Butler’s Global Network for Teacher Preparation uses a collaborative approach to prepare our students to teach a diverse student population and make a difference in our global society. Because we are a small college with big goals, we know that in order to prepare globally informed educators we must not work alone. The ability of our college to establish and maintain relationships is our strength. We love to learn from and with others, and we are known in our community as collaborators. Our comprehensive program is intentionally designed to bring international and multicultural perspectives to Butler and to send students out into the world for experiential learning in other countries. Our network is made up of the following local and global partners:

- Butler COE’s two Reggio-inspired Lab Schools
- Butler COE’s Lab High School - Shortridge International Baccalaureate World School
- Butler’s Center for Global Education
- Institutes of Higher Education student exchange partners, including Uppsala University, Sweden, University of Tasmania, and the Education University of Hong Kong
- School partner for student and educator exchange - Vallentuna Gymnasium in Sweden

We believe that teachers must integrate multiple perspectives of cultural and individual differences into their professional practices, 1) by implementing instructional and assessment strategies that value cultural and individual differences, 2) by communicating in a culturally responsive and respectful manner and 3) by fostering a classroom environment that embraces cultural and individual differences and similarities.

The impact of our global partnerships has been disseminated widely by a variety of Butler faculty members in peer-reviewed journals, book chapters, news media coverage, and international presentations.
The College of Education (COE) has created and sustained intercultural connections among institutes of higher education around the world, P-12 schools, and within our own university to build a network of local and global partners that help us live out our vision, mission, and core values. The network impacts our undergraduate and graduate programs, but the focus here is on undergraduate teacher preparation.

**Butler COE’s Conceptual Framework for Preparing Globally Informed Educators**

The COE believes “we must prepare our students for schools and communities as they could be, not simply perpetuating those that currently exist. We must be willing to explore with our students the difficult issues of inequities that exist in society and to help them to become agents of change” (COE website). In order to prepare globally informed educators, we must be willing and eager to learn with and from our international colleagues within the local community and abroad. We encourage faculty and students to take advantage of opportunities to study abroad and have new experiences that help them become better global citizens so they can bring international and multicultural perspectives into their teaching.

Our college continually changes because learning leads us toward transformation; and, as a result, our *Global Network for Teacher Preparation* is ever evolving. What remains steadfast is our commitment to collaboration and building relationships. Our global vision is founded upon and made explicit by our four core values (adapted from [https://www.butler.edu/coe/mission-core-values](https://www.butler.edu/coe/mission-core-values)):

1) *The Appreciation of Diversity and Similarity*  
We value richness in experiences, values, beliefs, and backgrounds. Our faculty, staff, and students, as well as our school and community colleagues, come from ethnically and culturally diverse populations. Students and faculty at Butler engage in the development of a global perspective on human development, teaching and learning. Our campus is expanded through technology so that our student and faculty interact with people and program around the world.

2) *The Excitement of Teaching, Learning, and Mentoring*  
We value dedicated, knowledgeable professionals who demonstrate a passion for children and learning. To this end, our students are immersed in the literature of our liberal arts tradition and develop deep, diverse conceptual grounding in educational theory. Our students learning to think critically and are not afraid to ask difficult and challenging questions.

3) *The Challenge of Integrated Practice and Collaboration*  
We value the development of knowledge and the examination of thoughts, values and practical experiences in a variety of contexts. We integrate theory and practice in order to continuously improve and enhance our students' performance. This is most effectively accomplished in a personal context, which leads us to develop programs that emphasize positive relationships among all in the COE and with our
The Global Network for Teacher Preparation is rooted in the COE’s conceptual framework and core values. It has developed over time as we live out these beliefs in an ever-changing world.

**PROGRAM OVERVIEW**

The goals of the Global Network for Teacher Preparation relate to the broader mission of the COE. We aim to prepare students to be highly qualified professionals who challenge the status quo and exemplify our core values by:

- Engaging in interactive and intentional experiences that foster honoring differences and seeing similarities;
- Creating a learning community that supports opportunities to model teaching, learning, and mentoring by faculty, students, and professional partners;
- Valuing the development of theoretical knowledge and its integration into practice in order to support the transformation of schools and society;
- Developing a standard for professional dispositions that is based on an ethic of care rooted in both integrity and responsibility.

The local and global partners within Butler’s Global Network for Teacher Preparation are united to help future educators understand that we are more alike than we are different while also showcasing the differences that make each of us unique, and our world vibrant and diverse. The network connections highlight the program’s impact on faculty development, internationalization of the curriculum, study and teaching abroad opportunities, and international influences on our lab schools.

**International Perspectives Embedded in the Curriculum and Local Field Experiences**

Given that not all students are able to travel, we ensure they are exposed to international perspectives right here in our city with our collaborative partnership with Indianapolis Public Schools, specifically our two P-8 Reggio-inspired lab schools and Shortridge High School, an International Baccalaureate® World School.
In 1998, Dr. Ena Shelley traveled to Reggio Emilia, Italy to learn about the schools that were named in 1991 by Newsweek magazine as the most outstanding early childhood centers in the world. This first connection point initiated the development of our Global Network for Teacher Preparation. Dr. Shelley, a true collaborator, shared her knowledge with educators around Indianapolis and they formed the Indianapolis Reggio Collaborative. Dr. Shelley and colleagues worked together with various partners to bring to Indiana the 2009 Reggio Emilia Exhibit: The Wonder of Learning – the Hundred Languages of Children. It was housed in the State House, providing elected officials, the general public, and educators and students of all ages an introduction to the Reggio Emilia principles and practices in early childhood education. Dr. Shelley’s work also inspired the creation of the first IPS/Butler University Lab School, which opened in August 2011. The school’s motto is “to inspire children to transform the world.”

Fast forward to 2018 and we now have two Reggio-inspired lab schools, an early childhood teacher preparation curriculum that is built on the Reggio Emilia approach, a study abroad course taught in Reggio Emilia, and ongoing faculty development in Reggio Emilia with the North American Reggio Emilia Alliance. The majority of Butler’s elementary faculty have visited schools and studied in Reggio Emilia, Italy and the college has supported the study of many lab school teachers as well. All COE students learn about the Reggio Emilia approach in their Introduction to Education coursework. Elementary students go on to do fieldwork at our lab schools and take courses on-site as well. Our two Reggio-inspired lab schools have brought educators interested in learning about our partnership from Colombia, China, and across the US. In turn, we have sent faculty, students, and lab school teachers to study and learn from Reggio-inspired schools around the world, including: Beijing, China; Cali, Colombia; Portland, Oregon; and St. Louis, Missouri. This learning has deepened the internationalization of our teacher preparation coursework in a focused way. Many students take their study further by conducting undergraduate honors thesis research projects on the Reggio Emilia approach.

Shortridge High School serves as the COE’s Middle/Secondary Laboratory School. It is an International Baccalaureate® World School that has been authorized to offer the Middle Years Program and the Diploma Program with the goal of developing “the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world” (Shortridge website). The school’s dedication to fostering international perspectives is evident in their mission statement where they explain that an “awareness and understanding of one’s own personal and local culture leads to an openness to and understanding of global cultures.” Our students benefit from learning in an International Baccalaureate school that emphasizes intercultural understanding and encourages its students to take meaningful action based on knowledge of global issues. All COE students visit Shortridge in their
Introduction to Education coursework, and middle/secondary students go on to do fieldwork at the school.

Our network includes our faculty colleagues at the university who help us integrate global and cultural perspectives across the liberal arts curriculum. Our approach to teacher education includes foundational coursework aimed at helping students understand global and cultural contexts. In their second year, all students take six credit hours of courses in global and historical studies as a required component of the university core curriculum. They have a variety of topic areas from which to choose, but the objectives are consistent: 1) understand the benefits and challenges of living in a culturally diverse and increasingly globalized world; and 2) employ a conceptual framework for global and historical studies which appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another. This interdisciplinary approach helps students to see their discipline rooted in a larger context. Evidence of their learning is apparent as students explore cultural and global contexts as it relates to classroom teaching.

All students go on to take six credit hours of COE courses that focus on teaching in culturally and linguistically diverse classrooms. They take a course called Culturally Responsive Teaching in Early Childhood or a course called Multilingual Learners & Their Cultural Contexts. These courses address the understanding of students’ cultural practices, norms and individual differences. Issues related to diversity, equity, and inclusion of all students are also addressed. All students then take an upper level course called Methods for Teaching Multilingual Learners that includes fieldwork in a setting that includes culturally and linguistically diverse students. Devoting a significant amount of credit hours of academic study to understanding the global dimensions of their discipline and reinforces our belief that we are all members of a world community.

International Faculty Development

In order to bring international perspectives to our curriculum and instruction, faculty are dedicated to learning about our dynamic world. Butler University’s Center for Global Education is a key partner in our network and has supported faculty development by coordinating study groups to explore equity, wellness, and education within the Scandinavian context (6 COE faculty members in 2017) and service learning and social justice in Cuba (4 COE faculty members in 2012). The Center for Global Education has also awarded grant funding to 5 faculty members in the last 5 years to travel to the Dominican Republic, Sweden, Costa Rica, Italy, England, Scotland, and Ireland to research and plan study abroad coursework. Evidence of how this support has influenced teacher preparation is the development of 6 faculty-led study abroad courses in the last 10 years including:

- Reggio Inspired Teaching and Documentation of Learning (Italy)
- British Children’s Literature (England and Scotland)
- Multilingual Learners in Their Cultural Contexts (Dominican Republic)
• My Place in the World: Intersections of Self, Community, and Culture (multiple locations around the world)
• Culturally Responsive Teaching (Sweden)
• Mindfulness and Educational Neuroscience (Costa Rica)

Hundreds of COE students have taken these courses in the last 10 years.

Global Exchange Partnerships

The Center for Global Education also supports our partnerships with IHEs around the world that align with our vision, mission, and core values to offer our students semester-long study abroad and student teaching abroad opportunities. We’ve intentionally nurtured partnerships that function as exchanges that enable international students to take education coursework at Butler, broadening the exposure our students have to international perspectives. We currently have partnerships with the Education University of Hong Kong, University of Tasmania, and Uppsala University, Sweden, among others.

We have recently developed an innovative partnership with Vallentuna Gymnasium, a diverse public high school, located in the outskirts of Stockholm, Sweden. Since May of 2014, Angelica Granqvist, a master teacher of English and Swedish at Vallentuna Gymnasium, has regularly collaborated with the COE in order to connect classrooms, communities, and countries. Granqvist partnered with COE faculty member, Dr. Arthur Hochman, to create a globally connected classroom by using digital technology in an intercultural exchange of ideas over the course of the semester. The two classes wrote and edited papers together and used videoconferencing to discuss ideas. Granqvist has also used videoconferencing to guest lecture in many COE courses. But, the partnership involves more than connecting with technology. To date 6 COE faculty members have visited Vallentuna Gymnasium and Granqvist has regularly visited Butler. In 2018, Vallentuna students, Dan Molodyi and Ghena Serri, came to Butler for 10 days, living with COE faculty host families for a new program called Student Leadership The Butler Way: Preparing Global Leaders. In a variety of gatherings with COE students and faculty, Dan and Ghena shared their message of global citizenship. In a lecture that drew hundreds of people from the Butler community, Dan told his story of struggles and hopes coming from Ukraine to Sweden as a young adolescent. Ghena shared her story of coming to Sweden from Iraq, via Syria and her desire to become a civil rights lawyer in the Middle East. Over their 10-day visit to classes and events, Dan and Ghena gave us a window into the wider world with the stories they shared. Our partnership continues with new aspects continually being added. In January 2019, Butler students will visit schools Vallentuna and embark on cultural trips around Sweden. Granqvist will return with students again in February 2019. The unique partnership was awarded the prestigious European Language Label in 2018, an esteemed honor for Vallentuna Gymnasium.

How is the Global Network for Teacher Preparation unique?

Our network is constantly evolving as we evaluate the needs of educators and students in a changing world. The Global Network for Teacher Preparation, modeled on the interconnectedness of our world, showcases the importance of building and sustaining
global and local relationships in order to offer international perspectives within our coursework and to send students abroad for meaningful experiences. The network has expanded due to the reciprocal nature of most of our partnerships. We have sent faculty and/or students around the world and we have hosted educators on our campus and in our lab schools from Sweden, Colombia, Italy, Australia, and China.

Creating, developing and sustaining relationships with multiple partners within our network takes effort. In 2017, Dean Ena Shelley created the role of Global Coordinator for the College of Education showing that preparing globally informed educators is a priority. The college also has a Global Teaching and Learning Team, led by the Global Coordinator.

The next steps in the development of our network include connecting more closely with our alumni in a Global Mentorship Program. We will use technology to connect our alumni who taught abroad with our students who wish to teach abroad after graduation. We also plan to create study abroad programming that brings together students and globally minded mentors.

What have others said about Butler’s Global Network for Teacher Preparation?

“As a lifelong advocate, beneficiary and facilitator of education that fosters understanding across cultures, I have witnessed firsthand the rigor of the Global Network for Teacher Preparation program. It is a source of hope for our educators’ futures to follow the transformations, personal and professional, that result from the COE’s Global Network for Teacher Preparation program.”

-Caterina Gregor Blitzer
Former Director of International Education, Indiana Department of Education
Former Executive Director, International Center of Indianapolis

“The global and international perspectives of the faculty at the Butler University COE have had a profound impact on my professional life and on the schools I have had the pleasure to lead. And I am proud to say that Indianapolis as a city has also been impacted by this perspective. The lives of children preschool through high school have been positively impacted by Butler COE’s willingness to take a critical look around the world to identify best practices that make sense for our context too.”

-Ron Smith
Principal, IPS/Butler University Laboratory School 60
“This program encourages educators to think deeply, creatively, and critically about the practice of education and focuses particular attention on the importance of preparing teachers to encounter and nurture diversity.”
-Jill McKinney
Director of the Center for Global Education, Butler University

“Programs like Butler’s Global Network for Teacher Preparation are crucial to preparing globally competent, confident, and compassionate future educators.”
-Angelica Granqvist
Teacher
Vallentuna Gymnasium, Sweden

“Butler University and Shortridge High School are committed to leveraging the power of education to build communities of prosperity and peace that cross national, linguistic, religious and ethnic borders. I am proud of the on-going work at Butler University as they continue to prepare graduates to enter in to a dynamic and globalized community where they can make a lasting impact on the lives of young people.”
-Shane M. O'Day
Principal, Shortridge High School, Indianapolis Public Schools

Butler faculty have received local, national, and international recognition related to our efforts to prepare globally informed teachers. Here is a sampling of how work has been disseminated:


Butler Lab School: Inspiring Children to Transform the World (2013) by Jen Hammons in Indy Midtown Magazine


Vallentuna Voices: Swedish Students in the World and of the World available at https://www.youtube.com/watch?v=8JvZnT3aEOc&feature=youtu.be


In 2018, Dr. Brooke Kandel Cisco was a Global Impression Award finalist, an award given out by the International Center of Indianapolis.

Further documentation of our program results can be found at https://www.butler.edu/coe/study_abroad