

ASIA SOCIETY'S GRADUATION PORTFOLIO SYSTEM

Global Leadership



Asia
Society
Partnership for
Global Learning

Global Leadership Rationale

In an era of increasing global interconnectedness, preparing students for their future means providing them with an educational experience that cultivates knowledge, skills, and dispositions needed to become globally competent adults. In *Educating for Global Competence*, Veronica Boix Mansilla and Anthony Jackson define global competence as “the capacity and disposition to understand and act on issues of global significance” (xiii).

A globally-focused school provides students with opportunities to develop global competence across the curriculum. Students learn to understand the world through the disciplines of art, English language arts, history/social studies, mathematics, science, and world languages and, at the same time, strengthen their understanding of the core subjects in a global context.

The skills required for successful participation in the world—such as responsible citizenship, innovative entrepreneurship, and active leadership among others—are not specific to any one subject. A globally-focused school fosters the development of these skills through service learning, internships, field trips, and other experiential projects, both during the school day and via after school and summer programs.

In order to be globally competent, students must not only learn about the world but also learn to embody global citizenship. A well-rounded global curriculum not only opens students’ eyes, but also sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally, and globally.

As students develop global competence, they investigate the world, learn more about where people come from and how they live, and come back to reflect on their own lives with more honesty. Students learn to recognize different perspectives, and they communicate and defend ideas while realizing how and why others may think differently than they do.

Students then take what they’ve learned about themselves and the world and use it to take a leadership role in their own communities. This may involve starting local service projects, creating student clubs to raise funds or awareness, or educating others through writing letters, volunteering time, creating artwork, using technology, and so on.

The various dimensions of global competence, including leadership skills and taking action, can and should be developed throughout the disciplines and through interdisciplinary projects rather than as a separate course of study. The seeds of action—identifying a local, regional, or global issue, researching questions about its causes and possible solutions, and taking responsibility for personal action in response—may begin in one class, or in an after school program, and cross over into other aspects of student, school, or community life.

Students need to know they can have an impact, especially when studying large, complex, and often seemingly intractable global issues. Grounding the action in disciplinary and interdisciplinary study allows them to demonstrate their knowledge of the world and teaches them how to be part of a global community.



The goal of a globally-focused school is to provide students with opportunities to develop global competence across the curriculum. Students learn to understand the world through the disciplines of art, English language arts, history/social studies, mathematics, science, and world languages and, at the same time, strengthen their understanding of the core subjects in a global context. A well-rounded global curriculum not only opens students' eyes, but also sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally, and globally.

Investigate the World: Generate Global Knowledge

Students initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about globally-focused issues.

- Identify, describe, and frame questions about an issue, and explain how that issue is locally, regionally, and/or globally focused.
- Use a variety of international and domestic sources to identify and weigh relevant evidence that addresses a globally-focused question.
- Analyze, integrate, and synthesize evidence to formulate a coherent response to a globally-focused question.
- Develop a position that considers multiple perspectives, addresses counter arguments, and draws reasonable conclusions.

Recognize Perspectives: Apply Cross-Cultural Understanding

Students recognize, articulate, and apply an understanding of different perspectives (including their own).

- Express personal perspective on situations, events, issues, or phenomena, and identify various influences on that perspective.
- Explain the perspectives of other people, groups, or schools of thought, and identify possible influences on those perspectives, including access to information and resources.
- Explain how perspectives influence human interactions, affecting their understanding of situations, events, issues, or phenomena.
- Apply an understanding of multiple perspectives and contexts when interpreting and communicating information about situations, events, issues, or phenomena.

Take Action: Enact Global Solutions

Students translate their ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

- Identify collaborators across disciplines and industries, and create opportunities for individual or collaborative action to improve a situation, event, issue, or phenomena.
- Assess options and plan actions based on evidence that indicates the potential for impact, taking into account previous approaches, varied perspectives, and/or potential consequences.
- Act, individually or collaboratively, in creative and responsible ways to contribute to improvement locally, regionally, and/or globally, and assess the impact of the action.
- Reflect on their capacity to contribute/advocate for improvement locally, regionally, and/or globally.

Communicate Ideas: Connect and Collaborate Across Boundaries

Students select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.

- Identify and understand the expectations and perspectives of diverse audiences, and apply that understanding to meet the audience's needs.
- Select and apply appropriate verbal and non-verbal communication strategies to communicate and collaborate effectively.
- Select and apply appropriate resources—technology, media, and/or world languages—to communicate and collaborate effectively with diverse individuals and groups.
- Reflect on audience response and/or feedback, and revise communication choices based on the impact of communication.

Scoring Dimension

**INVESTIGATE THE WORLD:
GENERATE GLOBAL KNOWLEDGE**

What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about globally-focused issues?

Emerging

- The student identifies a locally, regionally, or globally-focused issue.
- The student uses few sources to identify evidence that addresses a globally focused question.
- The student restates or summarizes evidence collected to address a globally focused question.
- The student develops a position in response to a globally focused question.

Developing

- The student identifies and describes a locally, regionally, or globally-focused issue and explores relevant questions about it.
- The student uses multiple international and domestic sources to identify relevant evidence that addresses a globally-focused question.
- The student analyzes and integrates evidence collected to construct a response to a globally-focused question.
- The student develops a position that considers multiple perspectives in response to a globally-focused question.

**Proficient/
College Ready**

- The student identifies, describes, and frames questions about an issue and explains how that issue is locally, regionally, and/or globally focused.
- The student uses a variety of international and domestic sources to identify and weigh relevant evidence that addresses a globally-focused question.
- The student analyzes, integrates, and synthesizes evidence to formulate a coherent response to a globally-focused question.
- The student develops a position that considers multiple perspectives, addresses counter arguments, and draws reasonable conclusions in response to a globally-focused question.

**Advanced/
College Level**

- The student identifies, describes, and frames original questions about an issue and articulates how that issue is locally, regionally, and globally focused.
- The student uses a variety of international and domestic sources to analyze, evaluate, and select evidence that addresses a globally-focused question.
- The student analyzes, integrates, and synthesizes evidence to formulate a coherent and original response to a globally-focused question.
- The student develops a position that considers multiple perspectives, addresses focused counter arguments, and draws defensible and original conclusions in response to a globally-focused question.

Scoring Dimension

**RECOGNIZE PERSPECTIVES:
APPLY CROSS-CULTURAL UNDERSTANDING**

What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

Emerging

- The student states that he/she has a personal perspective on situations, events, issues, or phenomena.
- The student states that other people, groups, or schools of thought have a perspective different from his/her own.
- The student states that perspectives affect how people react to different situations, events, issues, or phenomena.
- The student understands perspective and/or context and interprets and communicates information about situations, events, issues, or phenomena.

Developing

- The student identifies and describes his/her personal perspective on situations, events, issues, or phenomena.
- The student identifies and describes the perspectives of other people, groups, or schools of thought.
- The student identifies and describes how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.
- The student draws on an understanding of more than one perspective and/or context in interpreting and communicating information about situations, events, issues, or phenomena.

**Proficient/
College Ready**

- The student expresses his/her personal perspective on situations, events, issues, or phenomena and identifies various influences on that perspective.
- The student explains the perspectives of other people, groups, or schools of thought and identifies possible influences on those perspectives, including access to information and resources.
- The student explains how perspectives influence human interactions, affecting people's understandings of situations, events, issues, or phenomena.
- The student understands multiple perspectives and/or contexts and interprets and communicates information about situations, events, issues, or phenomena.

**Advanced/
College Level**

- The student expresses his/her personal perspective on situations, events, issues, or phenomena and explains how various influences affect his/her perspective.
- The student articulates the perspectives of other people, groups, or schools of thought and explains what affects those perspectives, including access to information and resources.
- The student articulates how various perspectives influence human interactions and how this affects people's understandings of situations, events, issues, or phenomena.
- The student integrates an understanding of multiple perspectives and contexts in interpreting and communicating information about situations, events, issues, or phenomena.

Scoring Dimension**COMMUNICATE IDEAS:
CONNECT AND COLLABORATE ACROSS BOUNDARIES**

What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

Emerging

- The student identifies the expectations and perspectives of diverse audiences.
- The student listens to and communicates with diverse individuals and groups.
- The student uses resources to communicate with diverse individuals and groups.
- The student reflects on audience response and/or feedback.

Developing

- The student identifies the expectations and perspectives of diverse audiences and applies that understanding to address the audience's needs.
- The student uses appropriate verbal and non-verbal strategies to communicate with diverse individuals and groups.
- The student uses appropriate resources—technology, media, and/or world languages—to communicate with diverse individuals and groups.
- The student reflects on audience response and/or feedback and revises communication choices: message, strategies, and/or resources.

**Proficient/
College Ready**

- The student identifies and understands the expectations and perspectives of diverse audiences and applies that understanding to meet the audience's needs.
- The student selects and applies appropriate verbal and non-verbal strategies to communicate and collaborate effectively with diverse individuals and groups.
- The student selects and applies appropriate resources—technology, media, and/or world languages—to communicate and collaborate effectively with diverse individuals and groups.
- The student reflects on audience response and/or feedback and revises communication choices based on evaluation of how message, strategies, and/or resources impact the effectiveness of communication and collaboration.

**Advanced/
College Level**

- The student identifies and understands the unique expectations and perspectives of diverse audiences and applies that understanding to fulfill the audience's needs.
- The student selects and adapts appropriate verbal and non-verbal strategies for a specific audience to communicate and collaborate effectively with diverse individuals and groups.
- The student selects and adapts appropriate resources—technology, media and/or world languages—for a specific audience to communicate and collaborate effectively with diverse individuals and groups.
- The student reflects on audience response and/or feedback and revises communication choices based on evaluation of how message, strategies, and resources impact the effectiveness of communication and collaboration.

Scoring Dimension
TAKE ACTION:
ENACT GLOBAL SOLUTIONS

What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

Emerging

- The student identifies opportunities for individual action to address a situation, event, issue or phenomena.
- The student plans actions based on the perceived potential for impact.
- The student acts to individually contribute to improvement locally, regionally, or globally.
- The student recognizes his/her capacity to contribute to improvement locally, regionally, or globally.

Developing

- The student identifies and creates opportunities for individual action to address a situation, event, issue or phenomena.
- The student assesses options and plans actions based on evidence and the perceived potential for impact.
- The student acts, individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.
- The student reflects on his/her capacity to contribute to improvement locally, regionally, or globally.

Proficient/ College Ready

- The student identifies collaborators across disciplines and industries and creates opportunities for individual or collaborative action to improve a situation, event, issue, or phenomena.
- The student assesses options and plans actions based on evidence that indicates the potential for impact, taking into account previous approaches, varied perspectives, and/or potential consequences.
- The student acts, individually or collaboratively, in creative and responsible ways to contribute to improvement locally, regionally, and/or globally and assess the impact of the action.
- The student reflects on his/her capacity to contribute to and advocate for improvement locally, regionally, and/or globally.

Advanced/ College Level

- The student identifies collaborators across disciplines and industries and involves others in collaborative action across borders to improve a situation, event, issue, or phenomena.
- The student assesses options and plans actions based on evidence that indicates the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences, both intended and unintended.
- The student acts collaboratively, in creative and responsible ways, to design sustainable solutions that target local, regional, and/or global improvement.
- The student reflects on his/her capacity to contribute to and advocate for improvement at all three levels—locally, regionally, and globally.