

THE GENERAL ASSEMBLY OF PENNSYLVANIA

SENATE RESOLUTION

No. 228 Session of 2017

INTRODUCED BY EICHELBERGER, DINNIMAN, GORDNER, ARGALL, SCHWANK, WHITE, RAFFERTY, VULAKOVICH, MENSCH, LEACH, AUMENT, FOLMER, BOSCOLA, HAYWOOD, RESCHENTHALER, WAGNER AND FONTANA, OCTOBER 19, 2017

SENATOR EICHELBERGER, EDUCATION, AS AMENDED, OCTOBER 24, 2017

A CONCURRENT RESOLUTION

1 Establishing a Global Education Task Force.

2 WHEREAS, It is in the power of the General Assembly granted
3 by the Constitution of Pennsylvania to direct education policy
4 for the system of public education to serve the needs of this
5 Commonwealth; and

6 WHEREAS, Education in Pennsylvania and throughout the United
7 States, particularly in grades K-12, has long been driven by
8 standardized testing that favors some portions of the curriculum
9 and ignores others completely; and

10 WHEREAS, Evidence shows that standardized testing currently
11 driving education in the United States does not measure whether
12 a student is ready to compete in the global marketplace; and

13 WHEREAS, The term "global competence" has been defined as:

14 (1) the acquisition of in-depth knowledge and
15 understanding of international issues;

16 (2) an appreciation of and ability to learn and work

1 with people from diverse linguistic and cultural backgrounds;
2 and
3 (3) skills to function productively in an interdependent
4 world economy;

5 and

6 WHEREAS, Global competence of students in this Commonwealth
7 can have a direct impact on Pennsylvania's economy and benefit
8 the residents of Pennsylvania; and

9 WHEREAS, The General Assembly desires to encourage the
10 expansion and growth of global competence in this Commonwealth;
11 therefore be it

12 RESOLVED (the House of Representatives concurring), That a
13 Global Education Task Force be established consisting of the
14 following members:

15 (1) the Secretary of Community and Economic Development
16 or a designee;

17 (2) the Secretary of Education or a designee;

18 (3) the Secretary of Labor and Industry or a designee;

19 (4) the chairperson and minority chairperson of the
20 Education Committee of the Senate or their designees;

21 (5) the chairperson and minority chairperson of the
22 Education Committee of the House of Representatives or their
23 designees;

24 (6) four individuals who shall represent international
25 business companies headquartered in this Commonwealth,
26 appointed as follows:

27 (i) one individual appointed by the ~~chairperson of~~ <--
28 ~~the Education Committee~~ PRESIDENT PRO TEMPORE of the <--
29 Senate;

30 (ii) one individual appointed by the ~~minority~~ <--

1 ~~chairperson of the Education Committee~~ MINORITY LEADER of <--
2 the Senate;

3 (iii) one individual appointed by the ~~chairperson of~~<--
4 ~~the Education Committee~~ SPEAKER of the House of <--
5 Representatives; and

6 (iv) one individual appointed by the ~~minority~~ <--
7 ~~chairperson of the Education Committee~~ MINORITY LEADER of <--
8 the House of Representatives;

9 (7) an individual who shall represent the interests of
10 the agricultural industries of this Commonwealth, appointed
11 by the Secretary of Agriculture;

12 (8) a representative of the Department of Education,
13 appointed by the Secretary of Education, to represent the
14 interests of the Office of Elementary and Secondary Education
15 and the Office of Postsecondary and Higher Education;

16 (9) a member of the State Board of Education, appointed
17 by the chairperson of the State Board of Education;

18 (10) the Chancellor of the State System of Higher
19 Education or a designee;

20 (11) the following individuals appointed by the
21 Pennsylvania Council for International Education:

22 (i) a representative of this Commonwealth's four
23 State-related institutions or a designee actively
24 involved in global education;

25 (ii) a teacher who has been actively involved in
26 global education in a public school which is not a
27 charter school;

28 (iii) a representative of higher education;

29 (iv) a representative of grades K-12;

30 (v) a representative of the interests of

1 international education organizations who is
2 knowledgeable of the delivery mechanisms available; and
3 (vi) a student of a higher education international
4 study program;

5 (12) an individual who has been actively involved in
6 global education and who shall represent school board
7 members, appointed by the Pennsylvania School Boards
8 Association;

9 (13) a representative of the interests of career and
10 technical education entities who has been actively involved
11 in global education, appointed by the Pennsylvania
12 Association of Career and Technical Administrators;

13 (14) a representative of the interests of public charter
14 schools who has been actively involved in global education,
15 appointed by the Pennsylvania Coalition of Public Charter
16 Schools; and

17 (15) a K-12 school superintendent who has been actively
18 involved in global education, appointed by the Pennsylvania
19 Association of School Administrators;

20 and be it further

21 RESOLVED, That the task force review and make any
22 recommendations regarding the following:

23 (1) the definition of the term "global competence" to
24 assure that the definition:

25 (i) is standardized throughout this Commonwealth for
26 global education and global competence relating to
27 education in this Commonwealth; and

28 (ii) aligns with the goals of the Commonwealth,
29 including the role of global competence in the classroom
30 and school curriculum and the requirements for students

1 to succeed and thrive in an internationally competitive
2 work force;

3 (2) the recommended use of different methods of
4 assessment of global competence aligned to the currently
5 available standards in this Commonwealth;

6 (3) tools aligned to and embedded in current academic
7 standards in this Commonwealth that are available to measure
8 global competence skills with career oriented results and an
9 engaged citizenry;

10 (4) a delivery mechanism that encompasses learning
11 opportunities that meet global competence goals and utilizes
12 best practices for Pennsylvania students to become
13 economically competitive global-ready graduates;

14 (5) the appropriate conduit for the delivery mechanism;

15 (6) barriers to providing an education for Pennsylvania
16 students to succeed in an increasingly complex global
17 economy;

18 (7) work force development best practices to ensure
19 economically competitive global-ready graduates;

20 (8) the customization, addition or expansion of
21 Commonwealth global education programs aligned to and
22 embedded in State academic standards, after identifying the
23 best practices already occurring in schools;

24 (9) the adoption of models for school entities and
25 institutions of higher education which incorporate best
26 practices to be used as guidelines and implemented, aligned
27 to and embedded in academic standards of this Commonwealth as
28 they relate to local global education goals, programs and
29 initiatives within schools;

30 (10) the development of a collaborative plan to close

1 the global education gap and ensure that students are global-
2 ready graduates, including recommendations on the assessment
3 tools aligned to and embedded in academic standards of this
4 Commonwealth, the delivery mechanism and the conduit best
5 suited for the delivery mechanism ensuring global competency;

6 (11) work force development practices to ensure that
7 Pennsylvania students in grades K-12 become economically
8 competitive, global-ready graduates;

9 (12) the availability of courses and cooperative efforts
10 already in existence that could qualify as global education
11 competency indicators, including, but not limited to:

12 (i) advanced placement opportunities;

13 (ii) international baccalaureate programs and global
14 education programs and initiatives;

15 (iii) career and certification courses taught in
16 high schools that could qualify as global education
17 programs or competency indicators; and

18 (iv) hybrid learning opportunities listed in which
19 students can earn global education high school or college
20 credit in a combination of classroom activity, online
21 learning, college campus course work and workplace
22 experiences which could qualify as global education
23 programs or higher education programs or course work to
24 satisfy the requirements for a certificate or degree
25 involving global education;

26 (13) courses to be offered when customizing, adding or
27 expanding options already in place for global competence
28 education, including how courses will be selected, delivered
29 and assessed in a global competence initiative;

30 (14) factors and policies for awarding college credit

1 for secondary global education course work and programs
2 developing global competence;

3 (15) examples of best practices for individually defined
4 K-12 and postsecondary global education programs, including a
5 cost projection to sustain or replicate the best practices;

6 (16) methods for funding model global education programs
7 in this Commonwealth and for the promotion and expansion of
8 global education;

9 (17) the advantages and disadvantages of regionalizing
10 global education initiatives;

11 (18) the advantages and disadvantages that a customized
12 global education program would have for school entities,
13 including barriers which students could encounter;

14 (19) issues that might arise for postsecondary education
15 institutions and faculty members regarding the customization,
16 addition or expansion of global education;

17 (20) practices to maximize accessibility to expanded
18 global education;

19 (21) the development of a proposed plan incorporating
20 the essential factors for delivering, customizing, assessing
21 and measuring global proficiency; and

22 (22) any necessary changes to State statutes in light of
23 the findings or recommendations of the task force;

24 and be it further

25 RESOLVED, That the task force may hold public hearings in
26 different regions of this Commonwealth; and be it further

27 RESOLVED, That all meetings and public hearings of the task
28 force shall be deemed public meetings for the purpose of 65
29 Pa.C.S. Ch. 7; and be it further

30 RESOLVED, That the members of the task force and designated

1 experts utilized may not receive compensation for their services
2 but shall be reimbursed for all necessary travel and other
3 reasonable expenses incurred in connection with the performance
4 of their duties as members of the task force or designated
5 experts; and be it further

6 RESOLVED, That the General Assembly provide administrative
7 support, meeting space and other assistance required by the task
8 force to carry out the duties under this resolution; and be it
9 further

10 RESOLVED, That the Department of Education shall provide the
11 task force with data, research and other information upon
12 request by the task force; and be it further

13 RESOLVED, That not later than 18 months after the adoption of
14 this resolution the task force issue a report of its findings
15 and recommendations to:

- 16 (1) the Governor;
- 17 (2) the Secretary of Education;
- 18 (3) the State Board of Education;
- 19 (4) the President pro tempore of the Senate;
- 20 (5) the Majority Leader and Minority Leader of the
21 Senate;
- 22 (6) the Education Committee of the Senate;
- 23 (7) the Speaker of the House of Representatives;
- 24 (8) the Majority Leader and the Minority Leader of the
25 House of Representatives; and
- 26 (9) the Education Committee of the House of
27 Representatives.