



NC State Board of Education Global-Ready School Designation

Designation Application Process and Guidance





Agenda

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





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

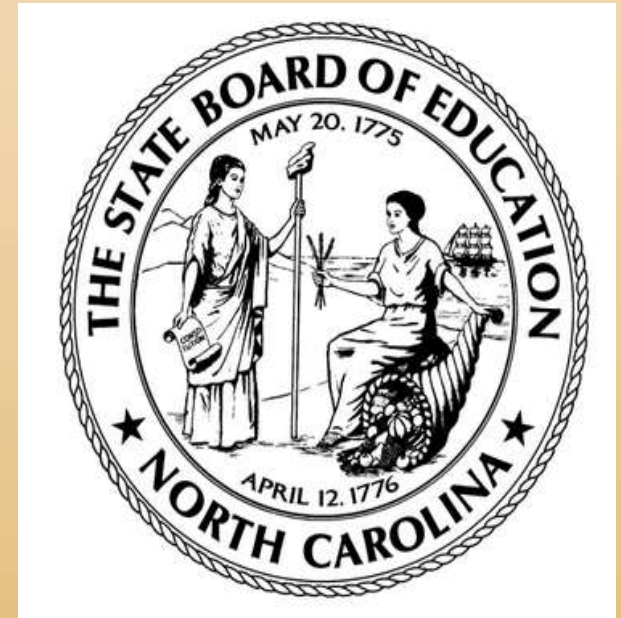




Connection to State Plan

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

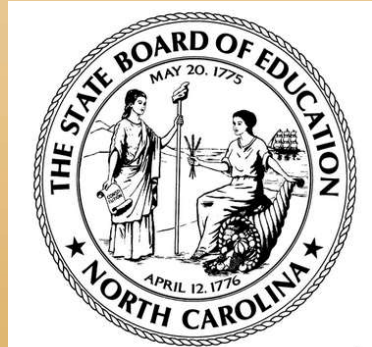
Increase the number of schools designated as STEM-, Global Education-ready, or schools using time as a variable for learning

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





GRS 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



**Feb-May
2014**

Global Ed
Partners
define
over-
arching
principles
and
attributes

**June-Aug
2014**

LEA
representa-
-tive
design
team
develops
first draft

**Sep
2014**

FI Eval
Team
conducts
formal
subject
matter
expert
validity
test;
revisions

**Dec
2014**

Present
to SBE

**Spring
2015**

Application
completed
and
schools
submit for
recognition
as Global
Ready
School





GRS Rubric

- Adopted at SBE January 2015 meeting
- Similar to the STEM school recognition
- Applications available March 2015

<http://www.ncpublicschools.org/global/education/actions/item4-2>



Rubric Structure

ATTRIBUTE

Levels of Achievement

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.

QUALITY INDICATOR

KEY ELEMENT





GRS Structure Elements

The Global-Ready School 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 school-wide for global education. The school has a few systems and structures in place to support global education and needs to identify and integrate systematic support for these efforts. There are limited practices showing little impact on students.



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



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



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





Requirements for State Designation

1. Schools can earn the Global-Ready School (GRS) Designation at either the “Prepared” or “Model” Level of Achievement.
2. To receive GRS designation, schools must also meet the following student achievement requirements in addition to "Prepared" or "Model" on the Global-Ready School rubric:
 - Schools must be at or above the state average performance composite for Level 3. Schools will use the state average for their school grade configuration:
 - through grade 5
 - through grade 8
 - through grade 12
 - In addition, schools must meet or exceed their expected yearly growth.

These measurements are based on the data from the school year preceding the application year.



Rubric Structure

ATTRIBUTE

Levels of Achievement

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
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QUALITY INDICATOR

KEY ELEMENT





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 school indicates that it is at the “Prepared” or “Model” designation?





FORM C: NC GRS Rubric Self-Assessment and Evidences

School Name:

School District Name:

Date: / /

North Carolina Department of Public Instruction's NC Global Ready Schools Attributes	Early →	Developing →	Prepared ✓	Model ✓
4. Embedded global themes and problem-based learning throughout the curriculum.	Self-Assessment Rating for Attribute 4: <input type="text"/> <i>Mark your final rating for this attribute based on your self-assessment on key elements below (guidance Appendix A)</i>			
4.1. Integrating global content into curriculum	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.2. Relevant inquiry-based instruction around global themes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.3. Assessment for learning	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Key Element

4.1 Integrating global content into curriculum

Early	Developing	Prepared	Model
School has clearly defined global themes.	Global themes are connected to content areas (i.e., math, science, etc.).	Global content has been fully integrated into most standards and into most disciplines. Global themes are connected to content and are purposefully interdisciplinary.	Engaging global content has been fully integrated into all standards and into all disciplines. Global themes are mapped vertically and horizontally. Scope and sequence of connections between global issues and content are purposeful.

The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element.

The Evidences should support the narrative (Links to data, documents, video clips less than 2 minutes, web pages, etc.). Please provide a one or two sentence descriptor for supporting evidence and relevance to key element.





2014-2015 Academic Year

Timeline	2014-15
March 2015	Application provided to schools
May 15, 2015	Application due
May 15-30, 2015	Review process
Early June 2015	School notification
September 2015	School visit
November 2015	State Board of Education Recognition (Presentation)

2015-2016 Academic Year

Timeline	2015-16
November 2016	Application provided to schools
April 4, 2016	Application due
April 2016	Review process
May 2016	School notification
September 2016	School visit
November 2016	State Board of Education Recognition (Presentation)





FORM A: NC Global-Ready Application Cover

School Name:

School System:

Date Application Submitted: / /

Main Point of Contact Information

Name:

Address:

City, State, Zip:

Email:

Phone: - -

SELECT ONE: *

K-5

K-8

6-8

9-12

Early College

SELECT ONE:

Public School

Charter School





FORM B: NC GRS Designation Application Contents Checklist

School Name:

School System:

Check List	Application Contents
<input type="checkbox"/>	NC Global-Ready Schools Designation Application Cover (Form A)
<input type="checkbox"/>	NC Global-Ready Schools Designation Application Contents Checklist (Form B)
<input type="checkbox"/>	NC Global-Ready Schools 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.
<input type="checkbox"/>	<i>Principle:</i> A Global-Ready School demonstrates its commitment to prepare students for the world through sustainable strategic planning Attribute/Key Elements Evidence(s) for each below (Form C)
<input type="checkbox"/>	1) A site-based global education strategic plan is in place that addresses students, faculty, <u>parents</u> , local and global communities.
<input type="checkbox"/>	2) A site-based global education committee or advisory council is in place to address the goals of the global education strategic plan.
<input type="checkbox"/>	<i>Principle:</i> A Global-Ready School 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)
<input type="checkbox"/>	3) Professional development on embedded global education curriculum.
<input type="checkbox"/>	4) Embedded global themes and problem-based learning throughout the curriculum.
<input type="checkbox"/>	5) Global experiential learning experiences (face-to-face and virtual) for each student and teacher.





FORM C: NC GRS Rubric Self-Assessment and Evidences

School Name: _____

School District Name: _____

Date: ___/___/___

North Carolina Department of Public Instruction's NC Global Ready Schools Attributes	Early ➔	Developing ➔	Prepared ✔	Model ✔
1. A site-based global education strategic plan is in place that supports the development of globally competent students and involves students, faculty, parents and local and global communities.	Self-Assessment Rating for Attribute 1: _____ <u>Mark your final rating for this attribute based on your self-assessment on key elements below (guidance Appendix A)</u>			
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. Committee structure and support processes**				
*Global competency is the capacity and disposition to understand and act on issues of global significance. (CCSSO. EdSteps, State Partnership on Global Ed: 2010) ** The committee can be part of the existing school level site-based management structure such as the School Improvement Team				
The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating. _____				
Key Element 1.1 Definition of global competency*				
Early	Developing	Prepared	Model	
School plan includes global competency in the mission and/or vision statement.	School plan indicates comprehensive approach to integrate global competency mission and/or vision statement into the curriculum.	School plan indicates comprehensive approach to integrate global competency mission and/or vision statement into the standards-based curriculum and references relevant research and resources.	School plan demonstrates comprehensive integration of global competence into the standards-based curriculum through action items and references to relevant research and resources.	





Appendix A: Rubric Designation Guide

The Global-Ready School Designation is awarded at either the "Prepared" or "Model" Level of Achievement. The "Early" and "Developing" levels of achievement provide the school 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 Number of Key Elements: 2	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 4, 6, 8, 9, 10 Number of Key Elements: 3	All Key Elements may be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 3, 5 Number of Key Elements: 4	Three Key Elements must be 'Prepared' or higher. One Key Element may be 'Developing'	Three Key Elements must be 'Model'. One Key Element may be 'Prepared'
	Attribute #: 7 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'
	Attribute #: 1 Number of Key Elements: 6	Five or more Key Elements must be 'Prepared' or higher. One Key Element may be 'Developing'	Five or more Key Elements must be 'Model'. One Key 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 information on Attribute 1 as found on slide 23. Below are 4 scenarios for the self-evaluation results on the 6 Key Elements underneath. Determine the final Attribute 1 self-rating based on the scenarios using the information from Appendix A of the application guidance found on Slide 24.

- **Scenario A** _____
–1.1 Prepared; 1.2 Developing; 1.3 Developing; 1.4 Early; 1.5 Prepared; 1.6 Prepared
- **Scenario B** _____
–1.1 Model; 1.2 Prepared; 1.3 Prepared; 1.4 Prepared; 1.5 Prepared; 1.6 Model
- **Scenario C** _____
–1.1 Model; 1.2 Prepared; 1.3 Prepared; 1.4 Prepared; 1.5 Developing; 1.6 Model
- **Scenario D** _____
–1.1 Model; 1.2 Model; 1.3 Model; 1.4 Model; 1.5 Prepared; 1.6 Model





Scenario Results



Scenario	Level of Achievement Rating For Attribute 1	Reason
A	NOT Prepared	Only 3 Key Elements are at “Prepared” or higher
B	Prepared	5 or more Key Elements are at “Prepared” or higher
C	Prepared	5 or more Key Elements are at “Prepared” or higher and 1 Key Element is at “Developing” (<i>Note: Had this Key Element been at Early, then Attribute 1 rating would not be at Prepared</i>)
D	Model	5 or more Key Elements are at “Model” or higher and 1 Key Element is at “Prepared” (<i>Note: Had this Key Element been at Developing, then Attribute 1 rating is at “Prepared”</i>)



FORM D: NC GRS Applicant Self-Rating Summary

School Name:

School System:

Attribute and Key Elements Summary Rating Sheet		Attribute Rating														
Principle: A Global-Ready School demonstrates its commitment to prepare students for the world through sustainable strategic planning																
1) A site-based global education strategic plan is in place that addresses students, faculty, parents, local and global communities.		<input type="text"/>														
<table border="1"><thead><tr><th>Key Element</th><th>Rating</th></tr></thead><tbody><tr><td>1.1. Definition of global competency*</td><td><input type="text"/></td></tr><tr><td>1.2. Global competence goals</td><td><input type="text"/></td></tr><tr><td>1.3. School resources</td><td><input type="text"/></td></tr><tr><td>1.4. Professional Development</td><td><input type="text"/></td></tr><tr><td>1.5. Global educator designation</td><td><input type="text"/></td></tr><tr><td>1.6. Committee structure and support processes**</td><td><input type="text"/></td></tr></tbody></table>		Key Element	Rating	1.1. Definition of global competency*	<input type="text"/>	1.2. Global competence goals	<input type="text"/>	1.3. School resources	<input type="text"/>	1.4. Professional Development	<input type="text"/>	1.5. Global educator designation	<input type="text"/>	1.6. Committee structure and support processes**	<input type="text"/>	
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1.2. Global competence goals	<input type="text"/>															
1.3. School resources	<input type="text"/>															
1.4. Professional Development	<input type="text"/>															
1.5. Global educator designation	<input type="text"/>															
1.6. Committee structure and support processes**	<input type="text"/>															
2) A site-based global education committee or advisory council is in place to address the goals of the global education strategic plan.		<input type="text"/>														
<table border="1"><thead><tr><th>Key Element</th><th>Rating</th></tr></thead></table>		Key Element	Rating													
Key Element	Rating															





FORM E: NC GRS Signature Page

Signatures below indicate that the school application has been developed, reviewed and deemed ready for state level review for potential designation status at the “Prepared” or “Model” Level of Achievement by the school and district level staff.

School Name: **School District:**

Superintendent: **Email:**

Signature: _____

Principal: **Email:**

Signature: _____





Tips for Completing the Application

- Establish a team to complete the application and involve faculty 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 school arrives at the destination is often unique to that school.





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 school.





Tips for Completing the Application

- Use Calibri font size 10 for electronic support documentation.
- Incorporate global education strategies within the school improvement plan.
- 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

