NC State Board of Education Global-Ready District Designation

Designation Application Process and Guidance

Agenda

- Overview of SBE Strategic Plan
- Global-Ready District (GRD) Rubric
  - Background
  - Rubric Structure
- Application Process
  - Timeline
  - Forms
- Tips (from guide)
- Contacts and Resources

NC GLOBAL EDUCATION
NC Department of Public Instruction

SBE Task Force on Global Education

In 2011, North Carolina State Board of Education Chairman appointed 5 SBE members to the Task Force on Global Education.

The Task Force was charged to bring, to the full Board, recommendations that would enable a better understanding and appreciation of other countries, languages and cultures by our students.

6 Major Task Force Findings

1. We aren't preparing students for a global tomorrow; North Carolina is global *today.*

2. Pilot programs won't cut it. Preparing globally competent graduates requires a comprehensive approach.

3. To prepare our students for the world, we need to prepare their teachers.

6 Major Task Force Findings

4. North Carolina was once a leader in language learning. It's time to return to the pole.

5. Schools need peers and partners to move this agenda.

6. If it's not sustainable, it's not a strategy.

5 Commitments

1. Robust teacher support and tools (Action Item 1.2: Global Educator Digital Badge)

2. Leading-edge language instruction

3. New school models

4. **District networking and recognition (Action Item 4.2)**

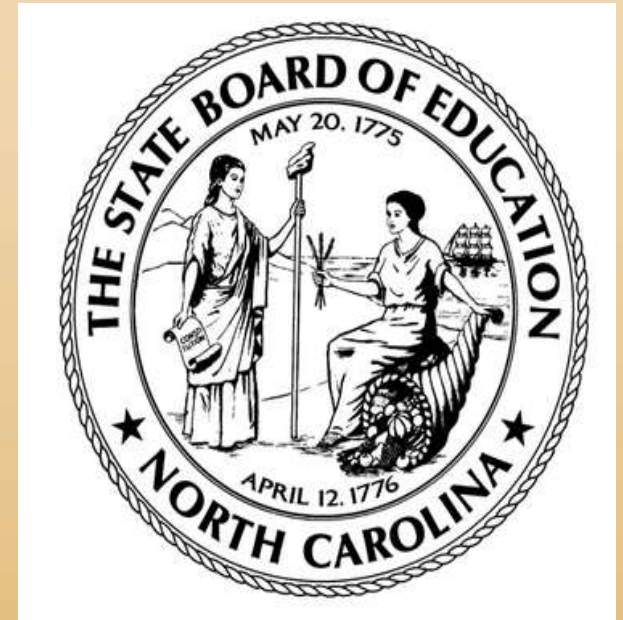5. Strategic international relationships

Connection to State Plan

SBE Vision Statement:

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

-*April, 2014*

Connection to State Plan

SBE Strategic Plan:

Objective 2.3

Increase the number of schools designated as STEM-, Global Education-ready, or schools using time as a variable for learning

Measure 2.3.1

Percentage of STEM- or Global-ready schools

Measure Values	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results						

NOTE: Baseline data will be collected in 2013-14
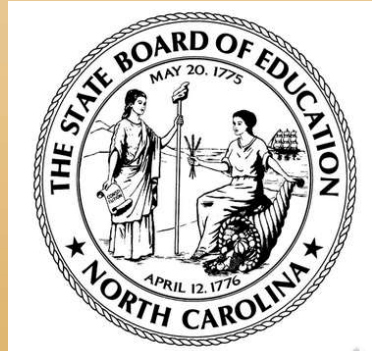
GRD Rubric Background

Partners in Development :

- State Board of Education
- Department of Public Instruction
- Friday Institute at NC State
- Global Education Partners
  - Center for International Understanding
  - VIF International Education
  - World View
- LEAs
- Universities

December 2014	January 2015	February 2015	April 2015	July 2015
LEA Super-intendents develop district draft from proposed school draft	SBE adopts the Global-Ready School Designation Rubrics	Friday Institute Eval Team conducts formal subject matter expert validity test; revisions	Present to SBE and approved in May	Application completed and districts submit for recognition as Global Ready

Rubric Structure

ATTRIBUTE

Levels of Achievement

QUALITY INDICATOR

KEY ELEMENT

1. A district global education strategic and/or action plan is in place that supports the development of globally competent students and involves students, faculty, parents, Board of Education, local and global communities

Key Elements	Early	Developing	Prepared	Model
1.1 Definition of global competency*	District strategic and/or action plan includes a global competency in the mission and/or vision statement.	District strategic and/or action plan indicates a comprehensive approach to integrate a global competency mission and/or vision statement into the curriculum.	District strategic and/or action plan indicates a comprehensive approach to integrate a global competency mission and/or vision statement into a standards-based curriculum and references relevant research and resources.	District strategic and/or action plan demonstrates comprehensive integration of global competence into the standards-based curriculum through action items and references to relevant research and resources.
1.2 Global competence goals.	District strategic and/or action plan includes statement of need for global competence goals.	District strategic and/or action plan indicates staff and student goals for global competence.	District strategic and/or action plan indicates comprehensive staff and student goals for global competence, and identifies tools and resources.	District strategic and/or action plan indicates comprehensive staff and student goals for global competence, identifies relevant tools and resources, and articulates specific actions to help students and staff meet those goals.
1.3 School resources	District strategic and/or action plan includes statement of need to identify the resources to meet global competence goals.	District strategic and/or action plan identifies human and material resources needed for some schools, departments and personnel to meet global competence goals.	District strategic and/or action plan identifies human and material resources needed for most schools, departments and personnel to meet global competence goals.	District strategic and/or action plan includes the specific identification of human and material resources and infrastructure needed for all schools, departments and personnel to meet global competence goals.

GRD Structure Elements

The Global-Ready District rubric is comprised of the following elements:

- Overarching Principle

- Attribute
(grouped under an Overarching Principle)

- Levels of Achievement
("Prepared" or "Model" required for designation)

- Key Elements
(for each Attribute)

- Quality Indicators
(for each Level of Achievement per Key Element)

Levels of Achievement

- **Early:** There is awareness for district-wide for global education. The district has a few systems and structures in place to support global education and needs to identify and integrate systematic support for these efforts. Limited practices showing little impact on students.

- **Developing**: The district occasionally implements systems and structures to support global readiness. The district recognizes the need for global connectivity and has some components of global connections. An opportunity exists for refining systems and structures. Inconsistent practices showing some positive impact on students.

- **Prepared:** The district effectively implements systems and structures (processes) to support global readiness. Many components of global education are embedded district-wide.   Sound, well-embedded practices showing positive impact on students.

- **Model:** The district consistently implements systems and processes to support global readiness. The district is a leader for other districts to replicate or 'Model'. Global readiness is embedded in the district's culture. Well-developed, cutting edge practice showing consistent, high-level student impact.

Requirements for State Designation

Districts can earn the Global-Ready District (GRD) Designation at either the 'Prepared' or 'Model' Level of Achievement.

2015-2016 Academic Year

Timeline	2015-16
July 2015	District Application and Guidance available http://www.ncpublicschools.org/globaled/actions/item4-2
December 1, 2015	Application due
December 2015	Review process
January 2016	District notification
February 2016	State Board of Education Recognition (Presentation)

2016-2017 Academic Year

Timeline	2016-17
July 2016	District Application and Guidance available http://www.ncpublicschools.org/globaled/actions/item4-2
December 2, 2016	Application due
December 2016	Review process
January 2017	District notification
February 2017	State Board of Education Recognition (Presentation)

Rubric Structure

ATTRIBUTE

Levels of Achievement

QUALITY INDICATOR

KEY ELEMENT

1. A district global education strategic and/or action plan is in place that supports the development of globally competent students and involves students, faculty, parents, Board of Education, local and global communities				
Key Elements	Early	Developing	Prepared	Model
1.1 Definition of global competency*	District strategic and/or action plan includes a global competency in the mission and/or vision statement.	District strategic and/or action plan indicates a comprehensive approach to integrate a global competency mission and/or vision statement into the curriculum.	District strategic and/or action plan indicates a comprehensive approach to integrate a global competency mission and/or vision statement into a standards-based curriculum and references relevant research and resources.	District strategic and/or action plan demonstrates comprehensive integration of global competence into the standards-based curriculum through action items and references to relevant research and resources.
1.2 Global competence goals.	District strategic and/or action plan includes statement of need for global competence goals.	District strategic and/or action plan indicates staff and student goals for global competence.	District strategic and/or action plan indicates comprehensive staff and student goals for global competence, and identifies tools and resources.	District strategic and/or action plan indicates comprehensive staff and student goals for global competence, identifies relevant tools and resources, and articulates specific actions to help students and staff meet those goals.
1.3 School resources	District strategic and/or action plan includes statement of need to identify the resources to meet global competence goals.	District strategic and/or action plan identifies human and material resources needed for some schools, departments and personnel to meet global competence goals.	District strategic and/or action plan identifies human and material resources needed for most schools, departments and personnel to meet global competence goals.	District strategic and/or action plan includes the specific identification of human and material resources and infrastructure needed for all schools, departments and personnel to meet global competence goals.

Take a Closer Look

- Review one of the designation rubric Attributes and a Key Element with Quality Indicators on the next slide.

- What evidences would you want to see if a district indicates that it is at the "Prepared" or "Model" designation?

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NC Department of Public Instruction

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early ➡	Developing ➡	Prepared ✔	Model ✔
5. Global learning experiences (face-to-face and virtual) are available for district leaders and schools.	Self-Assessment Rating for Attribute 5: ▢ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
5.1. Local global networks				
5.2. Instructional approach is inquiry-based				
5.3. Student Global Experiential learning*				
5.4. Adult Global Experiential learning				

...udent Experiential Learning: ...learning in...put...classroom to the re...ying participants ...the world through class work, research, travel and/or service as they learn how to transform ideas into action and become global citizens.

*Global Service: Global service is an opportunity for us to understand other's cultures and problems, while at the same time actively addressing, at a community level, some of the pressing local and global issues facing others.

The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. ▢

Key Element
5.1 Local global networks

Early	Developing	Prepared	Model
District has identified Local Global Community Groups* and hosts an annual district meeting with group leaders and the Superintendent.	More than 25% of schools have actively connected with a Local Global Community Group at least once per year to support an event for the school community, in addition to the annual district meeting.	More than 50% of schools have actively connected with a Local Global Community Group at least once per year to support an event for the school community, in addition to the annual district meeting.	More than 75% of schools have actively connected with a Local Global Community Group at least once per year to support an event for the school community, in addition to the annual district meeting.

FORM A: **2015-2016 NC GRD Application Cover**

District Name: ⬚   **District (LEA) #:** ⬚

Date Application Submitted: ⬚/⬚/⬚

Main Point of Contact Information

      Name: ⬚

      Title: ⬚

      Email: ⬚

      Phone: ⬚-⬚-⬚

Number of Students in your District: ⬚

District Demographics: ⬚

Number of Schools: ⬚

Number of Teachers in your District: ⬚

Due Date: December 1, 2015

FORM B: **2015-2016 NC GRD Designation Application Contents Checklist**

District Name: ▢   **District (LEA) #:** ▢

Check List	Application Contents
☐	NC Global-Ready District Designation Application Cover ([Form A](#))
☐	NC Global-Ready District Designation Application Contents Checklist ([Form B](#))
☐	NC Global-Ready District Attributes and Key Elements Designation Rubric Summary Self-Assessment and Evidences Form ([Form C](#)) **Each Attribute and Key Element is indicated below to ensure all Attributes and Key Elements have been addressed on Form C.**
	Principle: A Global-Ready District demonstrates its commitment to prepare students for the world through sustainable strategic planning **Attribute/Key Elements Evidence(s) for each below ([Form C](#))**
☐	1) A district global education strategic and/or action plan is in place that supports the development of globally competent students and involves students, faculty, parents, local board of education, local and global communities.
☐	2) A district-level global education committee or advisory council is in place to address the goals of the global education strategic and/or action plan.
	Principle: A Global-Ready District demonstrates teaching and learning practices by integrating global themes throughout curriculum, aligned with state, national, and international business/industry standards Attribute/Key Element Evidence(s) for each ([Form C](#))

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early ➡	Developing ➡	Prepared ✓	Model ✓
5. Global learning experiences (face-to-face and virtual) are available for district leaders and schools.	Self-Assessment Rating for Attribute 5: ____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
5.1. Local global networks				
5.2. Instructional approach is inquiry-based				
5.3. Student Global Experiential learning*				
5.4. Adult Global Experiential learning				
5.5. Global Service (Think Global, Act Local)				

*Experiential learning is investigative, collaborative learning within a community

* The local global community includes culturally and ethnically diverse communities in the local area and across the globe.

*The Global Innovative Showcase is an opportunity for the district to highlight the work of students/schools in global activities and/or sharing of inquiry-based engagement around global learning. This showcase is open to the innovation of the district.

*Global experiential learning: Experiential learning integrates the classroom and the real world, engaging participants with the world through class work, research, travel and/or service as they learn how to transform ideas into action and become global citizens.

*Global Service: Global service is an opportunity for us to understand other's cultures and problems, while at the same time actively addressing, at a community level, some of the pressing local and global issues facing others.

The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. ____

Key Element
5.1 Local global networks

Early	Developing	Prepared	Model
District has identified Local Global Community Groups* and hosts an annual district meeting with group leaders and the Superintendent.	More than 25% of schools have actively connected with a Local Global Community Group at least once per year to support an event for the school community, in addition to the annual district meeting.	More than 50% of schools have actively connected with a Local Global Community Group at least once per year to support an event for the school community, in addition to the annual district meeting.	More than 75% of schools have actively connected with a Local Global Community Group at least once per year to support an event for the school community, in addition to the annual district meeting.

Appendix A: Rubric Designation Guide

The Global-Ready District Designation is awarded at either the "**Prepared**" or "**Model**" Level of Achievement. The "**Early**" and "**Developing**" levels of achievement provide the district with a roadmap for reaching the next levels.

Matrix Ordered by Number of Elements within Attribute

K-12	Key Elements within an Attribute (ordered by number of elements within Attribute)	Prepared	Model
Rating Per **Key Element**	**Attribute #:** 2, 4, 6 *Number of Key Elements:* *1 or 2*	All **Key Elements** must be 'Prepared' or higher	All **Key Elements** must be 'Model'
	Attribute #: 3, 8, 9, 10	All **Key Elements** must be	All **Key Elements** must be

(Overlay box:)

Attribute #: 5 *Number of Key Elements: 5*	Four or more **Key Elements** must be 'Prepared' or higher. One **Key Element** may be 'Developing'	Four or more **Key Elements** must be 'Model'. One **Key Element** may be 'Prepared'

(Partially visible beneath overlay:)

	Number of Key Elements: 7	'Prepared' or higher. One **Key Element** may be 'Developing'	Element may be 'Prepared'
Designation Rating	There are 10 attributes	Eight or more of the **Attributes** must be at 'Prepared' or higher. Two **Attributes** may be 'Developing'	Eight or more of the **Attributes** must be at 'Model'. Two **Attributes** may be 'Prepared'

Take a Closer Look

Review the Rating information on Attribute 5 as found in the graphic on slide 17. Below are 4 scenarios for the self-evaluation results on the 5 Key Elements underneath. Determine the final Attribute 5 self-rating based on the scenarios.

- **Scenario A** _____
    - 5.1 'Prepared'; 5.2 'Developing'; 5.3 'Developing'; 5.4 'Early'; 5.5 'Prepared';

- **Scenario B** _____
    - 5.1 'Model'; 5.2 'Prepared'; 5.3 'Prepared'; 5.4 'Prepared'; 5.5 'Model'

- **Scenario C** _____
    - 5.1 'Model'; 5.2 'Prepared'; 5.3 'Prepared'; 5.4 'Prepared'; 5.5 'Developing'

- **Scenario D** _____
    - 5.1 'Model'; 5.2 'Model'; 5.3 'Model'; 5.4 'Model'; 5.5 'Prepared'

Scenario Results

Scenario	Level of Achievement Rating For Attribute 5	Reason
A	NOT 'Prepared'	Only 2 Key Elements are at 'Prepared' or higher
B	'Prepared'	4 or more Key Elements are at 'Prepared' or higher
C	'Prepared'	4 or more Key Elements are at 'Prepared' or higher and 1 Key Element is at 'Developing' ***However,*** *had this Key Element been at 'Early', then Attribute 5 rating would **not** earn a 'Prepared'*
D	'Model'	4 or more Key Elements are at 'Model' or higher and 1 Key Element is at 'Prepared' ***However,*** *had this Key Element been at 'Developing', then Attribute 5 rating would not earn a 'Model', but would earn a 'Prepared'*

FORM D: 2015-2016 NC GRD Applicant Self-Rating Summary

District Name: [ ]   **District (LEA) #:** [ ]

Attribute and Key Elements Summary Rating Sheet	Attribute Rating
Principle: A district Global-Ready School demonstrates its commitment to prepare students for the world through sustainable strategic planning	
1) A district global education strategic and/or action plan is in place that supports the development of globally competent students and involves students, faculty, parents, local board of education, local and global communities.	[ ]

Key Element	Rating
1.1 Definition of global competency	[ ]
1.2 Global competence goals	[ ]
1.3 School resources	[ ]
1.4 Professional Development	[ ]
1.5 Global educator designation	[ ]
1.6 Global-Ready Schools Designation	[ ]
1.7 Committee structure and support processes	[ ]

FORM E: **2015-2016 NC GRD Signature Page**

Indicates that the district application has been developed, reviewed and deemed ready for state level review for potential designation status at the "Prepared" or "Model" Level of Achievement.

District Name: _____

District (LEA) #: _____

Superintendent Name: _____   **Email:** _____

Signature: _____

Tips for Completing the Application

- Establish a team to complete the application and involve staff in writing, documenting and selecting evidences, and editing.

- Establish a timeline for completion of the application including the time for district level review and approval as determined by the superintendent.

- Plan for early input and collaborative involvement from business partners, community partners, and postsecondary partners.

- Remember the rubric is a roadmap and how a district arrives at the destination is often unique to that district.

Tips for Completing the Application

- Include narrative evidences of accomplishments for each of the ten Attributes and each Key Element, not to exceed 600 words for each Attribute.

- Address each Key Element under each of the Attributes with documentation and evidences.
    - Provide data that is both qualitative and quantitative.
    - Use student results and outcomes in responses.
    - Remove personally identifiable information of students' names.
    - Select evidences that provide a clear picture for the reviewer.
    - Use an evidence more than once, if it addresses multiple Key Elements.
    - Select supporting evidences that best exemplify and distinguish the district.

Tips for Completing the Application

- Use Calibri font size 10 for electronic support documentation.

- Incorporate global education strategies within the district strategic plan or goals.

- Complete Forms A, B, C, D and E and turn in all 5 forms for the complete application.

- **Share successes with staff.**

Contact and Resources

NCDPI Global Education
Steering Committee
ncglobaleducation@dpi.nc.gov

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