

International Skills Diploma Seal

Michaela Claus-Nix

Program Specialist: World Languages and Workforce Initiatives

Georgia Department of Education

Educating Georgia's Future



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Lack of Preparation for the Workforce



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- Two of the greatest challenges: *life* and *soft skills*
- Many entering the workforce have no or little actual work experience
- GaDoL: 69% of all first time hires lose their jobs because of *a lack of soft skills*
- 79% from high income achieve a bachelor's degree; 11% from the lowest income achieve a bachelor's degree
- 25% of all children in GA live in poverty
- 60% of all children in GA qualify for free and reduced lunch
- Unemployment rate is directly tied to education level



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International Trade in Georgia

- World's busiest and most efficient passenger airport
- Two deep-water ports
- The most extensive surface transportation network in the country
- More than 14,500 Georgia companies exported \$39.4 billion in goods and services to 211 countries and territories in 2014 (+4.9%)
- Georgia became the 11th-largest exporting state, up from 12th in 2012.
- Georgia imports totaling nearly \$83.7 billion in goods, an increase of 11.5% over 2013

Source: www.georgia.org



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International Companies in Georgia

- There are currently 3,063 international companies in Georgia from more than 50 countries. They employ 174,626 people. There are 1764 companies affiliated with these international businesses.
 - # 1: Germany - 495
 - # 2: Japan - 418
 - # 3: UK - 308
 - # 4: France - 258
 - # 5: Canada – 238
 - # 6: Netherlands – 143
 - # 7: Switzerland – 123
 - # 8: Sweden – 111

Source: georgiafacts.org



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International Businesses & World Languages Education in GA

International Businesses in GA:

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World Languages Enrollment (2014-2105):

- # 1: Spanish – 398,563
- # 2: French – 81,293
- # 3: Latin – 18,709
- # 4: German – 14,658
- # 5: Chinese – 7,232
- # 6: Japanese – 1,287
- # 7: ASL – 1,219
- # 8: Arabic – 908
- # 9: Portuguese – 326
- #10: Russian - 112

Students Taking a World Language in GA Public Schools



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- Total: 524,504
- Total Student Population: 1,736,416
- **Percentage: 30.21%**
- Students taking an AP WL exam (2013): 3671
- Percentage: 0.93% of all WL students in GA (2013)

Source: GaDoE Data and CollegeBoard 2015

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AP World Language Exam Volume Trend

	2010	2011	2012	2013	2014
Chinese	6,388 +25%	7,970 +25%	9,357 +17%	10,121 +10%	10,770 +6%
French	21,357 +2%	20,637 -3%	19,769 -4%	20,725 +5%	21,526 +4%
German	5,389 +8%	5,232 -3%	4,754 -9%	4,966 +4%	5,154 +4%
Italian	NA	NA	1,806 NA	1,980 +10%	2,375 +20%
Japanese	2,051 -2%	2,226 +9%	2,177 -2%	2,234 +2%	2,317 +4%
Latin	6,523 -22%	6,044 -7%	6,424 +6%	6,667 +4%	6,554 -2%
Spanish Language	118,332 +7%	122,925 +4%	129,674 +5%	135,259 +4%	136,798 +1%
Spanish Literature	17,136 +3%	18,103 +6%	17,919 -1%	18,785 +5%	20,246 +8
TOTAL WL	177,176	183,137	191,880	200,737	205,740

World Languages = a Critical Need



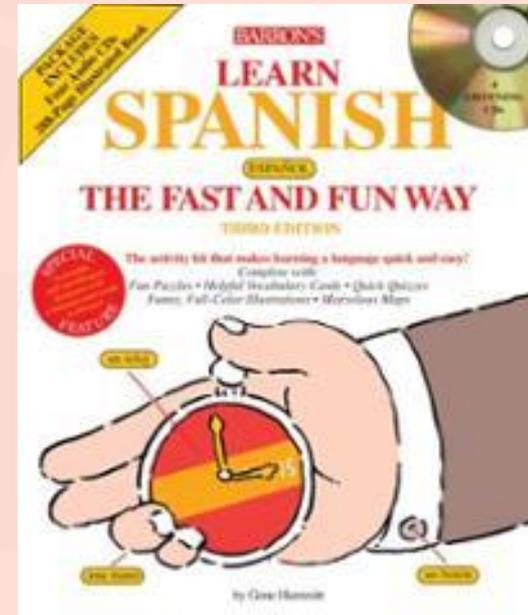
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- 18.5% nationwide
- 5% nationwide took an AP WL exam in 2013 (8 courses)
- = ca. 200.000 (increase of 17% in the past 5 years)
- Biggest increases: Spanish and Chinese
- 30.21% in Georgia

The Nature of the Beast of Learning a World Language



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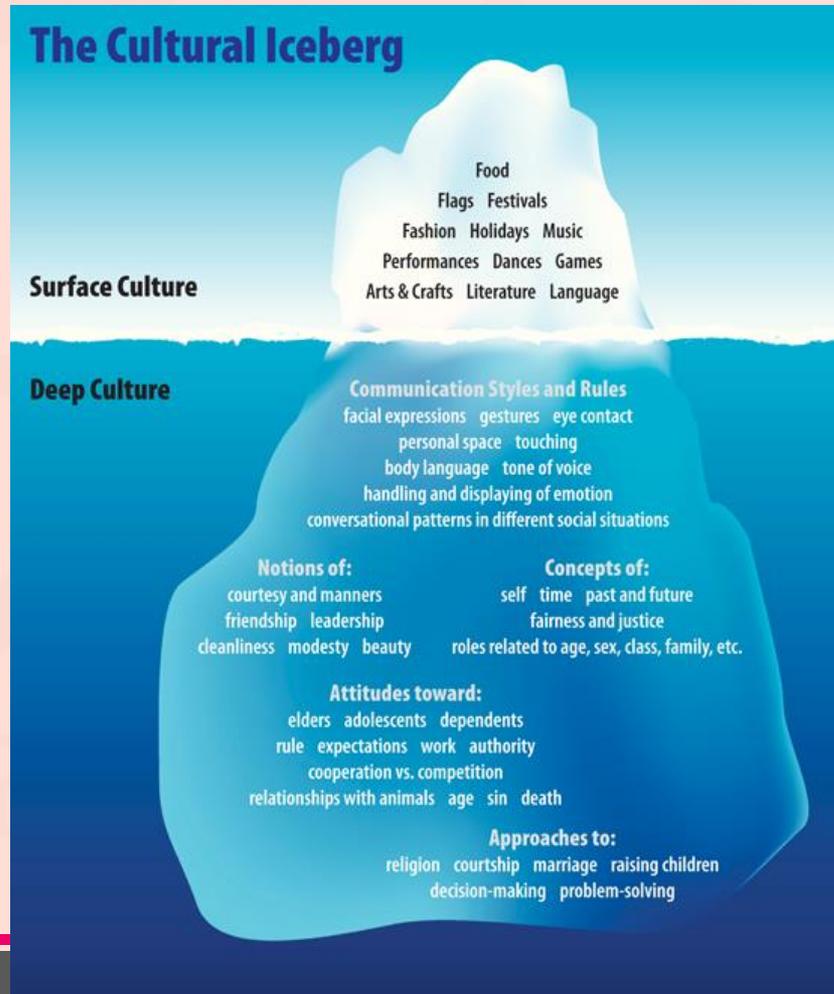
Teaching for Proficiency



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Proficiency Level	Functions	Corresponding Job/Profession	Who has this Proficiency?
Superior	<i>Discuss topics extensively, support opinions, and hypothesize. Deal with a linguistically unfamiliar situation</i>	<ul style="list-style-type: none"> • Interpreter • Accountant • Executive • Lawyer • Judge • Financial Advisor 	Educated heritage speakers; students from abroad after a number of years working in a professional environment
Advanced High	<i>Narrate and describe in the past, present, and future and deal effectively with an unanticipated complication</i>	<ul style="list-style-type: none"> • University Professor of Foreign Languages 	Students with masters degrees or doctorates
Advanced Middle		<ul style="list-style-type: none"> • Doctor • Sales Representative • Social Worker 	Heritage speakers who learned the target language in the home environment
Advanced Low		<ul style="list-style-type: none"> • Customer Service Representative • Police Officer • School Teacher 	Graduates with second language degrees who lived in the target language-speaking countries
Intermediate High	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	<ul style="list-style-type: none"> • Aviation Personnel • Telephone Operator • Receptionist 	Graduates with target language degrees who have not lived in target language-speaking countries
Intermediate Middle		<ul style="list-style-type: none"> • Tour Guide • Cashier 	After 6 years of middle/high school, AP
Intermediate Low			After 4 years of high school
Novice High	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases</i>		
Novice Middle			After 2 years of high school
Novice Low			

Teaching Cultural Competence



Teaching International Skills



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10% of Conflicts
is due to difference
in opinion and
90% is due to
wrong tone
of voice.

Global Skills



International Skills are an Important Soft Skill for ALL Jobs



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- <https://www.teachingchannel.org/videos/building-global-citizens-asis>

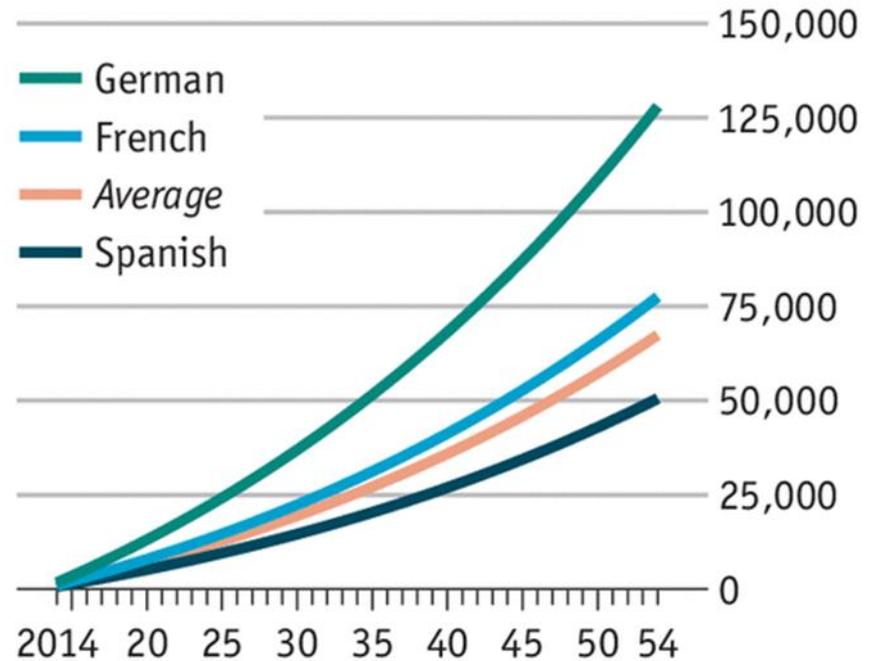
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Global Competence is a Job Soft Skill



Accumulated language bonuses

Forecasts, €



Source: *The Economist*

World Languages = a Critical Need



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- Excerpts from ACTFL's Global Competence Position Statement:
- Language learning contributes an important means **to communicate and interact** in order to participate **in multilingual communities at home and around the world**. Developing global competence is at the heart of the motivation to learn languages.

International Skills Education in the Eyes of High School Students



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- 74% say that they wish that the classes they took in high school had a more global, rather than just national, approach
- 38% of respondents say that world events were regularly discussed in their high school classes
- 12% indicate that they received instruction to help them understand the roots of global issues

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New Initiatives

- International Skills Diploma Seal
 - Coming in late August 2015
- Georgia Skills Initiative
- Partner's Educating Georgia's Workforce
 - Starting in September

Requirements of ISDS

- Coursework in the following areas (8 credits total)
 - World Languages
 - (at least three credits in the same world language and/or ESOL)
 - International Focus
 - (at least four credits in courses determined to have an international focus, such as international economics, world/non—U.S. history, world geography, etc.)
- At least four extracurricular activities and experiences with global themes and/or in global contexts (e.g. exchange programs, international and language clubs, travel abroad)
- Twenty hours of community service involving a global/cross-cultural public service project
- Capstone presentation on the knowledge gained in the courses and activities listed above.



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More Information

- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/International-Skills-Diploma-Seal.aspx>
- Application
- List of suggested International Focus courses



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Timeline

December 15:

- Deadline for schools to apply to become eligible to award the International Skills Diploma Seals to qualifying graduating high school seniors. Applications can be downloaded at:
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/International-Skills-Diploma-Seal.aspx>

February 1:

- Schools notified of application status

April 15:

- Schools evaluate credentials of interested candidates and report list of qualifying candidates to GaDoE

May:

- Schools award the International Skills Diploma Seal
- Awards Ceremony (TBD)



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Supporting Organizations

- Georgia Institute of Technology
- TCSG
- AATF-GA
- Atlantic Institute
- CASIE
- FLAG
- GAOME
- SCOLT
- Consulate General of Israel to the Southeast
- EF
- W&K Industries
- GACC South
- Goethe-Zentrum Atlanta
- AATG
- GAPP New York



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Sponsor

- Education First (EF) will sponsor the seals for all qualifying graduates



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Research Component

The Center for Urban Language Teaching and Research

CULTR endeavors to enhance the opportunities of urban and under-represented students to achieve the language proficiency and cultural competence required for success in the modern global marketplace.





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FAQ about ISDS

- Do American Sign Language and Latin count as World Languages?
- Can a second World Language satisfy the International Focus coursework?
- How long should the rationale be for other International Focus courses?
- What ESOL courses can satisfy the World Languages requirement?
- What should the Capstone Presentation entail?
- Can the Capstone Presentation be part of a regular Senior Project presentation?
- Can students apply individually for the ISDS?
- Do personal trips count for extracurricular or community service for the ISDS?
Do memberships to the Alliance Française or the Goethe-Zentrum count as extracurricular activities?
- Why is there no CTAE requirement for the ISDS?
- What if a course is not listed but I want to count it as part of the International Focus coursework?

Thank you for your time!



