THE INCREASING NEED FOR GLOBAL EDUCATION COMPETENCIES IN K-12 SCHOOLS
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Case Study Questions
1. What are the knowledge, motivation, and organizational needs for instructors to implement global education competencies across curricular content areas?
2. What are the knowledge, motivation and organizational solutions to those needs?

Key Literature
Gap Analysis Framework (Clark & Estes, 2008)
Educating for Global Competence: Preparing Our Youth to Engage the World (Mansilla & Jackson, 2011)
Partnership for 21st Century Skills (National Education Association, n.d.)
Framework for Global Education Competencies (Qiang, 2003)

Methods and Data Analysis
A mixed methods study:
Qualtrics Survey: 23 teacher respondents
- 24 Likert scale questions—1=strongly agree to 5=strongly disagree
- 3 open-ended questions
Structured Interviews: 9 total teachers responded to 12 questions (3 teachers from each school division)

Significant Findings: Validated Needs
Knowledge
Currently, teachers lack key knowledge about global education competencies, including a common definition.
Motivation
Currently, due to lack of training and resources, teachers do not view global education competencies as a priority.
Organization
Currently, there are no articulated goals related to global education competencies.

Recommended Solutions
Provide teacher training and professional development on theories, definitions and key concepts.
Explore various modes of professional development delivery
Independent global education networks
Mentorship program
Hire a Global Director
Develop school partnerships