



Request for Work Demonstrating Global Competency

Dear Colleague:

You are invited to participate in an exciting new project to transform the teaching and assessing of key skills in students of all ages. EdSteps is collecting samples of work that demonstrate *Global Competency* as part of a ground breaking effort to assess student performance using real examples of work done by students and professionals from across the nation and throughout the world.

Why Global Competency?

Today's students are entering into a world vastly different from that of the 20th century. Schools and communities need to prepare their young people to succeed in this new global environment. For our students' well-being, the vitality of our communities and the welfare of our entire nation we must cultivate the knowledge, skills and passion in students that will enable them to recognize the challenges and opportunities of an interconnected world and contribute to its improvement. Better approaches to teaching and assessing student work that address issues of global significance both world wide and in their own neighborhood are essential to a world-class education system.

EdSteps: A Call for Work Demonstrating Global Competency

EdSteps seeks work done by students and professionals from the U.S. and around the world that demonstrates global competency: **the knowledge, skills and disposition to understand and act creatively on issues of global significance**. EdSteps will publish the work online to show examples of global competency at various levels of expertise. Once the work is published, it will help teachers strengthen instruction and better evaluate student work and provide examples for students to help them strive for greater achievement. To accomplish these goals, ***we need your help and professional judgment.***

We invite your students to submit work that:

1. Presents and weighs evidence on issues of global significance or important local issues faced by others in the world
2. Considers their own and others' perspectives
3. Communicates ideas clearly and appropriately to diverse audiences
4. Illustrates options for responsible action to improve the situation, concern or condition.

The **Global Competency Matrix** provides more detail on these elements. To view the Global Competence matrix in the form of "student friendly" questions, visit www.edsteps.org.

Global Competency Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspective.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students can:</p> <ul style="list-style-type: none"> • Generate and explain the significance of locally, regionally or globally focused researchable questions. • Identify, collect and analyze the knowledge and evidence required to answer questions using a variety of international sources, media and languages. • Weigh, integrate and synthesize evidence collected to construct coherent responses that is appropriate to the context of issues or problems. • Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize and articulate one's own perspective on situations, events, issues or phenomena and identify the influences on that perspective. • Articulate and explain perspectives of other people, groups or schools of thought and identify the influences on those perspectives. • Explain how the interaction of ideas across cultures influences the development of knowledge and situations, events, issues or phenomena. • Articulate how the consequences of differential access to knowledge, technology and resources affect the quality of life and influences perspectives. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize that diverse audiences may perceive different meanings from the same information. • Use appropriate language, behavior and strategies to effectively communicate, both verbally and non-verbally, with diverse audiences. • Explain how effective communication impacts understanding and collaboration in an interdependent world. • Select and effectively use appropriate technology and media to communicate with diverse audiences. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally. • Identify opportunities for personal and collaborative action to address situations, events, issues or phenomena in ways which can make a difference. • Assess options for action based on evidence and the potential for impact, taking into account varied perspectives and potential consequences for others. • Act creatively and innovatively to contribute to improvement locally, regionally or globally both personally and collaboratively.

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning. Similar matrixes describing criteria for Global Competence within academic disciplines are in development.



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Content of the Work

We invite students to submit work that addresses a critical **global issue area of our time**, such as:

- Environmental Sustainability
- Population Growth and Transition
- Economic Development
- Global Conflict and Cooperation
- Health and Human Development
- Human Rights
- Cultural Identity and Diversity
- Media and Technology

Your students should identify and investigate a specific problem or opportunity within one of these issue areas, or another critical global issue area that is meaningful to them.

The 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, etc. The work can take a variety of forms, including but not limited to:

- Written document (essay, story or screenplay, “Op-Ed”, poetry, etc.)
- A work of digital media (short video, PowerPoint, audio slide show, etc.)
- A work of art or design (painting, sculpture, architectural design, song, etc.)

Who Should Submit Work?

EdSteps seeks samples of writing from authors of **all ages**, including:

- Early Childhood
- Elementary
- Secondary
- College and Graduate Level
- Professional

Building Scales of Student Work Demonstrating Global Competency

This project is intended to provide you and your students with an opportunity to think about and address important global issues, or issues within their community that reflect global challenges and opportunities. We rely on your professional judgment as to whether the task should be done as an assignment integrated into the curriculum or as a special project. However the work is structured, we strongly encourage you to provide this opportunity to all or as many of your students as possible, and to submit to us all of the work your students produce. To deepen our understanding of what global competence “looks like” in student work, it is essential to have a broad range of student work products.

Once enough work samples are collected, the samples will be evaluated by readers from across the country using the Global Competency Matrix. We invite you to help us build the scale by participating as a reader when the work samples are available later this year.

How to Submit Student Work Samples

You can participate either by encouraging students to upload their writing samples online, or by uploading work on behalf of your students.

1. Register

Teachers and students should register as new users with www.EdSteps.org. All of the personal contact information you provide through the registration process will be **confidential** and not shared or sold to any third party.

2. Ways to Participate

Once registered, you will have your own EdSteps page. Through this page, you will be able to help register your students; read and rate the work of other students around the country; and, most importantly, view the scales of student work in Writing and the other EdSteps skill areas, (Global Competency, and Creativity,) when they are published next year.

3. Upload Work

You can either upload your students' work directly or create a group code to give to the students in your classes so that they can go online and submit their own work. Work submitted using your group codes will be sent to you for your review.

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

***Prizes!** Participants who register or submit work are automatically entered into our regular drawings for **\$500 Staples gift cards!** The more often you or your students submit work, the more chances you have to win!

Other EdSteps Opportunities

EdSteps is also collecting student Writing samples. Later in 2009, EdSteps will begin collecting work samples in Creativity. For information, please visit www.edsteps.org.

About EdSteps

EdSteps is led by the Council of Chief State School Officers, www.ccsso.org.

EdSteps Thanks its Partners, including: New Jersey Department of Education, Pennsylvania Department of Education, West Virginia Department of Education, Iowa Department of Education, Washington State Office of Superintendent of Public Instruction, Utah State Office of Education, New York Times Knowledge Network, and the Asia Society Partnership for Global Learning. Visit www.EdSteps.org for a full list of our Partners.