

HELP BUILD THE EDSTEPS CONTINUUMS

EdSteps is intended to be a large, public library of student work samples in key skill areas. For each skill area, student work will be presented in a continuum — a gradual progression — from emerging to accomplished work.

EdSteps is a grassroots effort to create a resource for teaching and assessment. Rather than assessing work based on a pre-set rubric, EdSteps uses student work as the starting point. After collecting thousands of work samples in each skill area, EdSteps uses a unique process to assess the student work samples, rank them, and create the continuums. (Visit www.edsteps.org to learn about the research-based process that will be used to create the continuums.)

The EdSteps continuums will be valuable tools for teaching and assessment — tools that will be useful to you in the classroom. The Global Competence Continuum will give you and your students:

- An unprecedented look at what readers of varied ages and backgrounds value in the area of Global Competence.
- Access to a wide range of examples from across the country that illustrate Global Competence.
- Reference points to determine student growth in Global Competence.
- The ability to chart improvement in students' Global Competence over the school year and over their entire educational careers.

You can help build the EdSteps Global Competence Continuum. Building the continuum will require at least 5,000 student work samples. The samples will have to represent a broad spectrum of student work in terms of grade level, demographics, ability level, and geography.



WHY GLOBAL COMPETENCE?

Teaching and assessing student work that addresses issues of global significance — around the world or in students' own backyards — are essential to a world-class education system. The global marketplace is real, and today's schools must prepare students to participate, interact, and thrive in it. The more our students know about recognizing the challenges and opportunities of an interconnected world, the better they will be able to work in it and improve it. Our students' well-being, the vitality of our communities, and the welfare of our nation depend on it.

WORK THAT DEMONSTRATES GLOBAL COMPETENCE

Please submit student work that demonstrates Global Competence: the knowledge, skills, and disposition to understand and act creatively and innovatively on issues of global significance (issues that are global in scope or important local issues that are faced by others in the world). Examples of such issues are:

- Environmental sustainability.
- Population growth.
- Economic development.
- Global conflict and cooperation.
- Health and human development.
- Human rights.
- Cultural identity and diversity.

Students should investigate a specific problem or opportunity related to one of these issues or another critical global issue that is meaningful to them. The work should show how students:

- Investigate the world beyond their immediate environment.
- Recognize their own and others' perspectives.
- Communicate their ideas effectively and with diverse audiences.
- Translate their ideas and findings into appropriate actions to improve conditions.

The resulting work may be created for a variety of purposes: to analyze, describe, critique, explain, persuade, tell a story, express an opinion, offer an artistic interpretation, and so on.

The work can take a variety of forms, such as:

- Written document (e.g., report, essay, story, screenplay, op-ed, poetry).
- Multimedia work (e.g., photo essay, short video, PowerPoint).
- Art of design (e.g., painting, sculpture, architectural design).

Samples are welcome:

- From students in early childhood and elementary, middle, and high school.
- From college and graduate students.
- From individuals in the workplace.
- From teachers of all subject areas.
- In any form or genre, in all media, and for any audience or purpose.
- From students in the United States and around the world.

For more information about how Global Competence is expressed by students, view the Global Competence Matrix at the end of this document or in the Global Competence section of www.edsteps.org. The Classroom Scenarios link in the Global Competence section of the Web site also offers detailed examples of classes producing globally competent work products in all grades and content areas.

HOW TO SUBMIT GLOBAL COMPETENCE SAMPLES

Global Competence samples can be submitted through at least June 2010. You can participate either by encouraging students to upload their work samples online or by uploading work on behalf of your students. Participation is easy. While you are welcome to create assignments specifically for this effort, you also can use samples of work from your regular lesson plans.

- **Create an EdSteps account at www.edsteps.org.** Having an account will allow you to easily upload student work samples and have the opportunity to review student work. All of the personal contact information you provide when you register and upload work samples will be **confidential** and not shared or sold to any third party.
- **Submit your students' work.** Submit samples on behalf of your students either through your EdSteps account or by clicking the "Submit Work" button on www.edsteps.org.
- **Encourage your students to submit samples.** Your students can upload their own work by creating an EdSteps account or by clicking the "Submit Work" button on www.edsteps.org. Students must be 13 years of age or older to create an EdSteps account, but students of any age can submit work.
- **Read the collected Global Competence samples starting in summer 2010.** Once thousands of student work samples have been collected, teachers and other adults will be invited to read and evaluate the work. By creating an EdSteps account, you will automatically be notified when the work is ready to be read.

Every EdSteps continuum will be different because each continuum is generated from the work samples collected. To see an example of the way an EdSteps continuum may appear, visit www.edsteps.org.

IMPORTANT INFORMATION FOR SUBMITTERS

Questions. The submission process includes three questions that should be answered by the student who created the sample. Please note that the student should answer the questions even if someone else is uploading the work.

The Global Competence questions are three short, multiple-choice questions that address the purpose of the work, the process for creating the work, and factors that influenced the person who created the work. To see the questions, please visit the Global Competence section of www.edsteps.org.

Permission. Work submitted by a student under the age of 18 must have the permission of the student's legal guardian. Permission forms will be sent to guardians via e-mail or mail.

Participating offline. If your school is not equipped with sufficient electronic equipment to participate, please call 202-336-7032 or e-mail help@edsteps.org for information about how to mail student work to EdSteps at no charge to you.

Prizes. Participants who submit work are automatically entered into bimonthly drawings for **\$150 gift cards**. Every work sample you submit earns you one chance to win.

GLOBAL COMPETENCE MATRIX

Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"> Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. Select and use appropriate technology and media to communicate with diverse audiences. Reflect on how effective communication affects understanding and collaboration in an interdependent world. 	<p>Students:</p> <ul style="list-style-type: none"> Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

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