the first summit in Cincinnati felt that there were too many action steps in the plan and that they need to be prioritized and better alignment with the vision. More specific information on incentives, timeline and responsibilities needs to be included.

Discussion at the Bowling Green Summit concentrated on the needs of the participants and the resources that could help to meet those needs. While the Cleveland Summit did not include a discussion session some feedback was collected in writing.

The IEAC met after the first three summits and revised discussion questions so that participants at the last two summits in Columbus and Athens could help to refine the feedback. Those participants were asked to identify their needs for international education and action steps that would meet those needs.

Some suggestions were made that fell within the 11 categories in the plan but were more encompassing than the actual action steps listed. These are listed according to the frequency with which they appeared in the discussion notes:

1. Teacher professional development;
2. More emphasis on use of technology; and
3. More emphasis on use of local resources.

Of the original 31 action steps 14 were most often mentioned as being important to summit participants. They are listed in the chart on the next page with their original numbering. Categories and action steps that were not mentioned in summit discussions have been omitted. This feedback will be used by the IEAC to revise, prioritize and publish the strategic plan. The committee will also focus on resources to support the action steps.

Global Context

1. PUBLIC AWARENESS

Ohio citizens will know how our state fits into global systems: economic, health, environmental and political. They see the value of international education and support it in their schools.

Action Step 1.1 Ensure that all citizens have information that demonstrates Ohio's connections to global systems.

Action Step 1.2 Enlist the support of businesses and foundations.

Action Step 1.3 Create a multi-media campaign to disseminate information about Ohio's global connections and the need for international education.

2. COMMUNITY AND BUSINESS CONNECTIONS

Community organizations and cultural institutions will offer international programs and resources for students and teachers.

Businesses will provide internships, training, speakers and field trips to help community members and students understand the international market in which they do business.

While participants indicated that community and business connections are important, the action steps in this category were not chosen as meeting participants' needs.

3. PERSONAL CONNECTIONS

School districts will insure that all students will have opportunities for authentic interactions with individuals from other countries.

Action Step 3.1 Create opportunities for students to meet people from other countries by leveraging connections with cultural institutions, service organizations, businesses and universities in the local area.

Action Step 3.2 Provide guidance on how to engage and establish partnerships.

Action Step 3.3 Create partnerships or joint projects with schools in other countries.

Action Step 3.4 Send students and teachers to study abroad.

GLOBAL CONTENT

4. WORLD CLASS CURRICULUM

Teachers in all content areas will infuse global information, contexts and content into instruction.

All students will learn content and skills on par with the best performing countries.

Action Step 4.3 Incorporate an international focus into academic content standards when they are revised.

5. WORLD LANGUAGES

All students will learn to communicate in a world language to a high level of proficiency.

Action Step 5.2 Create incentives for schools to start world language education early so that students have long sequences of instruction that lead to proficiency.

Language study was often mentioned as necessary with emphasis on funding and beginning languages at the elementary level.

6. WORLD REGIONS, CULTURES AND ISSUES

All students will understand world geography, cultures and issues.

Action Step 6.1 Disseminate models of best practices in study of world regions, cultures and issues.

Category 7, Co-Curricular Activities, was rarely mentioned in discussions and has been omitted.

8. TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

International content will be required in teacher preparation programs and professional development of practicing educators.

Educators in Ohio will share best practices and learn with colleagues around the globe.

Action Step 8.1 Develop options for internationalizing teacher preparation.

Action Step 8.2 Create collaborative international partnerships through colleges of education and professional organizations.

Teacher professional development was identified as a need in more general terms.

GLOBAL THINKERS**9. 21ST CENTURY SKILLS**

Students are self-directed learners who think critically and creatively in preparation for careers in the global economy.

Educators use technology to make international connections and maximize learning.

Action Step 9.4 Provide guidance on best practices for using technology in international education.

Developing 21st century skills did surface in the needs of participants but the only one of the original action steps specifically mentioned related to technology use by students and teachers.

GLOBAL SYSTEMS**10. LEADERSHIP**

State education leaders communicate the importance of Ohio's international connections and school systems develop an international focus.

Participants often identified the need for public awareness but without any specific focus on leadership in this area.

11. NETWORKS

Organizations and individuals across Ohio with an interest in international education are networked regionally and across the state to maximize their impact.

Action Step 11.1 Create viable regional networking for international education or infuse international perspectives into existing networks.