

The Wisconsin Global Education Achievement Certificate

The policy offers a **Wisconsin Global Education Achievement Certificate** to **Global Scholars**—graduating high school students who have demonstrated a strong interest in global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies.

The Wisconsin Global Education Achievement Certificate **does not require additional resources** in local school districts, as all necessary courses are already part of the curriculum. The Certificate, however, gives school districts an opportunity to evaluate the entire school curriculum through the lens of global knowledge. Teachers will be encouraged to include a global dimension whenever possible and warranted.

The Wisconsin Global Education Achievement Certificate **(1) focuses and validates the excellent global education learning opportunities already in place in most school districts, (2) encourages students to enroll in classes with global content in the arts, sciences, and humanities, and (3) prepares globally competentⁱ students who are career ready in Wisconsin and beyond.**

In conjunction with and in support of the proposed policy, an **annual recognition program** for Wisconsin's Global Educator of the Year is held in conjunction with the WASB State Education Convention.

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1. Background and Rationale

We need students who are knowledgeable about the world and who have an understanding of how other cultures work and how other people think.

Tony Evers, PhD, Wisconsin State Superintendent

1.1 The Need

- In today's global marketplace, it is in the long-term economic, social, and democratic interests of the United States, the State of Wisconsin, and local communities to educate a globally competent citizenry, by emphasizing the global character of disciplinary and interdisciplinary studies in the school curriculum and by encouraging and facilitating international connections in the community, state, and beyond.
- It is in the individual interest of every student to seek out and take advantage of global learning opportunities for reasons of career advancement, civic engagement, and personal development and enrichment.
- Schools currently offer a variety of classes with global elements, from world languages and social studies to arts and music, as well as the sciences. While the expansion of curriculum and course opportunities would be welcome and beneficial, schools can advance global education with existing resources and structures by cultivating school cultures that emphasize these opportunities and by engaging in ongoing efforts to ensure that students, parents, teachers, school administrators, school boards, and the general public fully recognize the value of global learning and its essential place in a well-rounded contemporary education.

2. Global Learning: An Opportunity for All Students

Global and world language learning opportunities should be emphasized for all students, not just those who are college-bound and might embark on careers with an international focus. All students need solid preparation for active participation in internationally interconnected societies for several reasons, including:

- A strong democracy depends on an informed and knowledgeable citizenry. In today's intricately interconnected world, informed citizens require an increasingly broader base of knowledge and perspective, because local communities, societies, and economies are directly affected by events and trends that occur well beyond national borders.
- The American school system aims to provide all students equal opportunities without tracking them at an early age into career-specific learning pathways. Therefore, all students should be provided with learning opportunities that prepare them to live, work, and interact within a global context.

2.1 Literacy and 21st Century Skills

Global and world language learning contribute to literacy education and 21st Century skills:

- Students who are career-ready in reading, writing, speaking, listening and language come to understand other languages and cultures.
- It is only through knowing the language of others that we can truly understand how they view the world. And this is what makes the language student a 21st Century skilled learner. (21st Century Skills Map) ⁱⁱ

2.2 Definition

Global Scholars are globally competent students as defined by the Council of Chief State School Officersⁱⁱⁱ:

Global Competence is the capacity and disposition to understand and act on issues of global significance.

Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions.

2.3 Purpose

The Global Scholars designation (Global Education Achievement Certificate) validates a student's deliberate pursuit of a global education. This designation aims:

- To encourage students to recognize the value of and emphasize global aspects of their education and, working with their guidance counselors, to pursue these aspects.
- To serve as a significant selection criterion—e.g., an indicator of maturity and efforts to develop broadened perspective—in the admissions process to colleges and universities.
- To serve as an important hiring consideration—e.g., signaling maturity and preparation to work in a global marketplace—by prospective employers.

3. The Wisconsin Global Education Achievement Certificate

3.1 Parameters

Wisconsin school districts may award the designation “Global Scholar” on the high school transcripts of those students who demonstrate achievement toward global competency. In addition, districts may choose to acknowledge this achievement during the high school graduation ceremony.

Each Wisconsin school district develops its own specific “Global Scholars” program – using the guidelines in this document – and submits a proposal to the state superintendent. This program should specify the criteria for students to attain the designation, including a listing of specific classes that would fulfill the requirements. In developing such a program, it is important that the criteria be sufficiently rigorous (a passing grade of B or higher for coursework completion) to be meaningful and be sufficiently flexible in the pathways for students to achieve this.

All student work should be evaluated based on the criteria developed by Boix Mansilla and Jackson (CCSSO 2011),^{iv} requiring that globally competent students are able to:

- Investigate the world beyond their immediate environment.
- Recognize their own and others’ perspectives.
- Communicate ideas effectively with diverse audiences in more than one language.
- Translate their ideas into appropriate actions to improve conditions, i.e. they have taken action.^v

To be recognized as Wisconsin Global Scholars, students need to complete

- Coursework in world languages.
- Coursework with strong global implications and analyses.
- Extracurricular activities and experiences with global themes.

3.2 The Global Education Achievement Certificate and Transcript

Endorsements shall be awarded to students who have demonstrated a dedication to global education by successfully fulfilling the recommended criteria in the following four (4) areas:

3.2.1 Coursework (at least 8.0 credits):

Coursework should reflect a clear focus on global inquiry and the criteria of globally competent students as developed by CCSSO. *See endnote i.*

Note: In the development of this policy, it was recognized that Wisconsin districts differ in curriculum and specific course offerings. The following list is presented to provide guidance to individual districts in developing their specific policies.

World language requirements can be satisfied in two ways either by

- Accumulating at least 4 years/credits in a single world language with a minimum passing grade of B at the high school level,

or

- By passing an ACTL proficiency exam (AAPPL - Assessment of Performance toward Proficiency in Languages) at the level of intermediate high.

Additional coursework: At least 4 credits of coursework with a global focus with a minimum passing grade of B. Coursework may include courses on:

- International economics, business, or marketing
- International or foreign affairs
- World/non-U.S. history
- World geography
- Comparative cultures, religions

- Science, technology courses with global application/perspective
- Second world language (at least 1 year)
- Literature of another country, region, or culture
- Music, drama, and visual arts with international perspective

3.2.2 Cultural Literacy

Each student seeking this certificate shall complete independent reviews/reflection on at least eight (8) works of international/cultural media, including at least four books (fiction and non-fiction). Other international/cultural media may include films, music, and art exhibitions. Students may elect to read books from a recommended reading list or other works (including newer releases) with prior approval at the district level. Reading lists should be handled flexibly and include acceptable student suggestions.

Each school and/or school district may determine criteria for reviews and reflections and how these student works will be evaluated.

3.2.3 Co-Curricular and Other School-Sponsored Activities

Each student seeking this certificate shall demonstrate interest in global citizenship through active participation and leadership in at least four (4) co-curricular and other school-sponsored or endorsed activities in grades 9-12. These may include participating in:

- International exchange program as exchange student and/or host.
- Travel abroad program/educational tour.
- Regular, direct engagement with individuals from other countries/cultures (e.g., pen pals, Skype).
- Language and other internationally focused clubs, honor societies.
- Internationally themed programs/competitions for high school students (e.g., Model UN or DECA International competitions).

- International programs offered by colleges/universities (e.g., World Language Day, World Cinema Day, or language/region-specific programs).
- Language immersion programs (e.g., Concordia Language Villages).
- Organizing and running internationally themed events (e.g., International Fairs, Language Days).
- Lectures on international topics and/or speakers in the community or at a college/university.
- Activities comparable to those listed above in collaboration with other individuals or organizations within the student's school and/or from other schools.

3.2.4 Community Service

Each student shall complete a global/cross-cultural public service project, involving at least twenty (20) hours of work, connected to a global community (different from his/her own) or to a global issue. This project may include raising awareness about a global issue, fundraising for a international nonprofit service agency/organization, working on an international project with Returned Peace Corps Volunteers, Rotary, or other Service Club, tutoring a child who is an English language learner, or volunteering with a cultural/linguistic group in the community.

Each student shall present a project proposal to a teacher or other designated staff member designated according to district/school policy prior to initiating the project and submit a summary report upon completion.

Documentation

The Global Scholars designation shall be entered on the student transcription upon completion of all requirements. Achievements in the other areas may be documented; for example, by submitting a print and/or digital portfolio, and/or giving a capstone presentation that demonstrates understanding and deep learning.

Students are encouraged to incorporate the use of technology and multimedia into their work, as appropriate.

3.3 Steps for Approval of Certificates, Diplomas, and Transcripts Endorsements

3.3.1 Application Process. The secondary school must submit an approval request to the Department of Public Instruction (DPI) for participation in the Global Scholars Program prior to issuing a transcript endorsement.

3.3.2 Request an Application and Information. Submit a request for information and an application to the Department of Public Instruction.

3.3.3 Prepare and Submit an Application. Submit an application to the DPI that includes evidence of the following:

3.3.3.1 A statement of intent and evidence of board approval to participate in the program.

3.3.3.2 Name of secondary school(s) participating.

3.3.3.3 Name, title, and communication information of the responsible person(s) in the school district to which information should be directed (e.g., director of instruction, principal, or other person) **AND** the name, title, and communication information of the responsible person at each secondary school who will administer, counsel, and certify that students satisfactorily completed the program as approved (e.g., teacher, counselor, assistant principal, or other person).

3.3.3.4 Offer **specifics** that demonstrate how each of the four (4) requirements (Coursework, Reading, Co-Curricular & Activities, and Community Service) will be satisfied.

3.3.4 Approval of the Application. The State Superintendent's International Education Council or its designee will review the applications and make recommendations to the state superintendent for approval.

3.3.5 Effective Date. The effective date for awarding certificates and endorsements will be immediately upon approval and may be retro-active for students currently enrolled.

3.4 Approval of Student Certificates and Diploma and Transcript Endorsements.

3.4.1 Board Authority.

Each board of education shall have the authority to determine those graduates who have successfully completed the requirements for the Global Education Certificate and Diploma and Transcript endorsement program.

3.4.2 Student Transcript Endorsements

Districts approved for participation in the Global Education Achievement Certificate Program may enter the “Global Scholar” designation on eligible student transcripts at the time of graduation.

3.4.3 Preparation of Certificates

The board of education shall submit the names of eligible students to the state superintendent. The state superintendent shall subsequently prepare a Certificate of Completion suitable for framing that certifies that the named student has successfully completed a program in Global Education and is named a Wisconsin Global Scholar.

4. Recognitions

Wisconsin Global Educator of the Year

Annually recognize an educator in a Wisconsin school district for exemplary teaching of Global Education, advising co-curricular programs related to Global Education, and providing leadership in related school or community activities that are substantially linked to Global Education.

Process. The DPI will process recognition awards for these categories in a manner

similar to teacher, principal, and superintendent-of-the-year awards by announcing the criteria, seeking submissions, and submitting the applications to a committee of professionals who will make recommendations to the state superintendent.

Awards. In addition to a certificate from the state superintendent, the award will be made at an appropriate venue along with a possible monetary award for the students and teachers.

5. Teacher and Administrator Preparation

The International Education Council shall authorize a Committee of the Council to study and make recommendations to the State Superintendent of Public Instruction for the preparation and professional development of Wisconsin teachers and administrators in Global Education.

ⁱ Globally competent students speak multiple languages, have knowledge about the world, inquire global issues, and investigate issues from multiple points of view.

ⁱⁱ <http://www.p21.org/about-us/p21-framework>

ⁱⁱⁱ CCSSO & Asia Society, 2011; <http://asiasociety.org/files/book-globalcompetence.pdf>

^{iv} CCSSO & Asia Society, 2011.

^v Adapted from CCSSO & Asia Society, 2011.