



North Carolina Global Educator Digital Badge Implementation Guide

North Carolina Department of Public Instruction

Global Educator Digital Badge Implementation Guide

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Implementation Guide

Global Educator Digital Badge (GEDB) for Educators

Introduction

In September 2011, the North Carolina State Board of Education (SBE) formed a Task Force on Global Education to assess the state's effort to produce globally competitive graduates ready to live, work, and contribute in an interconnected world. Based on its findings, the Task Force made several recommendations that would help to ensure that public school students are well prepared.

One opportunity resulting from the Global Education Task Force work was the creation of criteria and a process for educators to earn a Global Educator Digital Badge. In September 2014, NCDPI staff presented to the Board a framework in which a candidate for the Global Educator Digital Badge would work with his or her supervising administrator or principal to create a professional development plan focused on embedding global education in instruction. Teacher candidates for the badge would be required to complete 100 hours or 10 CEUs of global educational professional development and meet a Capstone Project requirement within two years (including acceptance into Home Base as a statewide resource). Upon completion of the requirements, a digital badge would be issued to the educator at the state level and the designation would be documented in the educator's Home Base Educator's Professional Development Profile.

The State Board of Education approved the Global Educator Digital Badge for Teachers policy DBDG-001 at the SBE meeting on October 1, 2014. In October 2015, the SBE approved the [Global Educator Digital Badge Criteria \(Appendix A & B\)](#) which includes additional educator categories eligible for the badge.

Purpose

The rate of change of technology, coupled with an ever-increasing global knowledge base, results in the need for a personalized professional development path for educators. The concept behind the Global Educator Digital Badging process is to allow educators to demonstrate their global competence through the ability to develop their students' capacity and disposition to understand and act on issues of global significance through disciplinary and interdisciplinary study. The badging process allows educators to reflect on their NC Educator Evaluation Rubric specific global awareness elements performance. This analysis will then provide for educator customization of their professional growth needs in those elements and along with their supervising administrator determine the professional development path that meets their documented goals and/or strategies. Attainment of the digital badge is not an endorsement on the educator license, rather it is a reflection of the focused professional development and resulting classroom, school, or district practice as seen in the Capstone Project.

Eligibility for the GEDB

Teachers

Professional educators that meet the definition according to general statute are eligible:

General Statute 115C-325 (a)(6) defines a teacher as follows:

"Teacher" means a person who holds at least a current, not provisional or expired, Class A license or a regular, not provisional or expired, vocational license issued by the State Board of Education; whose major responsibility is to teach or directly supervises teaching or who is classified by the State Board of Education or is paid either as a classroom teacher or instructional support personnel; and who is employed to fill a full-time, permanent position.

The policy identifies the Teacher Evaluation Rubric elements as criteria for the Global Educator Digital Badge for Teachers. The policy also identifies the GEDB Evaluation Rubric elements for other educators as follows:

- Teacher Leadership Specialist
- Library Media Coordinators
- Instructional Technology Facilitators
- School Counselor
- Career Development Coordinator
- School Social Workers
- School Psychologist
- Speech Language Pathologist
- Instructional Central Office Staff
- Principal/Assistant Principal
- Superintendent

Definition of a “digital badge”.




A “digital badge” has information attached to the designation about how the badge is earned, who issued it, and the date of issue. The use of badging in this manner has been recognized in industry for many years and is gaining in educational usage to recognize learning in a variety of settings. The following resource provides information on the concept of badging and ways it is being used today. Please visit the following website to gain more information and insight in this process:

“What is a Badge?” http://www.youtube.com/watch?feature=player_embedded&v=RDmfE0noOJ8 provided by the MacArthur Foundation.

YOUR STEPS TOWARD

GLOBAL EDUCATOR DIGITAL BADGE

North Carolina is the first state to offer a global-ready designation for educators. Follow these steps to earn the NC Global Educator Digital Badge (GEDB)

-  Review the NC Global Educator Digital Badge Implementation Guide and select global steps using the Educator Evaluation System.
-  Create a professional development plan or goals and strategies.
-  Complete the GEDB Memorandum of Agreement (MOA) and send to NCDPI to be enrolled in GEDB Online Management Forum.
-  Earn a minimum of 100 hours of global education professional development aligned to the goals in your documented plan.
-  Complete the Capstone Project aligned to your educator role. Use the Capstone Project Checklist to evaluate your project before submitting for state review.
-  Submit your final Global Education Professional Development Log via the Online Forum.
-  Complete the Assurances and Attestation form to be verified by supervising administrator and uploaded via Online Forum by you.
-  Submit your Capstone Project for state review via Canvas, Online Forum or Schoolnet per type of Capstone Project. Notify NCDPI of submission via Online Forum.

NORTH CAROLINA GLOBAL EDUCATOR DIGITAL BADGE EARNED!

For more information and forms on the GEDB, go to the [Global Education Recognitions page](#) from the NCDPI Global Education landing page at <http://bit.ly/NCGlobalEd>

Process for Attaining the GEDB

The process for attaining the GEDB is to be completed within two years. The following pages provide details to the steps outlined on the infographic on page 6 of this Implementation Guide.

Steps 1 and 2: Review and Development of the Documented Plan

Teachers

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts and classroom demonstrations(s).

Every educator will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n)

1. Individual Growth Plan – developed by an educator and should be discussed with the principal
2. Monitored Growth Plan- placed on the plan by the principal, developed and monitored by the educator and principal
3. Directed Growth Plan – placed on the plan by the principals, developed and monitored by the principal

For the GEDB for Teachers candidate, using the North Carolina Educator Evaluation Rubric, the teacher shall rate his/her performance and reflect on his/her performance throughout the year focusing on the global awareness elements outlined in the [Global Educator Digital Badge Criteria \(Appendix A & B\)](#)

As part of the Digital Badging process, each teacher will complete an individual Professional Development Plan (PDP) to identify goals and strategies to improve performance as a global educator. The PDP for Global Educator Digital Badging should include each of the listed Standards and Elements (**shown in bold**) designated through the State Board of Education Policy. (*Note: Other rubric elements and standards may be included as directed by school and/or district plans*)

NC Professional Teaching Standards Standard(s) and global awareness Elements to be addressed:

1. Teachers Demonstrate Leadership: **Element 1a**
2. Teachers Establish a Respectful Environment for a Diverse Population of Students: **Element 2b**
3. Teachers Know the Content They Teach: **Elements 3c and 3d**
4. Teachers Facilitate Learning for Their Students: **Element 4f**
5. Teachers Reflect on Their Practice: **Element 5a**

Educator's Strategies for addressing the above elements in plan:

Goals for Elements: Based on the reflection and discussion with supervising administrator.

Activities/Actions: The professional development to meet the minimum 100 hour requirement.
Expected Outcomes: Intended impact of professional development and support for goal attainment.
Evidence of Completion: Inclusion of PD certificates of completion.
Resources Needed: Determine what resources are available and need for additional ones.
Timeline: Develop a realistic timeline that allows for PD and development of Capstone Project.

Goal setting is a critical step in creating professional development plans. Your Professional Development Plan Goals should be specific and strategic, measurable, attainable and achievable, results-oriented and time-bound. These are also known as SMART Goals.

Locate the SMART Goal example **provided at the link below**. The example is written in SMART Goal format and may be used as a guide to writing your personal SMART Goals. Each teacher should write their unique goals based on their own self assessed individual needs.

After reviewing the provided sample goal, access the SMART Goal template **located at the link below** to assist you in completing your personal PDP goals.

These goals will then be transferred to your PDP Template that you accessed above.

SMART Goal Template ([Appendix C](#))

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Standard 2 Element b Goal 2: To plan and facilitate 100 % of lessons using framework for embedding global themes and problem-based learning.	<ol style="list-style-type: none"> 1. Attend district-wide <i>Robust and Cutting-edge Teacher Support and Tools</i> monthly workshop offered at the Professional Development Center. 2. Work collaboratively with team to build problem-based integrated units. 3. Build Rubrics for projects. 	Student increased ability to frame, analyze, and problem solve to produce globally competitive graduates ready to live, work and contribute in an interconnected world. Culminating project that evidences critical thinking and problem-solving.	GoogleDocs PD Days PBL format for lesson development LEA approved rubric School and student data	May 2015

These goals will then be transferred to your PDP. A template for a PDP is found in [Appendix D](#).

Per policy, the professional development completed for the GEDB may be counted towards general license renewal credits.

Non-Classroom Educators

Central Office Staff:

A candidate for the Global Educator Digital Badge for Instructional Central Office Staff must document goals to address global awareness elements within the *North Carolina Instructional Central Office Staff and Professional Teaching Standards* as part of the summary goals and strategies of their annual evaluation process.

Principal/APs

A candidate for the Global Educator Digital Badge for Principals/Assistant Principals must document goals to address global awareness elements within the *North Carolina School Executive Standards* as part of the summary goals and strategies of their annual evaluation process aligned to applicable global awareness elements and the *North Carolina Standard Course of Study* for students.

Superintendents

A candidate for the Global Educator Digital Badge for Superintendents must document goals to address global awareness elements within the *North Carolina Superintendent Standards* as part of the goals and strategies of their annual evaluation process aligned to applicable global awareness elements and the *North Carolina Standard Course of Study* for students.

Goal Form NC School Principal ([Appendix E](#)) provides a template to consider when developing summary goals.

Step 3: Complete the GEDB Memorandum of Agreement and send to NCDPI

When the educator and supervising administrator have a documented plan in the Home Base educator environment, they will review and sign the Memorandum of Agreement (MOA) for GEDB for Educators ([Appendix F](#)). The MOA outlines the roles and responsibilities of the candidate, the supervising administrator and the district liaison. The district liaison will then send the completed form by email or fax to the NCDPI GEDB coordinator:

NCDPI Global Education
ncglobaleducation@dpi.nc.gov

The NCDPI GEDB coordinator will then enroll the GEDB candidate in the Home Base Online Management System for the GEDB. The candidate will receive notification of the enrollment which will mark the beginning of the two years for the educator to complete the process.

Memorandum of Agreement for GEDB for Educators ([Appendix F](#)).

Step 4: Earn 100 Hours of Global Education Professional Development

Considerations for Choosing Global Education Professional Development: The attainment of the designation is not tied to a required set of courses. The global awareness elements (referenced in the policy) and the educator evaluation rubric indicate the dispositions and skill sets for global awareness. The educator’s self-reflection on the rubric and discussion with the supervising administrator to set their plan goals will indicate the appropriate goals which will help educators increase their own global competence with the further goal of developing their student’s capacity to understand and act on issues of global significance. Teaching for global competence occurs in the selection of curriculum content and instructional planning that enables students to meet the North Carolina Standard Course of Study, while at the same time providing students the chance to frame, analyze, communicate, and respond to issues of global significance. The selection of professional development should be tied directly/aligned to the goals established in the documented plan.

Per policy the districts/charters are to oversee the selection of appropriate global education professional development for their GEDB candidates.

North Carolina is extremely fortunate to have global education partners that have already been working with our districts/charters and post-secondary institutions in helping our teachers and administrators understand the significance of global education within the context of learning standards. These global education partners include:

- Go Global NC
- Participate
- World View

Many districts/charters have partnered with these organizations to develop local global education strategic plans and to implement those plans. Several opportunities already exist for face-to-face, experiential, and virtual global education professional development. The partners have identified several PD offerings for consideration in [Appendix G](#).

The candidate for the GEDB may also have engaged in global education professional development prior to the documented plan year. It is the discretion of the LEA/Charter to accept prior plan year professional development that is aligned to the PDP goals or goals/strategies towards the required 100 hours. However, only professional development completed within the educator’s current 5 year license renewal cycle should be considered.

Step 5: Complete Capstone Project: Development Process and Local Evaluation

As stated before, once an MOA has been submitted, the candidate must complete a minimum of 100 hours or 10.0 continuing education units(CEUs) of global education professional development and create a Capstone Project related to the educator’s global education PDP goals or summary goals and strategies within two years.

Capstone Project Type and Submission

The type of Capstone Project and submission requirements is determined by the educator role as follows:

Teachers:

- Per policy create the Capstone Project Unit Plan(s) which will be shared as a resource within Home Base/Schoolnet. Beginning in May 2018, candidates will create their Instructional Units and Lesson Plans utilizing Google document templates. Candidates request their templates through the GEDB Online Management Forum, **Step 4a**. The templates will guide the candidate through the required elements of the GEDB Capstone Project and candidates should request these as soon as they are ready to begin work on development of their project. The templates also provide a consistent format which provides a standard for evaluation of the projects. The GEDB candidate must utilize all elements of the GEDB unit and lesson templates ([Appendix H](#)) for their Capstone Project. All accepted Capstone Projects at the state level will be uploaded into Schoolnet so that the resource is searchable within the Home Base environment.
 - The template format requires specific learning outcomes and student success targets. These provide greater specificity for instructional planning and delivery than traditional instructional objectives.
 - Using the templates ensures that all “resource pieces” associated with the lesson are actually stored within Schoolnet after acceptance, rather than an external location. (external storage of PDFs and other resources creates a risk of loss if those external locations cease to exist)
 - Instructional materials that are submitted for use in Home Base should be **readily available to users statewide**.
 - Users accessing Home Base may not have access to specific textbooks, kits, manipulatives, or software programs that would limit the usability of the resource.
 - Resources that require commonly available items, such as household items, novels, picture books, primary sources, and teacher-made materials, are acceptable and may be accessed by all users of Home Base.
- Create a unit or units (implies more than one lesson and should follow LEA/Charter definitions or guidelines on unit requirements) incorporating four global competencies/capacities across the instructional unit. The number of lesson plans per unit has averaged at 4 (range of lesson plans should be between 3 – 6). Accepted projects will be uploaded into Schoolnet.
- Invite your supervising administrator to observe your CP being taught in the classroom and use the feedback to strengthen your CP.
- When you request your templates for the unit you will indicate the supervising administrator that will be responsible for overseeing the evaluation of your Capstone

Project before it is submitted for state level review. That individual will also have access to the templates shared with you so that you can coordinate with them the review process. This will make the submission and possible return of any Projects for revisions a simple process.

NCDPI has developed resources and webinars to help teachers access and utilize new process. [Appendix I](#) provides specific information for creating your Capstone Project and the submission process and review process.

Central Office Staff

For the Capstone Project, central office staff may choose to create a unit or units incorporating elements of global awareness education or develop a professional development plan designed to build global educator capacity.

If curriculum unit is chosen, then follow the guidelines for teacher submission.

If professional development is chosen, Canvas is the required digital tool for this submission:

If your district is utilizing Canvas, then please do the following:

- Use your district's instance of Canvas to create a course that will house the content of your professional development.
- Follow your district's procedures for the review of your Capstone Project.
- When your district has approved your CP to be submitted to the state for review, then complete the notification of intended submission via the GEDB Online Management Forum, **Step 4B** for Central Office.
- NCDPI will send directions for uploading your materials for the state level review following your submission of the notification.
- State level reviews will be conducted during the months of March (submitted by February 28) or October (submitted by September 30).

If your district is utilizing an LMS other than Canvas, then please do the following:

- Submit the form via **Step 4A** to receive an invitation to the state instance for Canvas as well as directions for uploading your material for the state level review. You will also provide the information of the supervising administrator that is responsible for evaluating your project so that they will also be invited to the Canvas course and you will coordinate the district review process with them.
- When your district has approved your CP to be submitted to the state for review, then complete the notification of intended submission via the GEDB Online Management Forum, **Step 4B**.
- The state level review will be conducted during the months of March (submitted by February 28) or October (submitted by September 30).

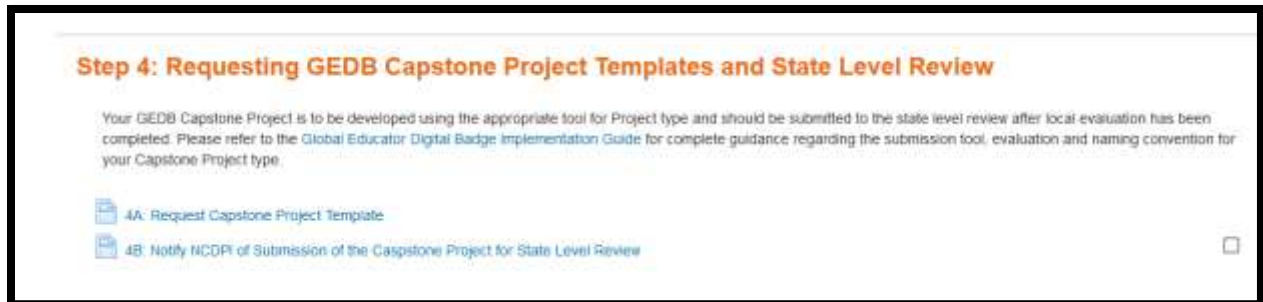
Principals and District Superintendents

Administrators will create a Leadership Brief that aligns with your NC Educator Effectiveness outcomes. A Leadership Brief Google template can be requested via **Step 4B** in the GEDB Online Management Forum. When you request your template for the brief you will indicate the supervising administrator that will be responsible for overseeing the evaluation of your Capstone Project before it is submitted for state level review. That individual will also have access to the template shared with you so that you can coordinate with them the review process. This will make the submission and possible return of any Projects for revisions a simple process.

When the district has determined that the Leadership Brief is ready for state level review, submit the form in **Step 4B** via the GEDB Online Management Forum.

The state level review will be conducted during the months of March (submitted by February 28) or October (submitted by September 30).

Screenshot of Step 4 on GEDB Online Management Forum:



Capstone Project Naming Conventions

Instructional Units: When entering the capstone project on the Google template, the first part of the title of each capstone project must include “**GEDB Tchr Capstone:**” followed by the specific name of the project. For example, if the specific name of the project is, “Exploring Measurement across the Globe”, you would enter the title as “GEDB Tchr Capstone: Exploring Measurement across the Globe”. Be sure to include your name as the author. Your name will be displayed so that you are recognized for your work. In the Publisher space, please include “district name/school name.” For example, if you work at District A/School B, enter, “District A/School B.” This will allow the district and school where you worked during the creation of the project to be recognized.

Professional Development in Canvas: When entering the capstone project in Canvas, the first part of the title must include “**GEDB PD Capstone:**” followed by the specific name of the PD project. For example: “GEDB PD Capstone: Embedding Global in the Classroom Curriculum “

Leadership Briefs: The title of the Leadership Brief must begin with “**GEDB Ldr Capstone**” followed by the specific name for the document. For example: “GEDB Ldr Capstone: Sustainability for Global Education at ABC School in XYZ District”

Capstone Project Evaluation Process

Per policy, the LEA/Charter oversees the Capstone Project. This means that the district is to develop a Capstone Project review process for GEDB Capstone Project submissions. The purpose of the review is to ensure that the Project submitted to the State Level review team meets the criteria and enhances the acceptance rate at the onset. The district should establish clear roles and responsibilities for this process. To the extent possible, utilize curriculum teams or professional learning communities that are currently responsible for creating or reviewing local materials.

GEDB candidates, school/district reviewers and state level review teams will use the following criteria for that review.

- Instructional Unit CP Review
 - Supervising Administrator Classroom Observation of Lesson(s) from CP Unit: The supervising administrator should follow the NCEES recommended procedures for observations of the Capstone Project being taught and upload notations of those observations within the Educator Effectiveness area of Home Base.
 - Quality Review Tools for Digital Learning Resources ([Appendix J](#))
 - GEDB Instructional Unit Checklist ([Appendix K](#))
- Professional Development CP Review
 - GEDB Professional Development CP Checklist ([Appendix L](#))
- Leadership Brief CP Review
 - GEDB Leadership Brief Checklist ([Appendix M](#))
- CCSSO Four Global Competencies ([Appendix N](#))

Below are additional resources to assist in understanding components of the Capstone Project and/or evaluation of the Project.

- GEDB Content Resource Documents ([Appendix O](#))
- GEDB Capstone Project Global Awareness Formative Assessment Guide for Teachers ([Appendix P](#))
- GEDB Capstone Project Global Awareness Guide for Administrators and School/District Review Teams ([Appendix Q](#))
- GEDB Copyright Attribution Examples Document ([Appendix R](#))

Step 6: Submit Log of Earned 100 Hours of Global Ed Professional Development

The GEDB Online Management Forum was designed to assist the GEDB candidate in managing the requirements of the process, including submission of certain documentation. **As noted in Step 3** of the process, the candidate is officially enrolled into the Forum when NCDPI receives the Memorandum of Agreement. That completes the first step of 4 in the Forum. **Step 2** is Submitting a Log of the Professional Development completed towards the 100 hour required minimum. The log is a simple document that is uploaded via **Step 2** that contains the following information:

- The number of contact hours from the PD
- A Description of the PD
- Provider of the PD
- Brief reflection on how the PD helped the candidate in meeting their documented goals

After uploading the document, select “Submit” so that it then shows up in the evaluation queue. The submission will be checked for correct number of hours and to inform policymakers of the variety of PD engaged in and impact of PD on the candidate. Once the submission is marked complete, then the **Step 2** requirement in the Online Forum is met. *(Note: the candidate will receive an email notification when the submission has been evaluated and a link to that feedback will be provided. For the link to work, the candidate must be logged into the GEDB Online Management Forum)*

Screenshot of Step 1 and 2 on GEDB Online Management Forum:

NC Global Education
PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

2016-2017 Cohort

Global Educator Digital Badge: Online Management Forum

This online management forum has been created to help educators track their progress in earning a Global Educator Digital Badge (GEDB). Through this forum educators can document their 100 hours (or 10 CEUs) of global educational professional development and the other steps needed to meet the requirements to earn this badge. The digital badge will be issued to the educator at the state level and the designation will be documented in the Home Base Educator's Professional Development Profile. Your enrollment in this GEDB management system signals that you have completed the first steps in your process to attaining the GEDB.

New forum

Introduction
This section provides a brief overview and background of the program.

Overview and Program Background

Step 1: Memorandum of Agreement (MOA for the Global Educator Digital Badge (GEDB))
Step 1 Directions

Step 2: My Professional Development Log
Your documented Professional Development Plan (PDP) is to be completed in the North Carolina Online Evaluation tool as a part of your annual evaluation cycle.

In this step you will also keep a running record of your PD for the project and upload a completion form logging your PD hours.

Step 2 Directions
My Personal Wiki
Submitting the PD Log

Step 7: Complete the “Assurances and Attestation” Form

The Assurances and Attestation Form must be completed by the supervising administrator to verify: the 100 hours of global education professional development requirement has been met; Capstone Project observation has been completed by supervising administrator or designee; Capstone Project evaluation has been completed. There is a specific form for:

- Teachers signed by Supervising Administrator ([Appendix S](#))
- Central Office Staff signed by Supervising Administrator ([Appendix T](#))
- Principals signed by District Superintendent/Designee and ([Appendix U](#))
- Superintendents signed by School Board/Designee ([Appendix V](#))

These forms are downloadable in **Step 3** of the GEDB Online Management Forum. Candidate should provide a digital copy to their supervising administrator for them to place on school/district letterhead and complete. The form should be returned to the candidate digitally, so they can upload and submit via **Step 3** in the Online Management Forum.

Step 8: Notify State of Capstone Project Submission for State Level Review

Candidates will notify the State Level Review team that their locally evaluated Capstone Project has been submitted for state level review via **Step 4B** in the Online Management Forum. There is a notification form specific to the type of Capstone Project submitted. Follow the directions in the Online Forum per the submission type. This notification should take place after the candidate has been informed by the district that their Capstone Project is ready for state level review.

For additional information regarding the GEDB process, please contact:
NCDPI Global Education
ncglobaleducation@dpi.nc.gov

State-level Review of GEDB Capstone Projects

The state-level review team will convene twice a year in March and October to review the Global Educator Digital Badge Capstone Project submissions. Submissions for the March review should be in the state-level review queue by February 28 and by September 30 for the October review.

GEDB candidates will be notified of acceptance or be provided with feedback for revisions within a month after the review window. See [Appendix I](#): Evaluation Process for Capstone Projects.

When the Global Educator Digital Badge for Educators candidate has completed all requirements, the designation will be noted in the Educator Profile. Once this happens, the educator will receive instructions on how he or she may access and print a copy of the Global Educator Digital Badge recognition for his or her records.

Frequently Asked Questions

Q: How do I begin the process to earn the Global Educator Digital Badge for Educators?

A: The educator should reflect on the global awareness elements identified in the policy and do a self-evaluation based on elements of the evaluation rubrics (<https://www.dpi.nc.gov/educators/home-base/nc-educator-evaluation-system-ncees>). The educator will confer with his/her administrator on the results and develop a set of goals and strategies based on the self-evaluation. In addition, decisions around appropriate global education professional development to meet those goals will also be indicated. Please see the section in the Implementation Guide regarding global education professional development considerations.

Q: What courses do I have to take to earn this designation?

A: The attainment of the designation is not tied to a required set of courses. The global awareness elements (referenced in the policy in [Appendix A](#)) and the educator evaluation rubric indicate the dispositions and skill sets for global awareness. The educator's self-reflection on the rubric and discussion with the principal to set their plan goals will indicate the appropriate goals which will help educators increase their own global competence to develop their student's capacity to understand and act on issues of global significance. Teaching for global competence occurs in the selection of curriculum content and instructional planning that enables students to meet the North Carolina Standard Course of Study, while at the same time providing students the chance to frame, analyze, communicate, and respond to issues of global significance. The selection of professional development should be tied directly to the goals established in the documented plan.

Q: Where do I take my professional development hours?

A: North Carolina is extremely fortunate to have global education partners that have already been working with our LEAs and post-secondary institutions in helping our teachers and administrators understand the significance of global education within the context of learning standards. Many LEAs have partnered with these organizations to develop local global education strategic plans and implement those plans. Several opportunities already exist for face-to-face, experiential, and virtual global education professional development. Please see [Appendix G](#) for global education professional development considerations.

Q: Can I use global education professional development attained prior to my plan year towards the designation?

A: The candidate for the GEDB may also have engaged in global education professional development prior to the documented plan year. It is the discretion of the LEA/Charter to accept prior plan year professional development that is aligned to the PDP goals or goals/strategies towards the required 100 hours. However, only professional development completed within the educator's current 5 year license renewal cycle should be considered.

Q: What is the vetting process for the Global Educator Digital Badge Capstone Project to be included in Home Base resources?

A: GEDB Capstone Project resources for Home Base/Schoolnet are vetted using Quality Review Tools for Digital Learning Resources ([Appendix J](#)). These tools provide structure for evaluating online resources and is in place for NCDPI to identify quality instructional resources for Home Base. This rubric can also be used by teachers as they evaluate, create, and share their own resources. The EQuIP rubrics may also be used for vetting ELA and math lesson plans and unit plans. Resources for vetting with the global education lens are provided in the GEDB Implementation Guide. See [Appendix I: Evaluation Process for Capstone Projects](#).

Q: Once a Capstone Project has been submitted at the state level, how long will it take to earn the designation?

A: The state-level review team will convene twice a year in March and October to evaluate the Global Educator Digital Badge Capstone Project submissions. For the March evaluation, Capstone Projects must be submitted by Feb 28, and for the October evaluation, Capstone Projects must be submitted by Sept 30. GEDB candidates will be notified of acceptance or have the submission returned with feedback for resubmission within a month after the review window. When the Global Educator Digital Badge for Educators candidate has completed all requirements, the designation will be noted in the Educator Profile. Once this happens, the educator will receive instructions on how he or she may access and print a copy of the Global Educator Digital Badge recognition for his or her records.

Q: What if I do not complete the process within the designated two years?

A: Extenuating circumstances may prevent a Global Educator Digital Badge candidate from completing the process within the policy designated two-year requirement. The educator and their supervising administrator should determine what the factors were that impacted the non-completion within the two years and then determine the steps and timeline for the development of a new plan. The supervising administrator should determine if any of the completed global education professional development can be applied to the new plan goals and accept the global education professional development hours completed under the previous GEDB plan towards the new plan. Once the new plan is documented, the GEDB candidate must complete the process within two years. A new Memorandum of Agreement should be completed and sent to NC Global Education.

Q: What if I move to another District/Charter during the 2-year process?

A: The educator can access his/her archived PDP and print a copy to share with the new administrator. The principal losing the educator would not have to do anything in the NCEES EVALUATION SYSTEM. The receiving principal would need to review the printed PDP and the educator would need to begin a new PDP when the succeeding evaluation cycle begins. In the event that the educator moves to a new district/charter during the school year, it would be recommended that he or she continue with the PDP goals initiated in the current year PDP under the supervision of the new administrator. Depending on what time of year the educator moves to another district/charter, the process may vary. If it is mid-school year, then a new PDP

(keeping the original goals/or editing based on input from the new supervising administrator) would be created in the NCEES EVALUATION SYSTEM and the principal would follow the process for signing-off on the PDP in the NCEES EVALUATION SYSTEM.

Q: What role does my administrator/supervisor play in the GEDB process?

A: Your administrator will work with you to develop your Professional Development Plan or goals and strategies that emphasizes your commitment to implementing global awareness into your classes, school, or district. The administrator will further verify that the Capstone Project aligns with global awareness objectives as outlined in the documented plan and verify that the candidate met the requirements for earning the GEDB through 100 hours or 10.0 continuing education units of global education professional development within two years of beginning the process.

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Global Educator Digital Badge Criteria

Item	Description
Policy Title	Global Educator Digital Badge Criteria
Policy Category	Educator Digital Badge (DBDG)
Policy ID	DBDG-001
Policy Date	2015-10-01
Previous Policy Dates	10/02/2014

Formerly TCP-H-001

Educators completing the criteria for the Global Educator Digital Badge do so voluntarily as part of their personal growth goals or as a part of a school or district initiative.

I. Criteria for Teachers

- A. A candidate for the Global Educator Digital Badge for Teachers must successfully complete both of the following:
 1. Document goals to address global awareness elements within the North Carolina Professional Teaching Standards as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These must be aligned to the
 - a. applicable global awareness elements (Ia, IIb, IIIc, IIIId, IVf, and Vb) in the North Carolina Professional Teaching Standards evaluation system;
 - b. North Carolina Standard Course of Study for students.
 2. Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal

Appendix A: SBE Policy

requirements as general renewal credits. The Capstone Project will include evidence that the teacher's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.

- B. A candidate for the Global Educator Digital Badge for Teachers must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state-level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the teacher's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

II. Criteria for Non-Classroom Educators

The criteria for the following educator categories to attain the Global Educator Digital Badge can be found below.

Appendix B: GEDB Criteria for other Educators

GEDB Criteria is available for the following Educators:

- **Teacher Leadership Specialist**
- **Library Media Coordinators**
- **Instructional Technology Facilitators**
- **School Counselor**
- **Career Development Coordinator**
- **School Social Workers**
- **School Psychologist**
- **Speech Language Pathologist**
- **Instructional Central Office Staff**
- **Principal/Assistant Principal**
- **Superintendent**

Teacher Leadership Specialist

A. A candidate for the Global Educator Digital Badge for Teacher Leadership Specialist must successfully complete both of the following:

- 1) Document goals to address global awareness elements within the North Carolina Teacher Leadership Specialist **and** Professional Teaching Standards as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (IVd) in the *Teacher Leadership Specialist Standards* evaluation system **and** (Ia, IIb, IIIc, IIIId, IVf, and Vb) in the *North Carolina Professional Teaching Standards* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
- 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher leadership specialist's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the teacher leader's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.

- B. A candidate for the Global Educator Digital Badge for Teacher Leadership Specialist must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Library Media Coordinators

- A. A candidate for the Global Educator Digital Badge for Library Media Coordinators must successfully complete both of the following:
 - 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for Library Media Coordinators* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (Ia, IIa, IIIa, IVa, Vb) in the *North Carolina Professional Standards for Library Media Coordinators* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Library Media Coordinators must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district,

and state-level

to ensure that the Capstone Project exemplifies a strong professional resource for teachers.

- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.

- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Instructional Technology Facilitator

- A. A candidate for the Global Educator Digital Badge for Instructional Technology Facilitators must successfully complete both of the following:
 - 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for Instructional Technology Facilitators* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (Ia, IIa, IIIa, IVa, Vb) in the *North Carolina Professional Standards for Instructional Technology Facilitators* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.

 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA

- B. A candidate for the Global Educator Digital Badge for Instructional Technology Facilitator must complete the Capstone Project and pass the review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.

- C. A state level review team will make the final decision for recommendation for

acceptance within Home Base.

- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the teacher's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

School Counselor

- A. A candidate for the Global Educator Digital Badge for School Counselors must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for School Counselors* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (IIb, III d, IVc, Vb) in the *North Carolina Professional Standards for School Counselors* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for School Counselors must complete the Capstone Project and pass the review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Career Development Coordinator

- A. A candidate for the Global Educator Digital Badge for Career Development Coordinators must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for Career Development Coordinators* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (Ia, IIb, IIc, IIId) in the *North Carolina Professional Standards for Career Development Coordinators* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Career Development Coordinators must complete the Capstone Project and pass the review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

School Social Workers

- A. A candidate for the Global Educator Digital Badge for School Social Workers must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for School Social Workers* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (*IIb, IIId, Vb*) in the *North Carolina Professional Standards School Social Workers* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for School Social Workers must complete the Capstone Project and pass the review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Speech Language Pathologist

- A. A candidate for the Global Educator Digital Badge for Speech Language Pathologists must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for Speech Pathologists* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (IIc, IVb, IVd, Vb) in the *North Carolina Professional Standards for Speech Language Pathologists* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Speech Language Pathologist must complete the Capstone Project and pass the review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

School Psychologist

- A. A candidate for the Global Educator Digital Badge for School Psychologist must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for School Psychologists* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (IIb, IIIc) in the *North Carolina Professional Standards for School Psychologists* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for School Psychologists must complete the Capstone Project and pass the review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Instructional Central Office Staff

A. A candidate for the Global Educator Digital Badge for Instructional Central Office Staff must successfully complete both of the following:

- 1) Document goals to address global awareness elements within the *North Carolina Instructional*

Central Office Staff and Professional Teaching Standards as part of the summary goals and strategies of their annual evaluation process. The strategies will outline any professional development to be completed to address the goals. These goals must be aligned to the

- a) applicable global awareness elements (1b, 2a, 4a) in the *North Carolina Professional Teaching Standards for Instructional Central Office Staff* evaluation system **and** (Ia, IIb, IIIc, IIId, IVf, and Vb) in the *North Carolina Professional Teaching Standards* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
- 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education summary goals and strategies within two years of the documented goals. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance or that supports instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.

B. A candidate for the Global Educator Digital Badge for Instructional Central Office Staff must complete the Capstone Project and pass the review process at the district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.

C. A state level review team will make the final decision for recommendation for acceptance within Home Base.

D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Principals/APs

- A. A candidate for the Global Educator Digital Badge for Principals/Assistant Principals must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina School Executive Standards* as part of the summary goals and strategies of their annual evaluation process. The strategies will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (1a, 1b, 2a) in the *North Carolina School Executive Standards* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the Principal's/AP's global education summary goals and strategies within two years of the documented goals. The Capstone Project must demonstrate the Principal's/AP's ability to develop school level conditions that ensure that teachers have the skills and ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Principals/Assistant Principals must complete the Capstone Project and pass the Home Base review process at the district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Superintendent

- A. A candidate for the Global Educator Digital Badge for Superintendents must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Superintendent Standards* as part of the goals and strategies of their annual evaluation process. The strategies will outline any professional development to be completed to address the goals. These goals must be aligned to the
 - a) applicable global awareness elements (1a, 2a, 4a) in the *North Carolina Professional Standards for Superintendents* evaluation system;
 - b) *North Carolina Standard Course of Study* for students.
 - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the superintendent's global education summary goals and strategies within two years of the documented goals. The Capstone Project must demonstrate the superintendent's ability to create a culture that fosters global awareness and prioritizes actions that ensures student opportunities for students to frame, analyze, communicate, and respond to issues of global significance. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Superintendents must complete the Capstone Project and pass the Home Base review process at the district, and state- level to ensure that the Capstone Project exemplifies a strong professional resource.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Specific Measurable Achievable Relevant/Results-Oriented Time-bound

SMART Goal Setting Worksheet:

Educator _____ **Evaluator:** _____ **Date:** _____

Issue/Question/Need to be addressed:

SMART Goal #1
To: _____ **so that** _____ **will** _____ **by** _____ **(completion date)** _____ **as measured**
by _____.

Rational (data indicating need) for this goal:

Benefits of achieving this goal:

Specific Action Steps:	Expected Completion Date	Completed
1.		
2		
3.		

Specific

Measurable

Achievable

Relevant/Results-Oriented

Time-bound

SMART Goal Setting Worksheet:

Educator _____ **Evaluator:** _____ **Date:** _____

Issue/Question/Need to be addressed:

SMART Goal #2
To: _____ **so that** _____ **will** _____ **by** _____ **(completion date)** _____ **as measured**
by _____.

Rational (data indicating need) for this goal:

Benefits of achieving this goal:

Specific Action Steps:	Expected Completion Date	Completed
1.		
2.		
3.		

Specific

Measurable

Achievable

Relevant/Results-Oriented

Time-bound

SMART Goal Setting Worksheet:

Educator _____ Evaluator: _____ Date: _____

Issue/Question/Need to be addressed:

SMART Goal #3

To: _____ so that _____ will _____ by (completion date) _____ as measured by _____.

Rational (data indicating need) for this goal:

Benefits of achieving this goal:

Specific Action Steps:	Expected Completion Date	Completed
1.		
2.		
3.		

Appendix D: Professional Development Plan Template

Professional Development Plan – Mid-Year Review to be completed by (date) _____

Teacher: _____

Academic Year: _____

C. Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

--

D. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
<p>Teacher's Signature: _____</p> <p>Date: _____</p>	<p>Mentor's Signature: _____</p> <p>Date: _____</p>	<p>Administrator's Signature: _____</p> <p>Date: _____</p>

Appendix D: Professional Development Plan Template

Professional Development Plan – End-of-Year Review to be completed by (date) _____

Teacher: _____

Academic Year: _____

E. Evidence of Progress toward Specific Standards or Elements to be Addressed/Enhanced

- | | | | | |
|--------------------------------------|-----|--------------------------|----|--------------------------|
| F. Goal 1 was successfully completed | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| Goal 2 was successfully completed | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

G. Narrative

Teacher's Comments: Teacher's Signature: _____ Date: _____	Mentor's Comments: Mentor's Signature: _____ Date: _____	Administrator's Comments: Administrator's Signature: _____ Date: _____
---	---	---

Appendix E: NC Principals Goal Form

North Carolina School Principal: Summary Goal Form (Optional)

Name: _____

ID#: _____

School: _____

School Year: _____

INSTRUCTIONS: This goal-setting form may be completed by the principal following the self-assessment process. The goals, as well as activities, outcomes and time line, will be reviewed by the principal's supervisor prior to the beginning work on the goals. The supervisor may suggest additional goals as appropriate. It is not necessary for the principal to have a goal for each standard.

Standard	Goal(s)	Key Activities/Strategies (What you need to accomplish the goal)	Outcomes (Measurement)	Time Line For Measuring Goal Outcome
1. Strategic Leadership				
2. Instructional Leadership				
3. Cultural Leadership				
4. Human Resource Leadership*				
5. Managerial Leadership				
6. External Development Leadership				
7. Micro-political Leadership				

* A goal for maintaining or improving the school's teacher turnover rate must be included.

Comments: _____

Principal Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

District Information

LEA Name _____

District Liaison
Name _____

Title _____

Email _____

Global Educator Digital Badge Candidate

Candidate Name _____

Title _____

Content Area _____

Email Address _____

Supervising Administrator

School and/or
District _____

Supervising
Administrator
Name _____

Annual Completed Documented Plan or Summary Goals and Strategies

Date _____

**Memorandum of Agreement
for the
Global Educator Digital Badge**

North Carolina educators participating in the NC Global Educator Digital Badge (GEDB) process and their supervising administrators are asked to review the expectations, roles, and responsibilities noted below, in order to ensure fidelity of implementation. The Memorandum of Agreement (MOA) shall be effective upon receipt of this signed document by the North Carolina Department of Public Instruction (NCDPI). Upon receipt of the MOA, the NCDPI GEDB coordinator will enroll the candidate into the GEDB online platform and upload this MOA as completion of Step 1 of 4 on the platform. The educator candidate will then be responsible for uploading any additional documentation onto the platform.

Educator Expectations, Roles, and Responsibilities

A candidate for the GEDB must successfully complete the following:

- Documentation of goals to address global awareness elements within the North Carolina Professional Educator Standards as part of the annual professional development plan or summary goals and strategies. The plan or summary will outline any professional development to be completed to address the goals.
- Incorporation of applicable global awareness elements into the plan or summary, as defined in policy criteria for each educator category in the *North Carolina Professional Standards Evaluation System*; *North Carolina Standard Course of Study* for students.
- Completion within two years: a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals of the documented professional development plan or summary goals and strategies.
- Upload of all requested information to the Global Educator Digital Badge in the Home Base Global Educator Online Management Forum.
- Completion of the Capstone Project and submission in the Home Base/Schoolnet for Instructional Units, Canvas for Professional Development, or PDF document for Leadership Brief for review process at the school, district, and state levels.

Supervising Administrator Expectations, Roles, and Responsibilities

The administrator supervising a candidate for the GEDB must complete the following:

- Observation and/or evaluation of the candidate's successful facilitation of the Capstone Project, with emphasis on the applicable global awareness elements in North Carolina Professional Standards, as defined in policy for each educator category.

**Memorandum of Agreement
for the
Global Educator Digital Badge**

- Verification that Capstone Project lessons facilitated, professional development or Leadership Brief align with the global awareness objectives outlined in the candidate's professional development plan or summary goals and strategies through observation data.
- Verification and attestation that candidate did meet requirements within two years for earning the Global Educator Digital Badge through completion of a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals of the documented professional development plan or summary goals and strategies.
- Evaluation of candidate capstone project utilizing the evaluation checklist before submission to the district level.

District Liaison Expectations, Roles, and Responsibilities

The district liaison for the Global Educator Digital Badge must complete the following:

- Send this signed MOA to the NCDPI GEDB coordinator.
- Coordinate district evaluation of capstone projects utilizing evaluation checklists for curriculum development or organizing review teams or possible peer review coached sessions.
- Identify district level submitter to state Schoolnet bank for capstone projects.
- Primary district contact for the state level GEDB coordinator

NCDPI Expectations, Roles, and Responsibilities

A designee from the North Carolina Department of Public Instruction shall:

- Enroll candidate into the GEDB Online Management Forum
- Determine the final decision for acceptance of Capstone Project within Home Base.
- Document the educator's Global Educator Digital Badge in the Home Base Educator's Professional Development Profile upon approval.

Appendix F: Memorandum of Agreement

We, the participating parties, have reviewed the expectations, roles, and responsibilities of each member noted above and have been authorized to submit this MOA on behalf of our local education agency.

Signature of NC Candidate for Global Educator Digital Badge

Date

Signature of Supervising Administrator

Date

Signature of District Liaison




Date

Please send signed form to:

Email: ncglobaleducation@dpi.nc.gov

Appendix G: North Carolina Department of Public Instruction: Partners in Global Education

Road to 100 HOURS or 10 CEUs

		
<p>Global Teachers Program</p> <p>Teacher study abroad programs</p> <p>Summer</p> <p>60-80 hours - 6-8 CEUs</p> <p>Global Education Workshops</p> <p>1 day / Varied times</p> <p>10 hours - 1 CEUs</p> <p>Global Education Webinars</p> <p>Varied times</p> <p>Varied hours / CEUs</p>	<p>Onboarding: 10 hours</p> <ul style="list-style-type: none"> Becoming a Global Educator Participate in your PD <p>Participate offers the following personalized Global Competence Pathways. These include formal courses and electives:</p> <p>Global Education Foundations: Choice of 4 Online Courses/Electives 40 hours - 4 CEUs</p> <p>21st Century Global Citizens: Choice of Courses/Electives 40 hours - 4 CEUs</p> <p>Culture: Choice of Courses/Electives 40 hours - 4 CEUs</p> <p>Action Research: Choice of Courses/Electives 40 hours - 4 CEUs</p> <p>Global Teacher Leader: Choice of Courses/Electives 40 hours - 4 CEUs</p> <p>Teaching the Sustainable Development Goals: Choice of Courses/Electives 40 hours - 4 CEUs</p> <p>Capstone Project Guide: course (for teachers not engaged in Action Research): 20 hours: 2 CEUs</p> <p>List of online events and opportunities via Participate (synchronous/asynchronous): at least 20 hours: 2 CEUs</p> <ul style="list-style-type: none"> Coaching Peer Mentor Training Twitter Chats, EdCamps, teacher-driven PD workshops, Virtual Exchange). 	<p>PARTNERS PROGRAM 1 day AUGUST 10 hours - 1.0 CEUs</p> <p>WORLD VIEW TO YOU! ON-SITE WORKSHOPS ½ to 1 day YEAR ROUND 10 hours - 1.0 CEUs</p> <p>GLOBAL EDUCATION SYMPOSIUM 1½ days OCTOBER 15 hours - 1.5 CEUs</p> <p>SPRING SEMINARS (2 offered) 1½ to 3 days MARCH 15 hours to 30 hours - 1.5 to 3.0 CEUs</p> <p>CREATING A GLOBAL MEDIA CENTER WORKSHOP 1½ days APRIL 15 hours - 1.5 CEUs</p> <p>GLOBAL EDUCATION LEADERS PROGRAM 5 days JUNE 50 hours - 5.0 CEUs</p> <p>INTERNATIONAL STUDY VISITS (2 offered) 10 to 14 days JUNE & JULY 70 to 100 hours - 7.0 to 10.0 CEUs</p>

GEDB Capstone Project Instructional Unit Template

This is an editable template.

Please delete the section descriptions (*italicized under each section*) before typing your text under each section heading. Please utilize Arial font, size 11 for your composition.

Subject:

Grade Range:

Title of Unit: GEDB Tchr Capstone:

Description of instructional unit plan:

Content Standards, Clarifying Objectives, and Information and Technology standards:

North Carolina Standard Course of Study

Please note that all alignments are made at the substandard level for NC English Language Arts and NC Mathematics Standards and the Clarifying Objective level for NC Essential Standards and Career & Technical Education Standards.

Links to the current North Carolina Standard Courses of Study

<https://sites.google.com/dpi.nc.gov/k-12-sci/>

Properties:

Duration of unit:

Keyword(s): *GE Investigate the World, GE Recognize Perspectives, GE Communicate Ideas, GE Take Action*

Additional Properties:

Author: *GEDB Candidate*

Publisher: NCDPI / School, District

Rights: www.ncpublicschools.org/homebase/copyright

Appendix I: Evaluation Process for Capstone Projects

Is this instructional unit developed as part of the World View Teacher Leader Academy?

- **Yes or No:**

If yes, then this statement will also be included with your unit: “*This instructional unit was developed under the provision of the World View Teacher Leader Academy.*”

Text-Based Content

What is our plan to accomplish the goals? (activities, resources, materials, class set up)

This section should reflect the ways that Global Education and the four global competencies are expressed through the chosen instructional activities, resources, and learning materials.

How will we know when each student has reached the goals?

This section describes the methods used to assess student learning (formative and summative assessments).

How will we respond when a student experiences success or difficulty in learning?

This section describes strategies and methods that will be employed to provide students with extensions and/or remediation to the learning.

NOTE: When your plan has been reviewed by your school/district and is deemed ready to be reviewed at the state level for inclusion in the state Home Base collection, then please submit the following form to alert the state team: [Request for GEDB CAP Review](#) (You will need to know who at your school or district level will sign off on any additional revision reviews if needed, along with their contact information to submit this request.)

GEDB Capstone Project Lesson Plan Template

Please note that all fields of the template are required to be completed.

This is an editable template.

Please delete the section descriptions (italicized under each section) before typing your text under each section heading. Please utilize Arial font, size 11 for your composition.

Subject:

Grade Range:

Title: GEDB Tchr Capstone: *Instructional Unit Title – Lesson Title (including lesson number)*

Description of lesson plan and how it fits into curriculum:

Duration of lesson:

Content Standards, Clarifying Objectives, and Information and Technology standards:

North Carolina Standard Course of Study

*Please note that all alignments are made at the substandard level for **NC** English Language Arts and **NC** Mathematics Standards and the Clarifying Objective level for **NC** Essential Standards and Career & Technical Education Standards.*

Links to the current North Carolina Standard Courses of Study

<http://www.ncpublicschools.org/curriculum/>

Properties:

Duration of unit:

Keyword(s): GE Investigate the World, GE Recognize Perspectives, GE Communicate Ideas, GE Take Action; additional keywords relevant to the lesson content

Additional Properties:

Author: GEDB Candidate's name

Publisher: NCDPI / School, District

Rights: www.ncpublicschools.org/homebase/copyright

Appendix I: Evaluation Process for Capstone Projects

Text-Based Content:

Student Engagement/Motivation

What pre-lesson activity will be done to engage students in the lesson? Why would the student be interested in this lesson? What is the connection to the material?

Common student engagements are short Q&A or discussion sessions, quick hands-on activities or demonstrations, video/audio clips, etc.

Learning Targets/Criteria for Success

Learning Targets (LTs) relate to the standard(s) or objective(s) to which the lesson is aligned and are measurable achievement expectations of what a student should be able to do by the completion of the lesson. LTs are written as "I can" statements.

Learning Target(s) Examples

- *I can compare the human and physical characteristics of places.*
- *I can provide examples of how people change the environment to meet their needs.*

Criteria for Success Statements (CSS) identify what students need to do during the learning process to meet the learning targets. They may also provide an understanding of what quality student work looks like. CSS are written as "I will" statements.

Criteria for Success Statement(s) Examples

- *I will differentiate and classify specific places in India that represent human/cultural vs. physical characteristics.*
- *I will conduct research to determine how the people use the land in India to meet their needs.*
- *I will create a presentation to describe to my classmates how the people use the land in India to meet their needs.*

Supplies/ Resources

Materials used by both the teacher and student.

All of the materials, handouts, websites, technology hardware, software, and tools needed to fully implement the lesson should be listed in this section.

Learning Tasks and Practice

Includes in and out of class activities, as well as individual and group learning opportunities.

Appendix I: Evaluation Process for Capstone Projects

This section includes the lesson narrative, a step-by-step procedural list of how to fully implement the lesson with students. The narrative should be detailed and provide all necessary information to implement the lesson, including descriptions of all instructional strategies used.

The lesson narrative should be written in 3rd person narrative. (Students will...;Teacher will...)

Technological Engagement

Technology used by both the teacher and student including active and passive uses. Includes possible technological alternatives.

This section should again list the technology hardware, software, and tools used in the lesson as well as description of how students are using them.

Collecting/Documenting Evidence of Learning

Collecting evidence of learning involves using strategies that allow students to show what they have learned based on the learning target(s) and criteria for success statements.

(e.g., student presentations, individual whiteboards, clock appointments, questioning, numbered heads together, observation, etc.)

Documenting evidence of learning involves using strategies to record evidence of student learning based on the learning target(s) and criteria for success. (E.g. checklists, mental notes, symbolic indicators on seating charts or rosters, audio/video recordings, conference notes, etc.)

Formative assessments:

Summative assessments:

Student Self-Reflection and Action Steps

What opportunities are students given to reflect on their learning in relation to the set learning targets?

What steps are taken when students have not met instructional goals? What steps are taken for students who have met instructional goals?

Feedback/Instructional Adjustments

What opportunities for insight into feedback are evident in the lesson? How can the lesson be adjusted based on the feedback?

Extended/Remedial Learning Opportunities

Includes enrichment, remediation, or extension learning opportunities.

Appendix I: Evaluation Process for Capstone Projects

Teacher Reflection of Learning

A process that helps teachers think about what happened, why it happened, and what else could have been done to reach the goals during and after instruction.

Please upload all supplemental materials (student handouts, images, maps, rubrics, etc.) as PDF document(s) as applicable to the folder labeled “LP X Supplemental Materials” where X is the lesson plan number.

NOTE: When your plan has been reviewed by your school/district and is deemed ready to be reviewed at the state level for inclusion in the state Home Base collection, then please submit the following form to alert the state team: [Request for GEDB CAP Review](#) (You will need to know who at your school or district level will sign off on any additional revision reviews if needed, along with their contact information to submit this request.)

GEDB Capstone Project Leadership Brief Template

This is an editable template.

Please delete the section descriptions (italicized under each section) before typing your text under each section heading. Please utilize Arial font, size 11 for your composition.

Introduction

The narrative should begin with the administrator's name, preferred contact information and any website where the reader can find evidence of the project in action or the implementation plan and outcomes.

Executive Competency Alignment

This section of the narrative should show how the administrator's goals and strategies for their annual assessment is aligned to this project.

School and/or District Strategic Plan Alignment

This section of the narrative should describe how global education is part of the district and/or school plan and provide a link to the plan(s).

Organizational Scope

This section of the narrative provides the school or district context for the plan. It also describes the conditions that led to the specific focus of the project, and identifies the steps taken to implement the Global Education improvement activities.

Personal Learning Dimensions

This section of the narrative should demonstrate how global education implementation has led to personal, staff, student growth and how the success has been measured (what data was used to inform and document the project?).

Outcomes of Professional Development

This section of the narrative provides an evaluation of how global education professional development impacted global education objectives and goals, including a discussion of what was successful and what could have been done differently.

Opportunities for Further Development

This section of the narrative describes any next opportunities for further improving global education in the leadership context, including a discussion of how global education is being sustained through additional practices and planning.

Appendix A: Credits for Visuals

In this appendix, please provide attribution for all photographs/images used throughout the narrative.

Appendix B: References for Resources

In this appendix, please provide attribution, citation, and/or contact information for all organizations, third-party content vendors, or other sources of resource materials that are used throughout the narrative.

NOTE: When your plan has been reviewed by your school/district and is deemed ready to be reviewed at the state level for inclusion in the state Home Base collection then please submit the following form to alert the state team: [Request for GEDB CAP Review](#) (You will need to know who at your district level will sign off on any additional revision reviews along with their contact information to submit this request).

Appendix I: Evaluation Process for Capstone Projects

GEDB Instructional Unit and Leadership Brief Capstone Project templates will be delivered to candidates as Google docs in an individual folder. The specific link to their Google folder will be sent to the candidate via an email from “NCGlobalEducation@gmail.com.”

Note: Please make sure this address is added to all involved parties’ address books to ensure emails will be delivered to the INBOX folder and not a SPAM folder.

These docs are immediately editable and, after school/district and state-level review revision recommendations are provided, edits can be made by the candidate on these documents.

State-level review feedback comments that define and describe necessary revision work will be provided on an Evaluation form sent to the candidates via an email from “NCGlobalEducation@gmail.com.”

Color coding will be used on the feedback/evaluation forms to indicate the status of the project (current revision cycle). Dates will also be provided on the evaluation form to further note the progression of feedback comments and revision work.

Color coding will be used as follows:

- Feedback for initial review will be indicated on the evaluation form with **ORANGE** text.
- Feedback (if needed for additional revisions) for the first review of revised materials will be indicated on the evaluation form with **BLUE** text.
- Feedback (if needed for additional revisions) for the second review (and subsequent reviews if needed) will be indicated on the evaluation form with **MAGENTA** text.

Dates will also be provided on the evaluation form to further note the progression of feedback comments and revision work.

- Example: **4/13/18 - Learning Targets and Criteria for Success Statements are not in the proper format...**

Once all edits have been made and the revised documents are ready for additional review, participants should notify the school and/or district administrator indicated in your state-level review request form. They can then review the revised materials and confirm that they are ready for additional review at the state level.

Please note that once the state level review team is notified that initial and/or revised materials are ready for review, access to the CAPSTONE project materials will be restricted to “View Only” access to prevent additional editing while the projects are in review status.

The supervising administrator, working with the candidate, will be provided access to a master spreadsheet where they will indicate when a Capstone Project is deemed ready for another review and where they can also track the progress of all reviews for any candidates they might be overseeing in this process. This spreadsheet will be color coded to coincide with the review/feedback and revision cycles for projects. The color coding will be employed as follows:

- **GREEN** highlighting is used to indicate units that are ready for review by the state-level review team. This includes the initial review and all subsequent reviews of revised materials based on state-level review team’s feedback.

Appendix I: Evaluation Process for Capstone Projects

- **ORANGE** highlighting is used IF NEEDED to indicate units that have received initial review and have been returned to the teacher for first round revisions work based on feedback from the state-level review team.
- **BLUE** highlighting is used IF NEEDED to indicate units that have received review of first round revisions and have been returned to the teacher for second round revisions work based on additional feedback from the state-level review team.
- **MAGENTA** highlighting is used IF NEEDED to indicate units that have received review of second (and/or subsequent) round revisions and have been returned to the teacher for third (or subsequent) round revisions work based on additional feedback from the state-level review team.

Please note that when the state-level team begins review, access to the CAPSTONE project materials will be restricted to “View Only” access to prevent additional editing while the projects are in review status.

Below is the introduction of the [Quality Review Tools for Digital Learning Resources](#). Use the hyperlink to access the full document.

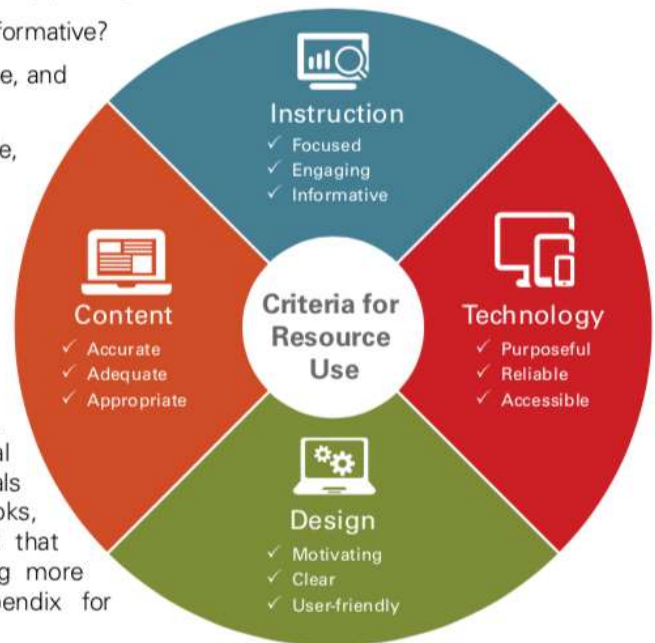
NORTH CAROLINA
DIGITAL LEARNING INITIATIVE

Recent initiatives such as the U.S. Department of Education’s [#GoOpen Campaign](#)¹ and [North Carolina’s Digital Learning Initiative](#)² have highlighted the potential equity, flexibility, and cost-saving benefits of leveraging open educational resources to support teaching and learning. As schools and districts continue to expand access to broadband and devices, the availability of free or inexpensive digital learning resources has expanded exponentially. However, with an increase in quantity comes uncertainty about the quality of instructional materials. In response, the North Carolina Department of Public Instruction and the Friday Institute for Educational Innovation have developed and identified several resources³ to support educational organizations in their adoption, development, and use of digital learning resources.

The Quality Review Checklist and Rubric presented here are designed to supplement the report [Selecting Digital Education Content: A Guide for North Carolina Schools and Districts](#). Based on a review of the existing literature and feedback and support from district leaders across the state, the checklist and rubric identify four domains and twelve key indicators for assessing the quality of digital learning resources. The following questions summarize the criteria for high-quality local, state, and global resources and should be carefully considered before approving their use in the classroom:

- Is the **instruction** focused, engaging, and informative?
- Is the **content** presented accurate, adequate, and appropriate?
- Are **technology** features purposeful, reliable, and accessible?
- Is the **design** of the resource motivating, clear, and user-friendly?

Both the checklist and rubric are designed to evaluate supplemental digital learning resources such as online educational games, simulations, apps, instructional tasks or lesson plans that require a digital device (e.g. computer, tablet, or smartphone). The checklist and rubric may also serve as an initial screening tool for more comprehensive materials such as multi-lesson curricular units, e-textbooks, or online courses. However, it is recommended that subject specific criteria be used when reviewing more comprehensive instructional materials. See appendix for suggested rubrics.



Appendix K: Instructional Unit Capstone Project Checklist

Checklist for the Review of GEDB Capstone Projects

Instructional Unit/s

The purpose of the GEDB Capstone Project (CP) instructional unit/s is to demonstrate how the educator has embedded opportunities for students to investigate, analyze and problem-solve global issues through disciplinary and interdisciplinary study. In other words, how do you accomplish this while teaching your content standards, rather than simply conducting a special lesson on flags, foods or festivals as an enrichment. These guidelines can be utilized as a checklist for developing and evaluating the CP unit/s.

All GEDB Instructional Units (IU) are to be developed and submitted via the process outlined in Step 4 of the GEDB Online Management Platform. Utilize the templates provided to guide you through the requirements.

These guidelines are applicable for all categorical teachers, teacher leader specialist and central office staff developing an instructional unit or units as their CP.

Note: An instructional “unit” implies more than one lesson. Please follow your LEA definition of an instructional unit for the purposes of this project submission and note that the average number of Lesson Plans per Instructional Units is 4.

Content alignment as evaluated by the NC Summary Rubric criteria

Evaluation Component	Addressed/Comments
Units/Lessons must be aligned correctly to standard(s) in one or more content and Global Educator Capstone Project Unit(s) area(s).	
The Global Education requirements of Investigating the World, Recognize Perspectives, Communication and Taking Action (Appendix N in Guide) is to be applied across the instructional unit.	
All major aspects of the units and lessons should be aligned to a standard. <i>Note: All alignments are made at the substandard level for NC English Language Arts and NC Mathematics Standards and the Clarifying Objectives level for NC Essential Standards and Career & Technical Education Standards.</i>	
All listed standards must be addressed by the lesson.	

Appendix K: Instructional Unit Capstone Project Checklist

Overall structure and composition inherent in comprehensive, quality curriculum, including embedded global components:	
Evaluation Component	Addressed/Comments
<p>In provided templates:</p> <ul style="list-style-type: none"> ● Title (with correct naming convention), Description, Subject, Grade Range, Standards ● Add Keywords addressed: <ul style="list-style-type: none"> ○ GE Investigate the World ○ GE Recognize Perspectives ○ GE Communicate Ideas ○ GE Take Action ● Under Organizers indicate <i>Global Education</i> as a Focus area (must identify Global Education but may add other focus areas as applicable from the selections provided) 	
<p>Detailed explanation of all components of the complete unit/s including the following specific global education elements:</p> <ul style="list-style-type: none"> ● Content and global awareness Learning Targets (LTs) for students that relate to the standard(s) or objective(s) to which the lesson is aligned and are measurable achievement expectations of what a student should be able to do by the completion of the lesson. LTs are written as "I can" statements. ● Criteria for Success Statements (CSS) that identify what students need to do during the learning process to meet the learning targets. They may also provide an understanding of what quality student work looks like. CSS are written as "I will" statements. ● Collecting/documenting evidence of learning involves using strategies that allow students to show what they learned based on the LTs including development of global awareness (<i>e.g., student presentations, individual whiteboards, clock appointments, questioning, observation, etc./e.g., checklists, mental notes, symbolic indicators on seating charts or rosters, audio/video recordings, conference notes, etc.</i>) 	

Appendix K: Instructional Unit Capstone Project Checklist

<p>Usage and description of a variety of instructional strategies in order to engage students and meet the needs of diverse learners.</p> <ul style="list-style-type: none"> ● Student Engagement / Motivation - a pre-lesson activity designed to engage students in the lesson. ● Technological Engagement - evidence that technological components have been employed in the implementation of the lesson ● Extended / Remedial Learning Opportunities - strategies to extend or re-address the learning should be part of the planning and implementation processes for the lessons. 	
<p>Structured lessons that allow all content and instructional activities to be reasonably completed in the given time frame.</p>	
<p>Lesson narratives in the unit/s that are detailed, so that the lessons could be easily replicated by anyone who uses them. This includes strategies or methods that may be used or referenced but may not be familiar to the reader (see Copyright section below) and any formative or summative assessments.</p>	
<p>Use of common writing practices for curriculum such as using third person narrative (“Students will...”; “Teachers will...”), and proofreading and editing work before submitting and/or using peer editing practices. Other examples such as use of formal language (not slang) and writing for a general audience should also be addressed.</p>	
<p>Reflective practice should be an inherent component of the lesson plan development.</p> <ul style="list-style-type: none"> ● Student Self-Reflection - what opportunities are provided to students to help them assess their own learning? ● Feedback / Instructional Adjustments - after implementing the lesson with students, are there modifications that need to be made? What recommendations can be provided to others using the lesson? ● Teacher Reflection - what did you learn as a result of the process? 	

Appendix K: Instructional Unit Capstone Project Checklist

Adherence to copyright and attribution policies and protocols

Disclaimer: This is for informational purposes only so that you can learn more about copyright and Fair Use. It is not for the purpose of providing legal advice. Please consult a lawyer if you want legal advice.

The Capstone Project you are creating for the GEDB will become a searchable Home Base resource. Remember that we must interpret copyright conservatively for this work because you are creating content to be distributed statewide at a cost to the end user. This takes your work beyond some of the Fair Use guidance you normally follow for classroom materials.

Evaluation Component	Addressed/Comments
<p>The units or lessons should feature original authored material:</p> <ul style="list-style-type: none"> ● In order to ensure the integrity and legality of the educational materials (lesson content, student handouts, presentations, images, rubrics/assessments, etc.) submitted for use in the Global Education Capstone project, I guarantee that I am the creator and proprietor of all such educational materials. that I have submitted to NCDPI. ● Authorship and ownership of all materials should be confirmed by adding a statement at the end of each document stating that _____ authored/created these materials, DATE. 	
<p>The units or lessons may contain third party content taken from external sources:</p> <ul style="list-style-type: none"> ● In order to ensure the integrity and legality of the educational items (lesson content, student handouts, presentations, images, rubrics/assessments. etc.) submitted for use in the Global Education Capstone project, I guarantee: (a) that I have obtained all rights necessary to provide the educational items that I have submitted to the NCDPI; (b) that I have obtained from the creator or owner of any third party content contained within the educational items the right for NCDPI to make the items available for use in the Global Education Capstone project; and (c) that the use of the items in the Global Education Capstone project complies with all applicable license terms, terms of use, or other usage terms as set forth by the creator or owner of any third party content contained within the items. I understand that 	

Appendix K: Instructional Unit Capstone Project Checklist

submitting educational items that have been created by a third party, or that contain third party content, without the third party's permission may be a violation of copyright law. I will provide NCDPI, upon its request, with a copy of the applicable license terms, terms of use, other usage terms, or other evidence supporting the guarantees set forth above.

- For materials created with third party content, these materials can only be used if:
 - Documentation is provided that these materials are in the public domain or that they are free for commercial use (CC license, etc.).
 - Attribution / citation must still be provided, including a link to the source material if possible.
 - Documentation should include terms of use for each material.
 - Written documentation is provided that the copyright holder has given permission for commercial use of the materials within the lesson.
 - Documentation, such as a letter or email, should be provided with the instructional materials.
 - Documentation must clearly demonstrate that the copyright holder understands that the materials will be shared with a large number of people and will be used in multiple classrooms across the state.
 - The materials are freely accessible via a unique URL. A direct link to the materials can then be provided within the context of the lesson(s).
- some common copyright violations are: (not exhaustive)
 - Use of copyrighted music
 - Use of copyrighted literature
 - Use of copyrighted pictures

Appendix K: Instructional Unit Capstone Project Checklist

- | | |
|--|--|
| <ul style="list-style-type: none">○ Use of company logos and trademarks without permission○ Use of software, website, etc. in a manner that violates its “Terms of Use”○ Copying/scanning copyrighted text including textbooks and complementing materials such as worksheets for the purpose of uploading | |
|--|--|

School and District Vetting of Capstone Projects before submission for State-Level Review

The requested templates provide a space where teachers can develop their Capstone Project which can then be shared with their school and /or district level team of reviewers. These reviewers should utilize the guidelines provided above to review, provide feedback to the teacher for any revisions and ultimately notify the state-level review team via **Step 4b** in the GEDB Online Management Forum. The state-level review process will utilize the guidelines above. Providing guidance at the local level will ensure that submissions received for the state-level review will require minimal if any revisions before being accepted as a resource in Home Base. This acceptance as a resource in Home Base is one of the requirements for attaining the Global Educator Digital Badge.

In addition, the supervising administrator must observe the Capstone Project while it is being taught and complete an Attestation and Assurances form for the candidate to submit.

Additional details and resources are located in the *North Carolina Global Educator Digital Badge Implementation Guide* which can be found at:

<https://www.dpi.nc.gov/documents/globaled/actions/global-educator-digital-badge-implementation-guide>

Appendix L: Professional Development Capstone Project Checklist

Checklist for the Review of GEDB Capstone Projects

Professional Development

The purpose of the Professional Development Capstone Project by Central Office Staff is to build global educator capacity for their district. Canvas is the digital platform to be used for submission of this CP type. More information is available in the GEDB Implementation Guide.

The professional development aligns with the educator’s NC Educator Effectiveness outcomes. The submission in Canvas should provide enough information and resources for the reader to understand the intended goals and outcomes of the PD activities and address the following:

Evaluation Component	Addressed/Comments
The PD submission should provide a narrative with the administrator’s name, preferred contact information, PD and components or link to the PD components. PD Submission is in Canvas. Naming convention is addressed.	
Give a general description of the organizational scope of the professional development. (Describe the district or school context).	
Describe the conditions that led to the specific focus of the professional development. <i>Why was this an important thing to do in this location at this time?</i>	
Describe the personal learning dimension of the professional development. <ul style="list-style-type: none"> • What data was used to inform this session? • What deeper understandings had to be developed to appropriately initiate the PD? • What did you learn? • Where did you learn it? 	
Identify the steps taken to implement the Global Education improvement PD clearly enough that another school or district leader would have the basic information needed to initiate a similar professional development.	
Evaluate the outcomes of the professional development. <ul style="list-style-type: none"> • What was successful? • How do you know? 	

Appendix L: Professional Development Capstone Project Checklist

<ul style="list-style-type: none"> • What would you do differently? • What makes you recommend these alternate actions? 	
<p>Describe any next opportunities for further improving Global Education in the leadership context (district or school).</p>	
<p>Use of common writing practices for submissions such as using third person narrative, proofreading and editing work, use of formal language (not slang), ensuring that all acronyms have been identified within the document (State Board of Education (SBE)) and proper citation of any materials or resources referenced in the narrative or PD.</p>	
<p>Vetting of Capstone Projects before submission for State-Level Review</p>	
<p>Professional Development submissions are to be made through Canvas. The submission process details are located in the Global Educator Digital Badge Implementation Guide and also on the GEDB Online Management Forum</p>	
<p>The professional development should be observed and reviewed by the immediate supervising administrator or their designee.</p>	
<p>Providing guidance at the local level utilizing this checklist will ensure that submissions received for the state-level review will require minimal if any revisions before being accepted as a resource in Home Base. The state level review will use this same checklist as the criteria for evaluation. This acceptance as a resource in Home Base is one of the requirements for attaining the Global Educator Digital Badge. Please see <i>State Board of Education Global Educator Digital Badge Criteria</i> for more details on GEDB requirements at: https://www.dpi.nc.gov/documents/globaled/actions/global-educator-digital-badge-implementation-guide</p>	

Appendix M: Leadership Brief Capstone Project Checklist

Checklist for the Review of GEDB Capstone Projects

Leadership Brief

The purpose of the GEDB Leadership Brief Capstone Project is to demonstrate the successful implementation of supports and structures to ensure global education outcomes as part of the school or district goals are met with consistency and high impact for students. These Project template requests and submission are via **Step 4b** on the GEDB Online Management Forum.

The Leadership Brief is a narrative which aligns with the administrator’s NC Educator Effectiveness outcomes. It should provide enough background for the reader to understand the intended goals and expected outcomes of the Global Education improvement activities, by addressing the following:

Evaluation Component	Addressed/Comments
The narrative should begin with the administrator’s name, preferred contact information and any website where the reader can find evidence of the project in action or the implementation plan and outcomes. Naming Convention is utilized.	
A general description of the organizational scope of the project including the district or school context.	
Describe the conditions that led to the specific focus of the project. Why was this an important thing to do in this location at this time?	
Identify the steps taken to implement the Global Education improvement activities clearly enough than other school or district leader would have the basic information needed to initiate a similar project.	
Describe the personal learning dimensions of the project. <ul style="list-style-type: none"> • What data was used to inform the project? • What deeper understandings had to be developed by the leader to appropriately initiate the activities? • What did you learn? • Where did you learn it? 	

Appendix M: Leadership Brief Capstone Project Checklist

<p>Evaluate the outcomes of the professional development.</p> <ul style="list-style-type: none"> • What was successful? • How do you know? • What would you do differently? • What makes you recommend these alternate actions? 	
<p>Describe any next opportunities for further improving Global Education in the leadership context (district or school).</p>	
<p>Use of common writing practices for submissions such as using third person narrative, proofreading and editing work, use of formal language (not slang), ensuring that all acronyms have been identified within the document (State Board of Education (SBE)) and proper citation of any materials or resources referenced in the narrative.</p>	

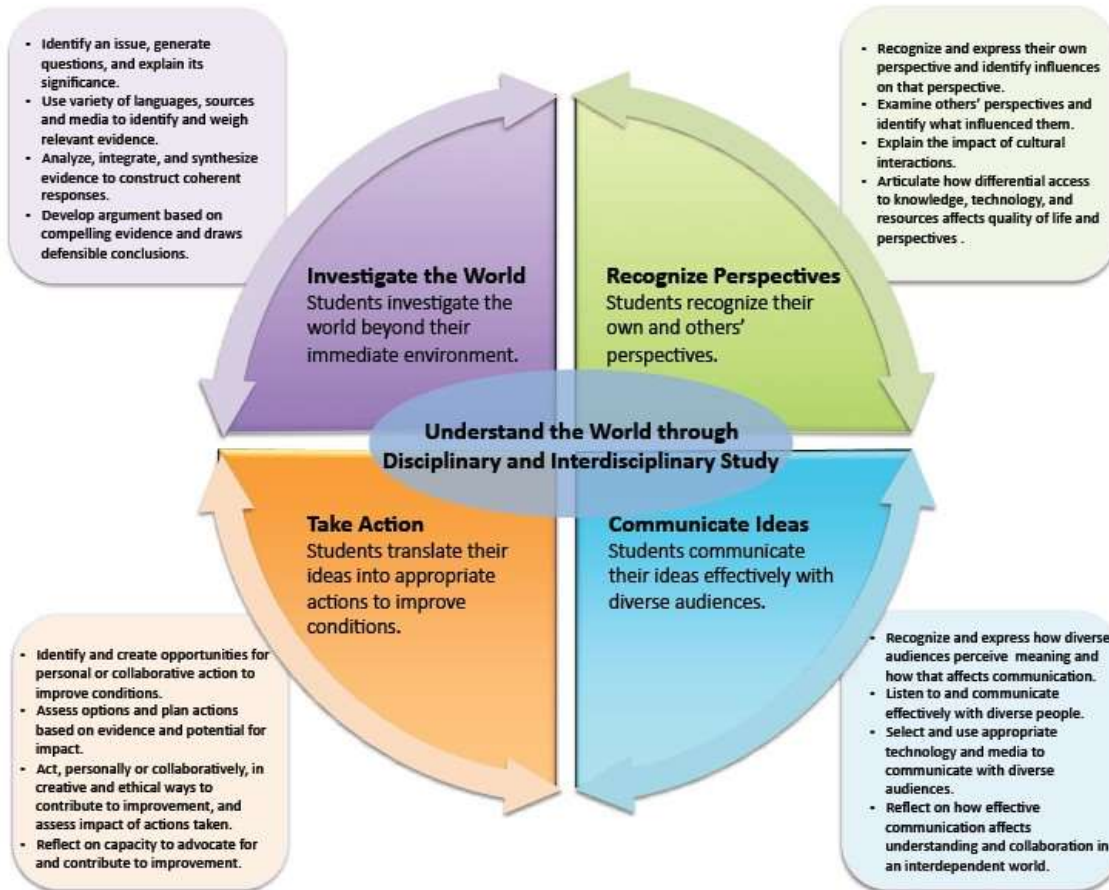
Vetting of Capstone Projects before submission for State-Level Review

The requested templates provide a space where administrators can develop their Capstone Project which can then be shared with their district level team of reviewers. These reviewers should utilize the guidelines provided above to review, provide feedback to the administrator for any revisions and ultimately notify the state-level review team via **Step 4b** in the GEDB Online Management Forum. The state-level review process will utilize the guidelines above. Providing guidance at the local level will ensure that submissions received for the state-level review will require minimal if any revisions before being accepted.

In addition, the supervising administrator must ensure the accuracy of the Capstone Project and complete an Attestation and Assurances form for the candidate to submit.

Please see *State Board of Education Policy Global Educator Digital Badge Criteria* for more details on GEDB requirements at: <https://www.dpi.nc.gov/documents/globaled/actions/global-educator-digital-badge-implementation-guide>

CCSSO FOUR GLOBAL CAPACITIES/COMPETENCIES HANDOUT



Learners are able to:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

Appendix O: Content Resource Documents

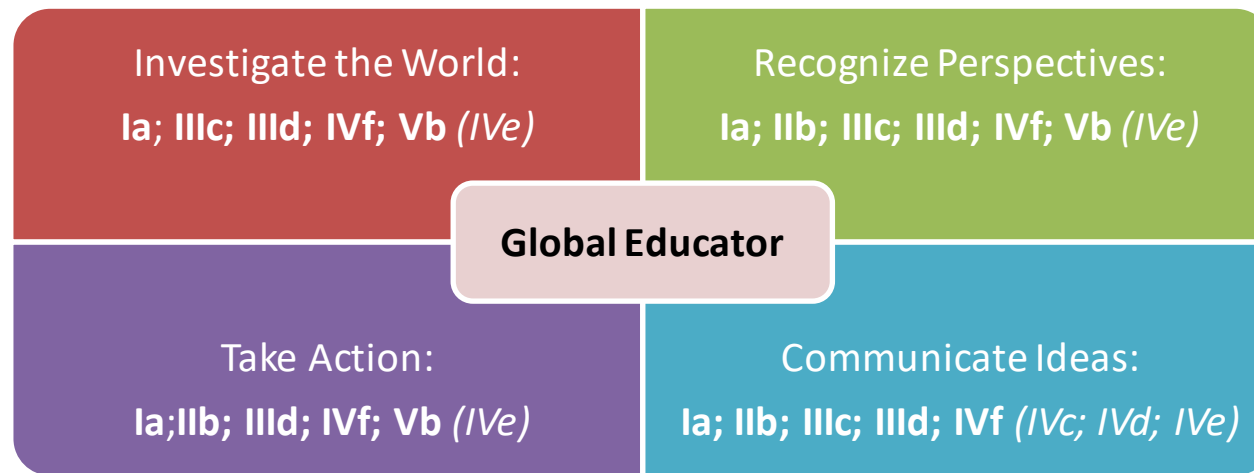
<https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/global-education/global-education-resources>

Above link will direct you to continually updated version of this information

Global Education Connections to the *Standard Course of Study* Resources Documents

It is vitally important teachers prepare students with the knowledge, skills, and attitudes essential to being competent and skilled citizens who are engaged and productive in not only in our local, state, and national communities, but the vastly interdependent global community also. To accomplish this, teachers of ALL content areas must embed global competencies into teaching and learning, daily. Educators should use the Global Education Resources Document to develop aligned curriculum, units, lessons, and other resources, as well as extra-curricular programs, student services programs, and professional learning opportunities. The Global Education Resources Document contains global connections found in the content areas in the *NC Standard Course of Study*, along with supporting resources and tools.

Appendix P: GEDB Capstone Project Formative Assessment Guide



North Carolina educators receiving the Badging designation will have demonstrated their ability in developing students’ capacity and disposition to understand and act on issues of global significance through disciplinary and interdisciplinary study. Teaching for global competence occurs in the selection of curriculum content and instructional planning that enables students to meet learning standards, while at the same time providing students the chance to frame, analyze, communicate, and respond to issues of global significance. Global educators engage in activities that build students’ global competence and ensure that they have the knowledge and skills to “investigate the world, recognize perspectives, communicate ideas, and take action.” (The Global Competence Task Force, formed and led by the Council of Chief State School Officers’ EdSteps Initiative and the Asia Society Partnership for Global Learning.)

NC State Board of Education Policy: [Global Educator Badge Criteria](#)

A. A candidate for the Global Educator Digital Badge for Teachers must successfully complete both of the following:

- 1) *Document goals to address global awareness elements within the North Carolina Professional Teaching Standards as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the*
 - a) *applicable global awareness elements (Ia, IIb, IIIc, IIIId, IVf, and Vb)* in the North Carolina Professional Teaching Standards evaluation system;*
 - b) *North Carolina Standard Course of Study for students.*

 - 2) *Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the teacher's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.*
- B. A candidate for the Global Educator Digital Badge for Teachers must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.*
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.*
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the teacher's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.*

The rubrics in this formative assessment guide align those of the NCEES rubrics for teachers. As other educators join this initiative, more guides and rubrics may be developed. Until that time, all educators may use these documents as a guideline. Here are the identified policy elements from the NCEES rubric:

Element Ia: Teachers lead in their classrooms. *Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers*

use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Element IIb: Teachers embrace diversity in the school community and in the world. *Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.*

Element IIIc: Teachers recognize the interconnectedness of content areas/disciplines. *Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.*

Element IIId: Teachers make instruction relevant to students. *Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy and health awareness.*

Element IVf: Teachers help students work in teams and develop leadership qualities. *Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.*

Element Vb: Teachers link professional growth to their professional goals. *Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.*

(Please note that additional elements from the NCEES rubric that may also be applicable to the indicators in this formative assessment guide have been noted in parentheses and italics).

This Global Educator Guide contains a formative assessment for teachers that can be used for the unit lesson plans in a capstone project that:

- Align to the global awareness elements in the *NC Professional Teaching Standards* evaluation rubrics.
- Demonstrate mastery of learning with engaging activities that build students' global competence. In order to help educators understand what this might look like in their classroom, the guide utilizes the framework provided by the Asia Society Graduation Performance System that resulted from the collaborative work with the Council of Chief State School Officers and EdSteps. The resulting framework is being utilized nationwide by educators to develop an understanding of what it means to understand and act on issues of global significance. The framework provides insight to how the educator global awareness focus can be demonstrated in student learning. Educators should utilize this framework as a guide to help them develop their own capacity to understand how they are building student global competence. The State Board of Education Vision statement reflects this focus:

“Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.”

The formative assessment guidance and connections to NCEES can be used multiple times to guide individual reflection, discussion with a peer or mentor, feedback from a professional learning community, etc.

Definitions:

The four categories reflected in the formative assessment guidance are from the collective work by The Global Competence Task Force, formed and led by the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning. The focus is on learning outcomes for students. Each category is defined as follows (from the Asia Society web page : <http://asiasociety.org/global-competence>):

Investigate the World: Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems—problems for which there may not be one right answer, but can be systematically engaged intellectually and emotionally. Their questions are globally significant, questions that address important phenomena and events that are relevant world wide - in their own community and in communities across the globe.

Recognize Perspectives: Globally competent students recognize that they have a particular perspective, and that others may or may not share it. They are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding

of others' perspectives is deeply informed by historical knowledge about other cultures as well as contemporary events. They can compare and contrast their perspective with others, and integrate their own and others' viewpoints to construct a new one, when needed.

Communicate Ideas: Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors and that they may perceive different meanings from the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Because it is increasingly the world's common language for commerce and communication, globally competent students in the US and elsewhere are proficient in English as well as in at least one other world language. Communicating ideas occurs in a variety of culturally diverse settings, and especially within collaborative teams. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and participate in diverse groups, and work effectively toward a common goal. Globally competent students are media and artistically savvy; they know how to choose and effectively use appropriate technology and media to communicate with diverse audiences, including through respectful online social networking. In short, they are technology and media literate within a global communications environment.

Take Action: What skills and knowledge will it take to go from learning about the world to making a difference in the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we didn't know we needed. Alone or with others, ethically and creatively, globally competent students can envision and weigh options for action based on evidence and insight; they can assess their potential impact, taking into account varied perspectives and potential consequences for others; and they show courage to act and reflect on their actions.

In order to provide teachers a tool to understand as a framework how they are in fact fostering global awareness in their students, quantifiable indicators used in the formative assessment rubrics are reflective of the percentages of students who are demonstrating global awareness. Teachers should use this guide to reflect on whether they are seeing evidence of global awareness demonstrated in their students. Then teachers should reflect on opportunities to strengthen student growth on these global awareness attributes as they develop their Capstone Projects. The indicators should be used as follows:

Few: Up to 25% of students show evidence of global awareness.

Some: Up to 50% of students show evidence of global awareness.

Many: Up to 75% of students show evidence of global awareness.

All: Up to 100% of students show evidence of global awareness.

The formative assessment rubrics are intended to guide individual reflection, discussion with a peer or mentor, and/or dialogues regarding feedback from a professional learning community, etc., as teachers go through the process of developing their Capstone Projects. Note that Element 1a from the NCEES rubric should be reflected in all of these indicators through evidence of the teacher’s instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness. Therefore, this element is not highlighted in the following formative assessment guide.

Formative Assessment for Global Educator (Grades K-5) – Investigate the World: Ia; IIIc; IIIId; IVf; Vb (IVe)

Essential Question: 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 global issues?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
IIIc; IIIId: Vb My students can identify a local, regional, and/or global issue. This means that they can tell if an issue is important to people in a specific part of the world.				
IIb; IIIId; (IVe) My students can identify evidence from one source that addresses a global question. This means that they can find evidence that address a global question.				
IIIc; IIIId My students can summarize evidence related to a global question. This means that they can describe the evidence in their own words.				

IVf (IVe) My students can adopt an existing position on a global question. This means that they can answer a global question with someone else's ideas.				
Teacher Reflection				

Formative Assessment for Global Educator (Grades 6-8) – Investigate the World: Ia; IIIc; IIIId; IVf; Vb (IVe)

Essential Question: 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 global issues?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
IIIc; IIIId: Vb My students can identify and describe a local, regional, and/or global issue. This means that they can describe in their own words an issue of importance to people in a specific part of the world.				
IIb; IIIId; (IVe) My students can identify evidence from a few international and domestic sources that addresses a global question. This means that they can find evidence that address a global question.				
IIIc; IIIId My students can analyze evidence related to a global question. This means that they can describe in their own words how their evidence relates to a global question.				

IVf (IVe) My students can develop a single-position on a global question. This means that they can give a response to a global question based on their own point of view.				
Teacher Reflection				

Formative Assessment for Global Educator (Grades 9-12) – Investigate the World: Ia; IIIc; IIId; IVf; Vb (IVe)

Essential Question: 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 global issues?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
IIIc; IIId: Vb My students can identify and describe a local, regional, and/or global issue. This means that they can describe in their own words an issue that relates to a local, regional, or global situation. My students can frame questions about an issue. This means that they can create questions connected to their issue.				
I Ib; III d; (IV e) My students can identify and weigh relevant evidence from international and domestic sources that addresses a global question. This means that they can use sources from different countries to locate and think about evidence that address a global question.				

IIIc; IIId My students can analyze evidence related to a global question. This means that they can describe in their own words how their evidence relates to a global question.

My students can integrate and evaluate evidence to construct a response to a global question. This means that they can respond to a global question in their own words. It also means that they can blend the critical evidence into their response in a clear, consistent, and logical way.

IVf (IVe) My students can develop a position that considers multiple perspectives and addresses counterarguments. This means that they can give a response to a global question that discusses the merits of at least two other points of view. It also means that they can discuss arguments against their position. My students can draw reasonable conclusions about their position. This means that they can understand some effects of their position.

Teacher Reflection

Formative Assessment for Global Educator (Grades K-5) – Recognize Perspectives –Ia; IIB; IVf; Vb (IVe)

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

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
I Ib My students can describe their personal perspective on a situation, event, issue, or thing. This means that they can describe in their own words how they react to a situation, event, issue, or thing.				
I Ib; IVf My students can recognize that other people may have different perspectives. This means that they know that other people may have different thoughts than they do.				
I Ib; IVf My students can recognize that perspectives influence people’s reactions. This means that they know that behavior is influenced by what a person believes.				
I Ib; IVf; Vb (IVe) My students can understand that their own perspective may affect how they interpret or communicate situations, events, issues or phenomena. This means that they know that their perspective affects how they think about something.				
Teacher Reflection				

Formative Assessment for Global Educator (Grades 6-8) – Recognize Perspectives –Ia; I Ib; IVf; Vb (IVe)*Essential Question:*
What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
I Ib My students can describe their personal perspective on a situation, event, issue, or thing. This means that they can describe in their own words how they react to a situation, event, issue, or thing.				
I Ib; IVf My students can identify the perspectives of others. This means that they recognize the perspectives of other people, groups, or ways of thinking.				
I Ib; IVf My students can identify how perspectives influence people’s interpretations and reactions. This means that they know when behavior is influenced by a person’s perspective.				
I Ib; IVf; Vb (IVe) My students can use their perspective to interpret situations, events, issues, or phenomena. This means that they can describe a situation, event, issue, or thing from their own perspective.				
My students can communicate information about a situation, event, issue, or thing to others based on their own perspectives. This means that they can communicate their perspective to another person.				
Teacher Reflection				

Formative Assessment for Global Educator (Grades 9-12) – Recognize Perspectives –Ia; I Ib; IVf; Vb (IVe) Essential Question:
What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<p>I Ib My students can defend their personal perspective on a situation, event, issue, or thing. This means that they can use evidence to support how they react to a situation, event, issue, or thing.</p>				
<p>My students can identify influences on their perspective. This means that they can describe what ideas or information help form their thinking.</p>				
<p>I Ib; IVf My students can explain the perspectives of others. This means that they can explain in detail and in their own words the perspectives of other people, groups, or ways of thinking.</p>				
<p>My students can identify possible influences on these perspectives. This means that they can describe what ideas or information help form another person’s thinking.</p>				
<p>I Ib; IVf My students can explain how perspectives influence interaction and understanding. This means that they can describe how and when perspective influences behavior.</p>				

<p>I Ib; IVf; Vb (IVe) My students can interpret situations, events, issues, or phenomena from many perspectives. This means that they can describe a situation, event, issue, or thing from many perspectives.</p> <p>My students can communicate information about a situation, event, issue, or thing to many different people with different perspectives. This means that they can communicate to several people while keeping their unique perspectives in mind. It also means that they can avoid offending these people while communicating.</p>				
<p>Teacher Reflection</p>				

Formative Assessment for Global Educator (Grades K-5) – Communicate Ideas –Ia; I Ib; IIIc; III d;; IVf (IVc; IVd; IVe)

Essential Question: 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?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<p>I Ib; IIIc; III d My students can identify the expectations and perspectives of an audience. This means that they can describe in their own words what an audience is expecting.</p>				
<p>IIIc; IVf (IVc) My students can use verbal and non-verbal communication strategies with some success. This means that they can usually use text and spoken communication strategies, as well as action- and image based strategies, to communicate.</p>				

My students can use verbal and non-verbal communication strategies to collaborate with some success. This means that they can usually use text and spoken strategies to collaborate.				
I Ib; III d; IV f;(IV d) My students can use appropriate technology, media, and/or world languages to communicate with some success. This means that they can usually use the appropriate resources to communicate well with different people.				
I Ib; III c; III d;(IV e) My students can identify an audience’s reaction to my communication. This means that they can think about and describe the audience’s response to their message in their own words.				
Teacher Reflection				

Formative Assessment for Global Educator (Grades 6-8) – Communicate Ideas –Ia; I Ib; III c; III d;; IV f (IV c; IV d; IV e)

Essential Question: 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?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
I Ib; III c; III d My students can identify the expectations and perspectives of diverse audiences. This means that they can describe in their own words the expectations and perspectives of different audiences for a specific message.				

<p>IIIc; IVf (IVc) My students can use verbal and non-verbal communication strategies successfully. This means that they can use appropriate text and spoken communication strategies, as well as appropriate action- and image- based strategies, to communicate successfully.</p> <p>My students can use verbal and non-verbal communication strategies to collaborate successfully. This means that they can use appropriate text and spoken strategies to collaborate successfully.</p>				
<p>IIb; IIIc; IIId; IVf;(IVd) My students can use appropriate technology, media, and/or world languages to communicate successfully. This means that they can use the appropriate resources to communicate well with different people.</p>				
<p>IIb; IIIc; IIId;(IVe) My students can identify an audience’s reaction to their communication. This means that they can think about and describe the audience’s response to their message in their own words. My students can begin to revise their choices of message, strategies, and resources based on audience feedback. This means that they can use feedback to make a few changes to how they communicated their message.</p>				
<p>Teacher Reflection</p>				

Formative Assessment for Global Educator (Grades 9-12) – Communicate Ideas –Ia; IIb; IIIc; IIId;; IVf (IVc; IVd; IVe)

Essential Question: 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?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<p>IIb; IIIc; IIId My students can identify the expectations and perspectives of diverse audiences. This means that they can describe in their own words the expectations and perspectives of different audiences for a specific message.</p>				
<p>My students can meet the needs of an audience. This means that they can communicate in ways that meet the audience’s needs.</p>				
<p>IIIc; IVf (IVc) My students can select verbal and non-verbal communication strategies successfully. This means that they can choose appropriate text and spoken communication strategies, as well as action- and image-based strategies, to communicate successfully.</p>				
<p>My students can select verbal and non-verbal communication strategies to collaborate successfully. This means that they can choose appropriate text and spoken strategies to collaborate successfully.</p>				
<p>My students can describe how they selected those strategies to meet the needs of the audience or collaborators. This means that they can describe the reasons why these strategies helped them communicate or collaborate.</p>				
<p>My students can describe how they applied those strategies to meet the needs of the audience or collaborators. This means that they can describe how they were able to use these strategies to communicate or collaborate.</p>				

Formative Assessment for Global Educators (Grades 9-12) – Communicate Ideas continues on the next page . . .

Formative Assessment for Global Educator (Grades 9-12) – Communicate Ideas continued...

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<p>IIb; IIIId; IVf;(IVd) My students can select appropriate technology, media, and/or world languages to communicate successfully. This means that they can choose the appropriate resources to communicate well with different people.</p> <p>My students can select appropriate technology, media, and/or world languages to collaborate successfully. This means that they can choose appropriate resources to collaborate well with different people.</p> <p>My students can apply appropriate technology, media, and/or world languages to communicate successfully. This means that they use these resources to communicate in a strong way with different people.</p> <p>My students can apply appropriate technology, media, and/or world languages to collaborate successfully. This means that they use these resources to collaborate in a strong way with different people.</p>				
<p>IIb; IIIc; IIIId;(IVe) My students can identify an audience’s reaction to their communication. This means that they can think about and describe in their own words how an audience responded to their message.</p>				

My students can revise their choices of message, strategies, and resources based on impact of the communication. This means that they can change how they communicated their message based on how well the audience understood their message.				
Teacher Reflection				

Formative Assessment for Global Educators (Grades K-5) –Take Action- Ia; I Ib; III d; IV f; V b (IV e)

Essential Question: 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?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
IIb; III d; IV f; V b My students can recognize the need to improve conditions. This means that they know when there is a need to take action for change.				
III d; (IV e) My students can plan actions to improve conditions. This means that they can present a basic plan for taking an action to improve conditions. It also means that the plan addresses the potential for success.				
IIb; III d; IV f; V b (IV e) My students can identify when taking an action may improve conditions locally, regionally, or globally. This means that they can see when there is a chance to improve conditions in different places. This also means that this action may be done on their own or with a team.				

<p><i>(IVe)</i> My students can reflect on parts of their actions to improve conditions. This means that they can describe how successful they were in bringing about improvements.</p>				
<p>My students can reflect on parts of their advocacy for improvement in conditions. This means that they can describe in part how successful they were in arguing for improvement in conditions.</p>				
<p>Teacher Reflection</p>				

Formative Assessment for Global Educators (Grades 6-8) –Take Action- Ia; I Ib; III d; IV f; V b (IV e)

Essential Question: 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?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
I Ib; III d; IV f; V b My students can identify opportunities for individuals to improve a situation, event, issue, or thing. This means they can find an existing opportunity to improve conditions.				
III d; (IV e) My students can plan actions to improve conditions. This means that they can present a detailed plan for taking action to improve conditions. It also means that the plan addresses the potential for success.				
I Ib; III d; IV f; V b (IV e) My students can act individually to improve local, regional, and/or global conditions in responsible ways. This means that they can act to improve conditions in different parts of the world.				
My students can act collaboratively to improve conditions. This means that, with the help of others, they can act to improve conditions in different parts of the world.				
(IV e) My students can reflect on their actions to improve conditions. This means that they can describe how successful they were in bringing about improvements.				

My students can reflect on their advocacy for improvement in conditions. This means that they can describe how successful they were in arguing for improvement in conditions.				
Teacher Reflection				

Formative Assessment for Global Educators (Grades 9-12) –Take Action- Ia; IIb; IIIc; IVf; Vb (IVe)

Essential Question: 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?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
IIb; IIIc; IVf; Vb My students can identify individuals from across disciplines and industries to collaborate with. This means that they can find people from different backgrounds to collaborate with.				
My students can create opportunities for individual or collaborative action to improve conditions. This means that they can create an opportunity for individuals or teams to improve a situation, event, issue, or thing.				
IIIc; (IVe) My students can assess options to improve conditions. This means that they can describe in their own words the advantages and disadvantages of various actions to improve conditions.				
My students can plan actions to improve conditions. This means they can present a detailed plan for taking action to improve				

<p>conditions. It also means that the plan addresses the potential for success.</p> <p>My students can evaluate previous plans, perspectives, and consequences. This means that they can think about the various factors that will determine the success of their plan.</p>				
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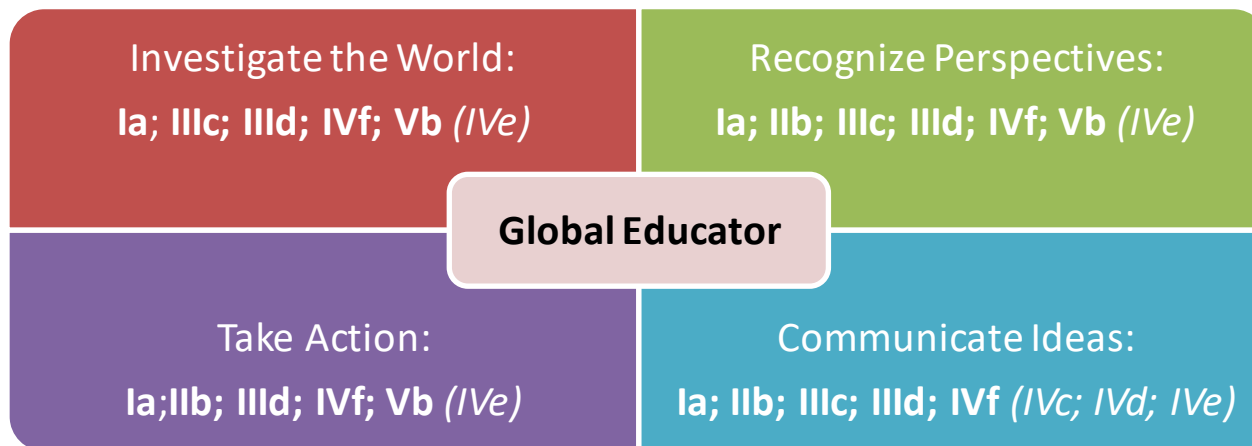
Formative Assessment for Global Educator (Grades 9-12) – Take Action continues on the next page . . .

Formative Assessment for Global Educators (Grades 9-12) – Take Action continued...

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<p>IIb; IIIId; IVf; Vb (IVe) My students can act individually to improve local, regional, and/or global conditions in creative and responsible ways. This means that they can act to improve conditions in different parts of the world. This also means that their actions are responsible and often different than others' actions.</p> <p>My students can act collaboratively to improve conditions in creative and responsible ways. This means that, with the help of others, they can act to improve conditions in different parts of the world. This also means that their actions are responsible and often different than others' actions.</p> <p>My students can assess the impact of the action. This means that they can determine if an action was successful or should be revised.</p>				
<p>(IVe) My students can reflect on their actions to improve conditions. This means that they can describe in their own words how successful they were in bringing about improvements to different conditions around the world.</p> <p>My students can reflect on their advocacy for improvement in conditions. This means that they can describe in their own words how successful they were in arguing for the improvement in local, regional, and/or global conditions.</p>				

<p>My students can also describe how their actions or advocacy will affect future change. This means they can describe the parts of their action or advocacy that may lead to other actions or advocacies.</p>				
<p>Teacher Reflection</p>				

Appendix Q: GEDB Capstone Project Global Awareness Summative Assessment Guide



North Carolina educators receiving the Badging designation will have demonstrated their ability in developing students' capacity and disposition to understand and act on issues of global significance through disciplinary and interdisciplinary study. Teaching for global competence occurs in the selection of curriculum content and instructional planning that enables students to meet learning standards, while at the same time providing students the chance to frame, analyze, communicate, and respond to issues of global significance. Global educators engage in activities that build students' global competence and ensure that they have the knowledge and skills to “investigate the world, recognize perspectives, communicate ideas, and take action.” (The Global Competence Task Force, formed and led by the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning.)

NC State Board of Education Policy: [Global Educator Badge Criteria](#)

- A. A candidate for the Global Educator Digital Badge for Teachers must successfully complete both of the following:

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1) Document goals to address global awareness elements within the North Carolina Professional Teaching Standards as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the

- a) applicable global awareness elements (Ia, IIb, IIIc, IIIId, IVf, and Vb)* in the North Carolina Professional Teaching Standards evaluation system;*
- b) North Carolina Standard Course of Study for students.*

2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the teacher's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.

B. A candidate for the Global Educator Digital Badge for Teachers must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.

C. A state level review team will make the final decision for recommendation for acceptance within Home Base.

D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the teacher's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

***Here are the identified policy elements from the NCEES rubric:**

Element Ia: Teachers lead in their classrooms. *Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this*

vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Element IIb: Teachers embrace diversity in the school community and in the world. *Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions*

of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Element IIIc: Teachers recognize the interconnectedness of content areas/disciplines. *Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.*

Element IIId: Teachers make instruction relevant to students. *Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy and health awareness.*

Element IVf: Teachers help students work in teams and develop leadership qualities. *Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.*

Element Vb: Teachers link professional growth to their professional goals. *Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.*

(Please note that additional elements from the NCEES rubric for teachers that may also be applicable to the indicators in this evaluation guide have been noted in parentheses and italics).

Please visit the North Carolina Educators Evaluation System site for more information regarding the NCEES process at <https://www.dpi.nc.gov/educators/home-base/nc-educator-evaluation-system-ncees>

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This Global Educator Guide contains an evaluation rubric for the unit lesson plans in a capstone project that:

- Align to the global awareness elements in the *NC Professional Teaching Standards* evaluation rubrics.
- Demonstrate mastery of learning with engaging activities that build students' global competence. In order to help educators understand what this might look like in their classroom, the guide utilizes the framework provided by the Asia Society Graduation Performance System that resulted from the collaborative work with the Council of Chief State School Officers and Ed Steps. The resulting framework is being utilized nationwide by educators to develop an understanding of what it means to *understand and act on issues of global significance*. The framework provides insight to how the educator global awareness focus can be demonstrated in student learning. Educators should utilize this framework as a guide to help them develop their own capacity to understand how they are building student global competence. The State Board of Education Mission statement reflects this focus:

“Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.”

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Definitions:

The four capacities/competencies reflected in the evaluation guidance are from the collective work by The Global Competence Task Force, formed and led by the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning. The focus is on learning outcomes for students. Each category is defined as follows (from Asia Society web page: <http://asiasociety.org/global-competence>):

Investigate the World: Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems—problems for which there may not be one right answer, but can be systematically engaged intellectually and emotionally. Their questions are globally significant, questions that address important phenomena and events that are relevant world wide - in their own community and in communities across the globe.

Recognize Perspectives: Globally competent students recognize that they have a particular perspective, and that others may or may not share it. They are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as contemporary events. They can compare and contrast their perspective with others, and integrate their own and others' viewpoints to construct a new one, when needed.

Communicate Ideas: Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors and that they may perceive different meanings from the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Because it is increasingly the world's common language for commerce and communication, globally competent students in the US and elsewhere are proficient in English as well as in at least one other world language. Communicating ideas occurs in a variety of culturally diverse settings, and especially within collaborative teams. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and participate in diverse groups, and work effectively toward a common goal.

Globally competent students are media and artistically savvy; they know how to choose and effectively use appropriate technology and media to communicate with diverse audiences, including through respectful online social networking. In short, they are technology and media literate within a global communications environment.

Take Action: What skills and knowledge will it take to go from learning about the world to making a difference in the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we didn't know we needed. Alone or with others, ethically and creatively, globally competent students can envision and weigh options for action based on evidence and insight; they can assess their potential impact, taking into account varied perspectives and potential consequences for others; and they show courage to act and reflect on their actions.

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The Capstone evaluation guidance provides grade level benchmark outcomes within each of the four capacities/competencies of investigate the world, recognize perspectives, communicate ideas, and take action. Under each of the competency/capacity headers you will find a K-5, 6-8 and 9-12 outcomes guidance. These grade-level outcomes are reflective of what students should be able to do as they are developing their global awareness capacities. These are guidelines for global citizenship and not necessarily content specific. Additional content specific resources are available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/programs-and-initiatives/global-education/global-education-resources>.

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Student Global Awareness Rubric (Grades K-5)– Investigate the World: Ia; IIIc; IIId; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grades K-1	Grades 2-3	Grade 4	Grade 5
IIIc; IIId	Restate some elements of a locally or regionally focused issue, but need assistance to do so.	Summarize a local or regional issue and begin to make connections to its global significance.	Identify a local, regional, or global issue.	Identify and describe a local, regional, or global issue.
IIb; IIIc; IVe	Begin to examine evidence when given a single source, but need assistance to do so.	Use a single provided source to examine evidence that addresses a previously-identified local or regional question.	Use a single source to identify evidence that addresses a global question.	Use few international or domestic sources to identify evidence that addresses a global question.
IIIc; IIId	Restate some evidence to address a local, regional, or global question, but need assistance to do so.	Restate or begin to summarize evidence to address a local, regional, or global question.	Summarize evidence to address a global question.	Analyze evidence to address a global question.
IVf; IVe	Begin to adopt elements of an existing position in response to a global question, but need assistance to do so.	Adopt some elements of an existing position in response to a global question.	Adopt an existing position in response to a global question.	Develop a single-perspective position in response to a global question.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

Student Global Awareness Rubric (Grades 6-8) – Investigate the World- Ia; IIIc; IIId; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grade 6 – 1 st Semester	Grade 6 – 2 nd Semester	Grade 7	Grade 8
IIIc; IIId	Summarize a local or regional issue and begin to make connections to its global significance.	Identify a local, regional, or global issue.	Identify and describe a local, regional, or global issue.	Identify and describe a local, regional, or global issue and explore relevant questions about it.
IIb; IIId; (IVe)	Use a single provided source to examine evidence that addresses a previously-identified local or regional question.	Use a single source to identify evidence that addresses a global question.	Use few international or domestic sources to identify evidence that addresses a global question.	Use multiple international and domestic sources to identify relevant evidence that addresses a global question.
IIIc; IIId	Restate or begin to summarize evidence to address a local, regional, or global question.	Summarize evidence to address a global question.	Analyze evidence to address a global question.	Analyze and integrate evidence collected to construct a response to a global question.
IVf; (IVe)	Adopt some elements of an existing position in response to a global question.	Adopt an existing position in response to a global question.	Develop a single-perspective position in response to a global question.	Develop a position that considers multiple perspectives in response to a global question.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

Student Global Awareness Rubric (Grades 9-12) – Investigate the World- Ia; IIIc; IIId; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grade 9	Grade 10	Grade 11	Grade 12
IIIc; IIId	Identify and describe a local, regional, or global issue.	Identify and describe a local, regional, or global issue and explore relevant questions about it.	Identify, describe, and frame questions about an issue and explain how that issue is local, regional, and/or global.	Identify, describe, and frame original questions about an issue and articulate how that issue is local, regional, and/or global.
IIb; IIIc; IVe	Use few international or domestic sources to identify evidence that addresses a global question.	Use multiple international and domestic sources to identify relevant evidence that addresses a global question.	Use a variety of international and domestic sources to identify and weigh relevant evidence that addresses a global question.	Use a variety of international and domestic sources to analyze, evaluate, and select evidence that addresses a global question.
IIIc; IIId	Analyze evidence to address a global question.	Analyze and integrate evidence collected to construct a response to a global question.	Analyze, integrate, and evaluate evidence to formulate a coherent response to a global question.	Analyze, integrate, and evaluate evidence to formulate a coherent and original response to a global question.
IVf; (IVe)	Develop a single-perspective position in response to a global question.	Develop a position that considers multiple perspectives in response to a global question.	Develop a position that considers multiple perspectives, addresses counter arguments, and draws reasonable conclusions in response to a global question.	Develop a position that considers multiple perspectives, addresses focused counter arguments, and draws defensible and original conclusions in response to a global question.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

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Student Global Awareness Rubric (Grades K-5) – Recognize Perspectives- Ia; Iib; IVf; Vb (*IVe*)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grades K-1	Grades 2-3	Grade 4	Grade 5
Iib	Begin to identify some elements of their own perspective on situations, events, or phenomena, but need assistance to do so.	Begin to identify their own perspective on situations, events, or phenomena.	Describe personal perspectives on situations, events, issues, or phenomena.	Describe personal perspectives clearly on situations, events, issues, or phenomena.
Iib; IVf	Restate or begin to summarize the perspectives of other people, groups, or schools of thought, which are similar to their own, but need assistance to do so.	Summarize the perspectives of other people, groups, or schools of thought, which may be different from their own.	Recognize that other people, groups, or schools of thought have a perspective different from their own.	Identify the perspectives of other people, groups, or schools of thought.
Iib; IVf	Restate or begin to summarize different people's reactions to situations, events, issues, or phenomena, but need assistance to do so.	Summarize different people's reactions to situations, events, issues, or phenomena.	Recognize that perspectives affect how people react to different situations, events, issues, or phenomena.	Identify how perspectives affect how people react to different situations, events, issues, or phenomena.
Iib; IVf; Vb (<i>IVe</i>)	Begin to identify the role their own perspective plays in interpreting information about situations, events, issues, or phenomena, but need assistance to do so.	Identify the role their own perspective plays in interpreting information about situations, events, issues, or phenomena.	Identify the role their own perspective plays in interpreting or communicating information about situations, events, issues, or phenomena.	Use an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

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Student Global Awareness Rubric (Grade 6-8) – Recognize Perspectives- Ia; Iib; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grade 6 – 1 st Semester	Grade 6 – 2 nd Semester	Grade 7	Grade 8
Iib	Begin to identify their own perspective on situations, events, or phenomena.	Describe personal perspectives on situations, events, issues, or phenomena.	Describe personal perspectives clearly on situations, events, issues, or phenomena.	Defend personal perspectives on situations, events, issues, or phenomena.
Iib; IVf	Summarize the perspectives of other people, groups, or schools of thought, which may be different from their own.	Recognize that other people, groups, or schools of thought have a perspective different from their own.	Identify the perspectives of other people, groups, or schools of thought.	Identify and describe the perspectives of other people, groups, or schools of thought.
Iib; IVf	Summarize different people’s reactions to situations, events, issues, or phenomena.	Recognize that perspectives affect how people react to different situations, events, issues, or phenomena.	Identify how perspectives affect how people react to different situations, events, issues, or phenomena.	Identify and describe how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.
Iib; IVf; Vb (IVe)	Identify the role their own perspective plays in interpreting information about situations, events, issues, or phenomena.	Identify the role their own perspective plays in interpreting or communicating information about situations, events, issues, or phenomena.	Use an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.	Draw on an understanding of more than one perspective and/ or context in interpreting and communicating information about situations, events, issues, or phenomena.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

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Student Global Awareness Rubric (Grades 9-12) – Recognize Perspectives- Ia; Iib; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grade 9	Grade 10	Grade 11	Grade 12
Iib	Describe personal perspective clearly on situations, events, issues, or phenomena.	Defend personal perspective on situations, events, issues, or phenomena.	Defend personal perspective clearly on situations, events, issues, or phenomena and describe influences on that perspective.	Defend personal perspective clearly, fully, and possibly elegantly on situations, events, issues, or phenomena and explain in detail how various influences affect that perspective.
Iib; IVf	Identify the perspectives of other people, groups, or schools of thought.	Identify and describe the perspectives of other people, groups, or schools of thought.	Explain the perspectives of other people, groups, or schools of thought and identify possible influences on those perspectives, including access to information and resources.	Articulate the perspectives of other people, groups, or schools of thought and explain what affects those perspectives, including access to information and resources.
Iib; IVf	Identify how perspectives affect how people react to different situations, events, issues, or phenomena.	Identify and describe how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.	Explain how perspectives influence human interactions, affecting people's understandings of situations, events, issues, or phenomena.	Articulate how various perspectives influence human interactions and how this affects people's understandings of situations, events, issues, or phenomena.
Iib; IVf; Vb (IVe)	Use an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.	Draw on an understanding of more than one perspective and/or context in interpreting and communicating information about situations, events,	Apply an understanding of multiple perspectives and/or contexts in interpreting and communicating information about situations, events, issues, or phenomena.	Integrate an understanding of multiple perspectives and contexts in interpreting and communicating information about situations, events, issues, or phenomena.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

Student Global Awareness Rubric (Grades K-5) – Communicate Ideas –Ia; IIb; IIIc; IIId;; IVf (IVc; IVd; IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grades K-1	Grades 2-3	Grade 4	Grade 5
IIb; IIIc; IIId	Begin to identify some of the expectations of an audience, but need assistance to do so.	Identify some of the expectations and/or perspectives of an audience.	Identify the general expectations and perspectives of an audience.	Identify the expectations and perspectives of diverse audiences.
IIIc; IVf (IVe)	Begin to communicate and collaborate using verbal or non-verbal strategies with limited effectiveness. but need	Begin to communicate and collaborate with some effectiveness using verbal or non-verbal strategies.	Communicate and collaborate with some effectiveness using both verbal and non-verbal strategies.	Communicate and collaborate effectively using appropriate verbal and non- verbal strategies.
IIb; IIIa; IVf;(IVd)	Begin to use appropriate resources, such as technology, media, and/or world languages, to communicate with similar individuals and groups,	Use appropriate resources, such as technology, media, and/or world languages, to communicate with similar individuals and groups.	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals or groups with	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and
IIb; IIIc; IIId;(IVe)	Begin to reflect on some audience response and/or feedback, but need assistance to do so.	Begin to reflect on audience response and/or feedback.	Reflect on audience response and/or feedback.	Reflect on audience response and/or feedback and begin to revise communication choices: message,

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

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Student Global Awareness Rubric (Grades 6-8) – Communicate Ideas- Ia; Iib; IIIc; IIIc; IVf (IVc; IVd; IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grade 6 – 1 st Semester	Grade 6 – 2 nd Semester	Grade 7	Grade 8
Iib; IIIc; IIIc	Identify some of the expectations and/or perspectives of an audience.	Identify the general expectations and perspectives of an audience.	Identify the expectations and perspectives of diverse audiences.	Identify the expectations and perspectives of diverse audiences and apply that understanding to address the audience's needs.
IIIc; IVf (IVc)	Begin to communicate and collaborate with some effectiveness using verbal or non-verbal strategies.	Communicate and collaborate with some effectiveness using both verbal and non-verbal strategies.	Communicate and collaborate effectively using appropriate verbal and non-verbal strategies.	Communicate and collaborate effectively by selecting appropriate verbal and non-verbal strategies.
Iib; IIIc; IVf; (IVd)	Use appropriate resources, such as technology, media, and/or world languages, to communicate with similar individuals and groups.	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals or groups with some success.	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.	Use appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate successfully with diverse individuals and groups.

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IIb; IIIc; IIId;(IVe)	Begin to reflect on audience response and/or feedback.	Reflect on audience response and/or feedback.	Reflect on audience response and/or feedback and begin to revise communication choices: message, strategies, and/or resources.	Reflect on audience response and/or feedback and revise communication choices: message, strategies, and/or resources.
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Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

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Student Global Awareness Rubric (Grades 9-12) – Communicate Ideas- Ia; IIb; IIIc; IIIId;; IVf (IVc; IVd; IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grade 9	Grade 10	Grade 11	Grade 12
IIb; IIIc; IIIId	Identify the expectations and perspectives of diverse audiences.	Identify the expectations and perspectives of diverse audiences and apply that understanding to address the audience’s needs.	Identify and understand the expectations and perspectives of diverse audiences and apply that understanding to meet the audience’s needs.	Identify and understand the unique expectations and perspectives of diverse audiences and apply that understanding to fulfill the
IIIc; IVf (IVe)	Communicate and collaborate effectively using appropriate verbal and non-verbal strategies.	Communicate and collaborate effectively by selecting appropriate verbal and non-verbal strategies.	Communicate and collaborate effectively using appropriate verbal and non-verbal strategies; describe how strategies are selected and applied to meet the needs of the audience or collaborators.	Communicate and collaborate expertly using appropriate verbal and non-verbal strategies and describe how the communication and collaboration were tailored to meet the needs of the audience
IIb; IIIId; IVf;(IVd)	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.	Use appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate successfully with diverse individuals and groups.	Select and apply appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate effectively with diverse individuals and groups.	Select and adapt appropriate resources, such as technology, media and/or world languages, for a specific audience to communicate and collaborate expertly with diverse individuals and groups.
IIb; IIIc; IIIId;(IVe)	Reflect on audience response and/or feedback and begin to revise communication choices: message, strategies, and/or resources.	Reflect on audience response and/or feedback and revise communication choices: message, strategies, and/or resources.	Reflect on audience response and/or feedback and revise communication choices – message, strategies, and/or resources – based on the impact of communication.	Reflect on audience response and/or feedback and revise communication choices based on evaluation of how message, strategies, and resources impact the effectiveness of communication.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

Student Global Awareness Rubric (Grades K-5) – Take Action – Ia; Iib; IIIId; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grades K-1	Grades 2-3	Grade 4	Grade 5
Iib; IIIId; IVf; Vb	Summarize how others have identified the need for improvement of a situation, event, issue, or phenomena, but need assistance to do so.	Begin to recognize the need for improvement of a situation, event, issue, or phenomena.	Recognize the need for improvement of a situation, event, issue, or phenomena.	Identify opportunities for individual action to address a situation, event, issue or phenomena.
IIIId; (IVe)	Recognize the need to develop a viable, manageable, and responsible plan of action, but need significant assistance to do so.	Outline a viable, manageable, and responsible plan of action, but need assistance to implement actions.	Identify a plan of action supported by the mathematics that is somewhat viable, manageable, and/or responsible that is somewhat consistent with the argument, conclusion, or decision	Identify a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible that is related to the conclusion, argument, or decision.
Iib; IIIId; IVf; Vb (IVe)	Begin to plan actions, but without the perceived potential for impact and need assistance to do so.	Begin to plan actions based on the perceived potential for impact.	Plan actions based on the perceived potential for impact.	Plan actions based on evidence and the perceived potential for impact.
(IVe)	Begin to reflect on some elements of others' actions and advocacy for improvement, but need assistance to do so.	Begin to reflect on some elements of own actions and advocacy for improvement.	Reflect on some elements of own actions and advocacy for improvement.	Reflect on the whole of own actions and advocacy for improvement.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

Student Global Awareness Rubric (Grades 6-8) – Take Action- Ia; IIb; IIIc; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grade 6 – 1 st Semester	Grade 6 – 2 nd Semester	Grade 7	Grade 8
IIb; IIIc; IVf; Vb	Begin to recognize the need for improvement of a situation, event, issue, or phenomena.	Recognize the need for improvement of a situation, event, issue, or phenomena.	Identify opportunities for individual action to address a situation, event, issue or phenomena.	Identify and create opportunities for individual action to address a situation, event, issue or phenomena.
IIIc; (IVe)	Outline a viable, manageable, and responsible plan of action, but need assistance to implement actions.	Identify a plan of action supported by the mathematics that is somewhat viable, manageable, and/or responsible that is somewhat consistent with the argument, conclusion, or decision	Identify a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible that is related to the conclusion, argument, or decision.	Assess options and plan actions based on evidence and the perceived potential for impact.
IIb; IIIc; IVf; Vb (IVe)	Begin to plan actions based on the perceived potential for impact.	Plan actions based on the perceived potential for impact.	Plan actions based on evidence and the perceived potential for impact.	Act individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.
(IVe)	Begin to reflect on some elements of own actions and advocacy for improvement.	Reflect on some elements of own actions and advocacy for improvement.	Reflect on the whole of own actions and advocacy for improvement.	Reflect on own actions and advocacy for improvement, and consider implications for future action and advocacy.

Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.

Global Educator Digital Badge Capstone Project:

Global Awareness for Administrator and School/District Review

Grades
K - 12

Student Global Awareness Rubric (Grades 9-12) – Take Action- Ia; I Ib; III d; IV f; V b (IV e)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

Students are able to:

	Grade 9	Grade 10	Grade 11	Grade 12
I Ib; III d; IV f; V b	Identify opportunities for individual action to address a situation, event, issue or phenomena.	Identify and create opportunities for individual action to address a situation, event, issue or phenomena.	Identify collaborators across disciplines and industries and create opportunities for individual or collaborative action to improve a situation, event, issue, or phenomena.	Identify collaborators across disciplines and industries and involve others in collaborative action across borders to improve a situation, event, issue, or
III d; (IV e)	Identify a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible that is related to the conclusion, argument, or decision.	Assess options and plan actions based on evidence and the perceived potential for impact.	Assess options and plan actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.	Assess options and plan actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and potential consequences, both intended and unintended.
I Ib; III d; IV f; V b (IV e)	Plan actions based on evidence and the perceived potential for impact.	Act individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.	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.	Act collaboratively, in creative and responsible ways, to design sustainable solutions that target local, regional, and/or global improvement.
(IV e)	Reflect on the whole of their own actions and advocacy for improvement.	Reflect on their own actions and advocacy for improvement, and consider implications for future action and advocacy.	Reflect on their own actions and advocacy for improvement and describe implications for future actions and advocacy.	Reflect clearly and realistically on their own actions and advocacy for improvement and describe implications, issues, shortfalls, and remedies for future actions and advocacy.

Copyright Documentation & Permission Examples for NCDPI Global Education Digital Badging Capstone Projects

Please read and attest that the materials that are being used as part of the instructional materials you are submitting can be described by one or both of the below statements.

- In order to ensure the integrity and legality of the educational materials (lesson content, student handouts, presentations, images, rubrics/assessments, etc.) submitted for use in the Global Education Capstone project, I guarantee that I am the creator and proprietor of all such educational materials that I have submitted to NCDPI.

OR

- In order to ensure the integrity and legality of the educational items (lesson content, student handouts, presentations, images, rubrics/assessments, etc.) submitted for use in the Global Education Capstone project, I guarantee: (a) that I have obtained all rights necessary to provide the educational items that I have submitted to the NCDPI; (b) that I have obtained from the creator or owner of any third party content contained within the educational items the right for NCDPI to make the items available for use in the Global Education Capstone project; and (c) that the use of the items in the Global Education Capstone project complies with all applicable license terms, terms of use, or other usage terms as set forth by the creator or owner of any third party content contained within the items. I understand that submitting educational items that have been created by a third party, or that contain third party content, without the third party's permission may be a violation of copyright law. I will provide NCDPI, upon its request, with a copy of the applicable license terms, terms of use, other usage terms, or other evidence supporting the guarantees set forth above.

Please use the following examples as a guide in preparing instructional materials for submission. If you wish to use content materials that are not covered by these examples, please contact the project coordinator for additional guidance.

Example 1: Attribution Statement for Originally Authored Materials (created by the author of the lesson/unit) – Document / Handout

--Authorship and ownership of all materials should be confirmed by adding a statement at the end of each document stating that _____ authored/created these materials, DATE.

--After adding attribution statement, documents should be saved in pdf format and attached to the lesson as a resource file.

File names should match the title of the resource that was provided in the lesson narrative and/or

Resources/Supplies section of the lesson plan template.

Example from: *GEDB Tchr Capstone: Curiosity, Not Judgement Lesson 5* by DeLana Parker, Buncombe County Schools

Curiosity Instead of Judgement

Date I met this person:

Where I met this person:

What were the characteristics of this person?:

What is this person's story?:

How might I have reacted differently or judged if I did not know these things?:

What were the positives gained from listening to this person's story?:

(DeLana Parker created this material, 2017)

Example 2: Attribution Statement for Originally Authored Materials (created by the author of the lesson/unit) – Slide Presentation



--Authorship and ownership of all materials should be confirmed by adding a statement on the first/title slide or the last/credits slide stating that _____ authored/created these materials, DATE.

--After adding the attribution statement, slides should be saved in pdf format and attached to the lesson as a resource file.

File names should match the title of the resource that was provided in the lesson narrative and/or Resources/Supplies section of the lesson plan template.

Example from: *Biotechnology & Golden Rice PowerPoint* ® by Shelley Armour, Edgecombe County Schools

Example 3: Documentation of permission to use third party content – Copyrighted intellectual property / instructional content including but not limited to: handouts (worksheets, rubrics, etc.), slide presentations, and quoted or reproduced material such as text/articles, images, etc.

From Building Academic Language (2008)
 Essential Practices for Content Classrooms by Jeff Zwiers
 Feature Cards That Scaffold and Enrich Academic Discussions p. 147
 Used with permission from Jeff Zwiers 2/15/17

Paraphrase and summarize what member(s) said	Keep the conversation on topic	Ask for elaboration, explanation, examples, clarification	Maintain/ Encourage extended sharing; (uh-huh, yeah, right, hmm)
Validate (praise) another’s ideas	Ask key questions	Encourage speaker to back up claims with evidence	Connect discussion to real-world and student live
Offer different perspectives	Make sure all members participate	Build on what another member said	Use active listening strategies (nod, make eye contact, take notes)

On the content itself, a full citation referencing the source of the material should be provided.

- Full Title of Source Material
- Author’s Name
- Copyright Date
- Publishing Information (optional)
- Page Number(s) where content can be found

A statement declaring that permission was granted for the content’s use should also be provided.

The communication (letters/emails) between you and the owner/copyright holder of the content requesting permission for use should also be included with the content.

The permission request letter should include:

- A full description of the content materials for which permission to use is being requested – It may be helpful to include an attachment of the lesson that demonstrates how the content will be used and displayed within the context of the lesson.

Appendix R: GEDB Copyright Examples Document

- Notice that the content will be shared with multiple users through a statewide database.
- A request for permission for *commercial use* – Schoolnet is considered to be commercial use as there is a per student price for access to the database of instructional materials.
- Notification that communications requesting and obtaining permissions will be published as part of the instructional materials.

All personal information (yours and the owner's/copyright holder's) should be redacted within the communication. This includes names, email addresses, telephone numbers, physical addresses, etc.

----- Forwarded message -----
From: [REDACTED] <[REDACTED]@[REDACTED].org>
Date: Wed, Feb 22, 2017 at 10:53 AM
Subject: Re: Request to reference your AMAZING material
To: [REDACTED] <[REDACTED]@[REDACTED].edu>

That is awesome!
Thank you so much! I am referencing your website now, too!

On Wed, Feb 15, 2017 at 2:31 PM, [REDACTED] <[REDACTED]@[REDACTED].edu> wrote:

Hi and thanks for you kind words,
Sure, use anything you want, and good luck,
You likely have seen the tools and videos on [edftrwiers.org](#), which you can use, too.

On Sun, Feb 12, 2017 at 11:12 AM, [REDACTED] <[REDACTED]@[REDACTED].org> wrote:
Dear Mr. [REDACTED]

...I am currently working on completing the NC GEDB (North Carolina Global Educator Digital Badge) Capstone Project which will be housed in our state's Home Base Schoolnet (NC Instructional Improvement System) to share with fellow educators in our state. I can not create a lesson without using/referencing your Conversation etiquette cards (attached) or the Conversation Skills that I learned from the online course through Stanford (Creating, Clarifying, Fortifying & Negotiating).

I would like to ask your permission to use, reference & site these tools/skills/strategies in my Capstone project in the hopes of getting more educators aware of these great resources and to get them to use them in their classrooms.

I thank you for your consideration of my request & thank you so very much for helping me grow in my instruction!

[REDACTED]
[REDACTED]
Teacher

The content, with citation statement added, and the communication documentation should be saved as a single pdf file and attached to the lesson.

Example from: *GEDB Tchr Capstone: Immigration "I am..." – Lesson 1 Launch* by Tsianina Tovar, Buncombe County Schools

Example 4: Documentation of permission to use third party content – Material that is freely available for commercial use such as per Public Domain status or Creative Commons licensure.

Only materials for which the Public Domain status is explicitly stated or that are marked by the Creative Commons licensure symbol and have a CC license allowing commercial use should be used.



For each item of content material (i.e. each individual image), attribution / citation referencing the original source material must be provided, including a link to the source material. Complete documentation should also include a link to the stated terms of use for the material.

Attributions / citations can be included beside or below the content material (Option A), or if used in a larger work such as a slide presentation, each content material item can be designated (Figure 1, Example 1, etc.), and all attributions / citations can be listed at the end of the resource, such as on a Credits slide at the end of the presentation (Option B).

Option A:



Image Source: <https://pixabay.com/en/turtle-tortoise-swim-sea-turtle-863336/>

This image is listed as CCO Public Domain and is free for commercial use.

Terms: <https://pixabay.com/en/service/terms/#usage>

Option B:

Analyzing Visuals



Figure 2

- 2) How are people in this picture a representation of society?
- 3) Do you think they represented so whole? Explain!
- 4) Based upon your knowledge of so groups who protest represent all or just one particular viewpoint?
- 5) Considering the actions of the fed government, what other viewpoint perspectives might have existed a time?
- 6) Can you give a modern day exam demonstrates state governments challenging federal authority within realm of civil rights?

Credits for Visuals

Figure 1: 1960. This image is a work of a [United States Department of Justice](#) employee, taken or made as part of that person's official duties. As a [work of the U.S. federal government](#), the image is in the [public domain](#) (17 U.S.C. § 101 and 105).

https://commons.wikimedia.org/wiki/File:US_Marshals_with_Young_Ruby_Bridges_on_School_Steps.jpg

Figure 2: "Rally at state capitol, protesting the integration of Central High School", 1959. Library of Congress, U.S. News & World Report Magazine Photograph Collection.

This work is from the [U.S. News & World Report](#) collection at the [Library of Congress](#). According to the library, there are [no known copyright restrictions](#) on the use of this work. This photograph is a [work for hire](#) created between 1952 and 1986 by one of the following staff photographers at [U.S. News & World Report](#): Warren K. Leffler (WKL), Thomas J. O'Halloran (TOH), Marion S. Trikosko (MST), John Bledsoe (JTB), Chick Hamity (CWH) Photographs in this collection by one of the photographers above are in the public domain.

Example from: *GEDB Tchr Capstone: The United States and South Africa – Lesson 4: The 14th Amendment* by Caroline Bethea-Brown, Haywood County Schools

Example 5: Providing a link to content material that is freely accessible through a web search.

This option can be used if the material is copyrighted and permission cannot be obtained for the content material to be embedded within the instructional materials AND there is a direct, unique URL that can be provided.

A description of the content material and the direct link should be provided within the lesson narrative (can use hyperlinking).

Content



Website Link

<http://www.tolerance.org/supplement/poverty-and-natural-disasters-exploring-connections-early-gr>

Student Engagement/Motivation

Students will investigate and discuss three different types of poverty listed below.

(definitions can be found by using the following link: <http://www.tolerance.org/supplement/poverty-and-natural-disasters-exploring-connections-early-gr>)

poverty

extreme poverty

areas of concentrated poverty

Ask the students, "What kinds of things do you need in order to live?" (Write the items on the board, as students call them out.)

Ask students, "What do you know about earthquakes?" (Have a discussion about pictures students have seen and the destruction that earthquakes cause)

Have students locate Haiti on a Map to enhance visual learning ([Map of Haiti](#))

Example from: *GEDB Tchr Capstone: Social Issues Within Our Worlds – Lesson 3: Poverty* by Christina Hartzell, Cabarrus County Schools

Appendix S: Teacher Assurances and Attestation Form

(To be completed by school/district administrator or designee who is responsible for the supervision of educator completing the Global Educator Digital Badge requirements.)

SCHOOL/DISTRICT LETTERHEAD

DATE

SCHOOL/DISTRICT
School/District Address

RE: Teacher Assurance and Attestation of Completion of Global Educator Digital Badge Requirements

I hereby submit that I am the supervising administrator/designee who under North Carolina State Board of Education [Global Educator Digital Badge Criteria](#) attest and assure that *[Insert Candidate's Full Name]* has completed a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education professional development. The educator's global education goals are aligned with the *North Carolina Professional Teaching Standards* applicable global awareness elements (Ia, I Ib, IIIc, III d, IVf, and Vb).

I attest that I have observed the Capstone Project lessons facilitated by *[Insert Candidate's Full Name]* and assure alignment with the global awareness objectives outlined in the candidate's Professional Development Plan, and further, the activities completed through the candidate's Capstone Project fostered students' global awareness as documented through observation data collected.

I attest that I or designee have evaluated and vetted the Capstone Project submitted utilizing the appropriate evaluation checklist by *[Insert Candidate's Full Name]* and assure alignment with the global awareness objectives outlined in the Global Educator Digital Badge Implementation Guide.

Administrator/Designee
[Insert District/School Name]

Appendix T: Central Office Staff Assurances and Attestation Form

(To be completed by school/district administrator or designee who is responsible for the supervision of educator completing the Global Educator Digital Badge requirements.)

DISTRICT LETTERHEAD

DATE

DISTRICT

District Address

RE: Central Office Attestation and Assurance of Completion of Global Educator Digital Badge Requirements

I hereby submit that I am the supervising administrator/designee who under North Carolina State Board of Education [Global Educator Digital Badge Criteria](#) attest and assure that *[Insert Candidate's Full Name]* has completed a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education professional development. The educator's global education goals are aligned with the *North Carolina Instructional Central Office Staff and Professional Teaching Standards* applicable global awareness elements (*Instructional Central Office Staff - Ib, Iib, IVa*) (*Professional Teaching Standards – Ia, Iib, IIIc, IIIId, IVf, Vb*).

I attest that I have observed the Capstone Project:

- Instructional Unit facilitated by *[Insert Candidate's Full Name]* and assure alignment with the global awareness objectives outlined in the candidate's Professional Development Plan, and further, the activities completed through the candidate's Capstone Project fostered students' global awareness as documented through observation data collected.
- Professional Development facilitated by *[Insert Candidate's Full Name]* and assure alignment with the global awareness objectives outlined in the candidate's goals and strategies, and further, the activities completed through the candidate's Capstone Project built district capacity in global awareness implementation as documented through observation data collected.

I attest that I or designee have evaluated and vetted the Capstone Project submitted utilizing the appropriate evaluation checklist by *[Insert Candidate's Full Name]* and assure alignment with the global awareness objectives outlined in the Global Educator Digital Badge Implementation Guide.

District Administrator/Designee
[Insert District]

Appendix U: Principals Assurances and Attestation Form

(To be completed by district superintendent or designee who is responsible for the supervision of educator completing the Global Educator Digital Badge requirements.)

DISTRICT LETTERHEAD

DATE

DISTRICT

District Address

RE: Principal Attestation and Assurance of Completion of Global Educator Digital Badge Requirements

I hereby submit that I am the supervising administrator/designee who under North Carolina State Board of Education [Global Educator Digital Badge Criteria](#) attest and assure that *[Insert Candidate's Full Name]* has completed a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education professional development. The educator's global education goals are aligned with the *North Carolina Superintendent Standards* applicable global awareness elements (1a, 2a, 4a).

I assure that the Capstone Project: Leadership Brief submitted by *[Insert Candidate's Full Name]* is in alignment with the global awareness objectives outlined in the candidate's goals and strategies, and further, I attest the activities completed through the candidate's Capstone Project built school capacity in global awareness implementation as documented by the school plan/goals.

I attest that I or designee have evaluated and vetted the Capstone Project submitted utilizing the appropriate evaluation checklist by *[Insert Candidate's Full Name]* and assure alignment with the global awareness objectives outlined in the Global Educator Digital Badge Implementation Guide.

District Superintendent/Designee
[Insert District]

Appendix V: Superintendent Assurances and Attestation Form

(To be completed by district school board member or designee who is responsible for the supervision of educator completing the Global Educator Digital Badge requirements.)

DISTRICT LETTERHEAD

DATE

DISTRICT

District Address

RE: Superintendent Attestation and Assurance of Completion of Global Educator Digital Badge Requirements

I hereby submit that I am the supervising administrator/designee who under North Carolina State Board of Education [Global Educator Digital Badge Criteria](#) attest and assure that *[Insert Candidate's Full Name]* has completed a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education professional development. The educator's global education goals are aligned with the *North Carolina Superintendent Standards* applicable global awareness elements (1a, 2a, 4a).

I assure that the Capstone Project: Leadership Brief submitted by *[Insert Candidate's Full Name]* is in alignment with the global awareness objectives outlined in the candidate's goals and strategies, and further, I attest the activities completed through the candidate's Capstone Project built district capacity in global awareness implementation as documented by the district plan/goals.

I attest that I or designee have evaluated and vetted the Capstone Project submitted utilizing the appropriate evaluation checklist by *[Insert Candidate's Full Name]* and assure alignment with the global awareness objectives outlined in the Global Educator Digital Badge Guide.

School Board/Designee
[Insert District]