**NC GLOBAL EDUCATION**

NC Department of Public Instruction

# NC Global-Ready District

## Implementation Rubric

**August 2017**

## North Carolina Department of Public Instruction Global-Ready District Designation

## NC Global-Ready District Implementation Rubric

## K-12

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

*CCSSO, EdSteps, State Partnership on Global Education (2010)*

PURPOSE:

*Preparing Students for the World: Final Report of the State Board of Education's Task Force on Global Education* (January 2013) provides a set of recommendations for ensuring that every student who graduates from our public schools is "prepared to be a globally engaged and productive citizen." Recommendation 4.2 states: "Institute a Global-Ready designation for schools and districts that provides a process and incentives for K-12 world language opportunities for all students; pathways for teachers to achieve SBE recognized badging and career ready-employer requirements, among others" (p. 6).

The NC Global-Ready District Implementation Rubric is built around the North Carolina Department of Public Instruction's (NCDPI) "Global-Ready District Attributes," which describe characteristics of a high-quality Global-Ready District. Attributes are outlined on the following page.

The rubric articulates a common language for Global-Ready District implementation strategies and to establish a continuum describing good-to-great global districts.

The rubric can serve as a guide for districts or other organizations in the design and/or implementation of Global-Ready leading and learning efforts. The rubric may be used to reflect on characteristics of a district model and to plan action steps for the future. NCDPI is using this rubric as the framework for the "NC Global-Ready District Designation" application. The Global-Ready Rubric is seen as being in alignment and supporting other NC DPI rubrics as in the NC STEM Program and the NC Digital Progress Rubric. These rubrics are meant to overlap and relate, and are NOT meant to be completely exclusive or unrelated efforts. For example, if a school is attempting to achieve Global-Ready Designation while simultaneously trying to improve its digital learning using the NC Digital Learning Progress Rubric as a guide, evidence from one rubric may be used for the other when it is appropriate. These rubrics are meant to work together in a reinforcing, collective way. (The NC Digital Learning Progress Rubric can be found at http://ncdlplan.fi.ncsu.edu/rubric and the NC DPI's STEM Program rubric at http://www.ncpublicschools.org/stem/schools. Also, the NC Digital Learning Competencies for Educators, which are referenced in the below rubric, can be found at http://www.dpi.state.nc.us/dtl/digitallearningnc/competencies/ ).

DESIGN:

The Global-Ready District Designation Rubric contains ten Global-Ready Attributes. Each Attribute is described individually on separate pages. Each Attribute page lists one to six "Key Elements" or key components of the Attributes (these are indicated in the rows). A four-point "Implementation Continuum" or Levels of Achievement across the top of the page, ranges from "Early" to "Developing" to "Prepared" to "Model" and represents varying depths of implementation for each Key Element (these are the columns). Finally, the "Quality Indicators" describe the critical nature of a district's implementation of a particular Key Element at a particular point along the implementation continuum (these are the cells).

ACKNOWLEDGEMENTS:

NCDPI acknowledges and appreciates the following for their collaboration on the Attributes:  Go Global NC, Participate, and World View.

NCDPI also acknowledges and appreciates The Friday Institute of North Carolina State University for collaboration and the development of this rubric.

| North Carolina Department of Public Instruction's<br><br>**NC Global-Ready District Attributes*** | Early ➡ | Developing ➡ | Prepared | Model |
|---|---|---|---|---|
| A Global-Ready District 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. | | | | |
| 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. | | | | |
| A Global-Ready District demonstrates teaching and learning practices by integrating global themes throughout curriculum, aligned with state, national, and international business/industry standards. | | | | |
| 3. Professional development on embedded global education curriculum is prevalent. | | | | |
| 4. Embedded global themes and problem-based learning is evidenced throughout the curriculum. | | | | |
| 5. Global learning experiences (face-to-face and virtual) are available for district leaders and schools. | | | | |
| 6. Alignment of student global competency development with career and/or postsecondary pathways is pursued. | | | | |
| 7. Leading-edge language instruction is available. | | | | |
| 8. Authentic assessment and demonstration of global competence is practiced. | | | | |
| A Global-Ready District initiates and sustains local, national, and international community and business/industry partnerships. | | | | |
| 9. Global education strategic and/or action plan is communicated. | | | | |
| 10. Business/industry, nonprofit, and community partnerships for Global Education opportunities that extend beyond the classroom walls. | | | | |

*Attributes define essential components central to 21st century skills

| 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. | | | | |
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| **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. |
| 1.4 Professional development | District strategic and/or action plan includes a professional development (PD) plan with limited acknowledgement of global competency goals. | District strategic and/or action plan includes a PD plan for 20-49% of staff to build and support knowledge, skills, and dispositions for global competence. | District strategic and/or action plan includes a comprehensive PD plan for 50-85% of staff to build and support knowledge, skills, and dispositions for global competence. | District strategic and/or action plan includes a comprehensive PD plan for all staff to build and support knowledge, skills and dispositions for global competence. |

| 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. (CONTINUED) | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 1.5 Global educator designation | District strategic and/or action plan includes a goal for school educators to achieve State Board of Education (SBE) Global Educator Digital Badge (GEDB) designation. | District strategic and/or action plan includes a goal for at least 10% of school educators to be enrolled in the process for attaining or have attained the GEDB designation. | District strategic and/or action plan includes a goal for at least 30% of school educators to be enrolled in the process for attaining or have attained the GEDB designation. | District strategic and/or action plan includes a goal for at least 50% of school educators to be enrolled in the process for attaining or have attained the GEDB designation. |
| 1.6 Global Ready Schools designation | District strategic and/or action plan includes a goal for schools to achieve State Board of Education (SBE) Global Ready School (GRS) designation. | District strategic and/or action plan includes a goal for at least 10% of schools to be enrolled in the process for attaining or have attained the GRS designation. | District strategic and/or action plan includes a goal for at least 30% of schools to be enrolled in the process for attaining or have attained the GRS designation. | District strategic and/or action plan includes a goal for at least 50% of schools to be enrolled in the process for attaining or have attained the GRS designation. |
| 1.7 Committee*** structure and processes. | District strategic and/or action plan identifies a need to establish a committee on global education. | District strategic and/or action plan includes guidelines for participation of some stakeholder groups in a global education committee. | District strategic and/or action plan includes guidelines for participation of many stakeholder groups in global education committee. | District strategic and/or action plan includes guidelines that ensure participation of all stakeholder groups in global education committee structure and processes. |
| * Global competency is the capacity and disposition to understand and act on issues of global significance. (CCSSO. EdSteps, Asia Society State Partnership on Global Ed: 2010) | | | | |
| ** A guide for implementing robust digital technology infrastructure can be found in the "Technology Infrastructure and Devices" section of the NC Digital Learning Progress Rubric | | | | |
| *** The committee can be part of the existing site-based management structure such as the District and/or School Improvement Team. | | | | |

| 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. | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 2.1 Frequency of collaboration | Global education committee meets infrequently. | Global education committee meets at least annually to review the plan. | Global education committee meets at least each semester to reflect, assess, revise, and implement the plan. | Global education committee meets at least quarterly to reflect, assess, revise, and implement the plan. |
| 2.2 District decision-making processes | Global education committee is separate from the district's decision-making processes. | Global education committee connects district decision-making processes to begin integration of a global focus in the strategic and/or action plan. | Global education committee influences district decision-making processes to integrate a global focus in the strategic and/or action plan. | Global education committee impacts district decision-making processes to effectively integrate a global focus and leverage resources to meet global goals of the plan. |
| * The committee can be part of the existing district level site-based management structure such as the District Improvement Team. | | | | |

| 3. Professional development on embedded global education curriculum is prevalent. | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 3.1 Frequency | Less than 25% of district and school level administrators participate in annual PD that focuses on global content, pedagogy*, and technology tools to enhance the global content and culture of schools. | At least 25% of district and school level administrators participate in 10-20 hours of PD annually that focuses on global content, pedagogy*, and technology tools to enhance the global content and culture of schools. | At least 50% of district and school level administrators participate in 10-20 hours of PD annually that focuses on global content, pedagogy*, and technology tools to enhance the global content and culture of schools. | At least 75% of district and school level administrators participate in 10-20 hours of PD annually that focuses on global content, pedagogy*, and technology tools to enhance the global content and culture of schools. |
| 3.2 Standards-based, content specific connection | Less than 25% of annual content-related PD makes explicit efforts to connect relevance of global competency with standards-based curriculum. | At least 25% of annual content-related PD makes explicit efforts to connect relevance of global competency with standards-based curriculum. | At least 50% of annual content-related PD makes explicit efforts to connect relevance of global competency with standards-based curriculum. | At least 75% of annual content-related PD makes explicit efforts to connect relevance of global competency with standards-based curriculum. |
| 3.3 Personalized Learning | Less than 25% of district and school level administrators annually identify global education PD goals and seek PD activities to meet individual professional goals. | At least 25% of district and school level administrators annually identify global education PD goals and seek PD activities to meet individual professional goals. | At least 50% of district and school level administrators annually identify global education PD goals and seek PD activities to meet individual professional goals. | At least 75% of district and school level administrators annually identify global education PD goals and seek PD activities to meet individual professional goals. |
| *Pedagogy is inclusive of pedagogy in a digital learning environment. | | | | |

| 4. Embedded global themes and problem-based learning is evidenced throughout the curriculum. | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 4.1 Integrating global content into curriculum | District has clearly defined global themes. | Global themes are connected to content areas (i.e., math, science, etc.). | Global themes are connected to content and are purposefully interdisciplinary. Global content has been fully integrated into most standards and into most disciplines. | Global themes are mapped vertically and horizontally for staff use. Engaging global content has been fully integrated into all standards and into all disciplines. |

| 5. Global learning experiences (face-to-face and virtual) for District Leaders and Schools are available. | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 5.1 Local global networks | 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. |
| 5.2 Instructional approach is inquiry-based | District plans and executes a Global Innovation Showcase** once per year, with less than 25% of schools participating. | More than 25% of schools participate in the Global Innovation Showcase**. | More than 50% of schools participate in the Global Innovation Showcase**. | More than 75% of schools participate in the Global Innovation Showcase***. |
| 5.3 Student Global Experiential learning*** | District has identified and made available a variety of virtual and face-to-face global learning experiences*** for students with less than 25% of schools having 100% of students participating. | More than 25% of schools have had 100% of students participate in a virtual and/or face-to-face global learning experience***. | More than 50% of schools have had 100% of students participate in a virtual and/or face-to-face global learning experience***. | More than 75% of schools have had 100% of students participate in a virtual and/or face-to-face global learning experience***. |
| 5.4 Adult Global Experiential Learning*** | District has identified and made available virtual and face-to-face global learning experiences*** for adults, with less than 25% of certified staff participating. | More than 25% of certified staff participate in virtual and face-to-face global learning experiences*** as part of a Professional Development goal. | More than 50% of certified staff participate in virtual and face-to-face global learning experiences*** as part of a Professional Development goal. | More than 75% of certified staff participate in virtual and face-to-face global learning experiences*** as part of a Professional Development goal. |

| 5. Global learning experiences (face-to-face and virtual) for District Leaders and Schools are available. (CONTINUED) | | | | |
|---|---|---|---|---|
| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 5.5 Global Service (Think Global, Act Local)**** | District has identified a process to culminate each year with a global service project that connects local global community groups and at least one inquiry-based learning project, with at least 25% of schools participating. | More than 25% of schools have used their global community and the inquiry- based projects to identify and act on a locally identified global issue. | More than 50% of schools have used their global community and the inquiry-based projects to identify and act on a locally identified global issue. | More than 75% of schools have used their global community and the inquiry-based projects to identify and act on a locally identified global issue. |
| * 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. | | | | |

| 6. Alignment of student global competency development with career and/or postsecondary pathway is pursued. | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 6.1 Integrating global competency into curriculum pathways. | The district has established a curricula review process and less than 25% of course content has integrated global competencies into curricula. | At least 25% of course content has integrated global competencies into curricula. | At least 50% of course content has integrated global competencies into curricula. | At least 75% of course content has integrated global competencies into curricula. |
| 6.2 Connecting global learning skills* to careers and post-secondary education | The district identifies global learning skills and has provided ways for schools to demonstrate age-appropriate connections between careers and global learning skills in less than 25% of the schools. | At least 25% of schools have provided an opportunity for students to connect global learning skills to careers. | At least 50% of schools have provided an opportunity for students to connect global learning skills to careers. | At least 75% of schools have provided an opportunity for students to connect global learning skills to careers. |
| *Global Learning Skills: In addressing Global Learning skills such as critical thinking, creativity, reflection, metacognition, collaboration and ethical decision making are required when students are given a substantive and authentic goal to achieve. From Digital Competencies for Educators: *"Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources."* | | | | |

| 7. Leading-edge language instruction is available. | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 7.1 Students in language programs | District is developing a plan to implement proficiency-based world language instruction in the next school year. | At least 25% of students are enrolled in proficiency-based, world language instruction and/or a dual language/immersion (DL/I) program that is part of a district K-12 dual language/immersion (DL/I) initiative. | At least 50% of all students are enrolled in proficiency-based, world language instruction and/or a dual language/immersion (DL/I) program that is part of a district K-12 dual language/immersion (DL/I) initiative. | At least 75% of students are enrolled in proficiency-based world language instruction and/or a dual language/immersion program that is integrated into the district K-12 world language/dual language/immersion (DL/I) plan, that leads to higher world language proficiency and cultural competency levels. |
| 7.2 Strategic language programs offered | District is developing a plan to offer world language instruction as part of the district K-12 articulated world language program. | At least one world language offered at each school or through virtual partners. | Based on identified local community needs and resources, more than one world language program is offered at some schools. | Based on local and regional needs, multiple strategic language programs are offered at a majority of schools, with the assistance of community, regional, international or virtual partners. |
| 7.3 Students demonstrate language and cultural competencies* | The district ensures that multiple choice and single response assessments are used to demonstrate student language and cultural knowledge and competencies. | The district ensures that performance-based assessments, in addition to multiple choice and single response summative assessments, are used to demonstrate student language and cultural competence in alignment with the *NC World Language Essential Standards.* | The district ensures that formative assessment tools and performance-based assessments are used to demonstrate student language and cultural competence, in accordance with the program outcomes for the language program model in alignment with the *NC World Language Essential Standards.* | The district ensures that a comprehensive and balanced assessment approach, along with validated instruments, is used to provide students multiple opportunities to demonstrate language proficiency and cultural competence, in accordance with the program outcomes for the language program model in alignment with the *NC World Language Essential Standards.* |
| 7.4 Multiple opportunities to learn | The district ensures that opportunities are available for students to learn about world language and culture. | The district ensures that opportunities are available for students to participate in world language instruction world language clubs, field trips, and virtual** opportunities to experience world languages. | The district ensures that opportunities are available for students to participate in world language instruction or dual language/immersion instruction, clubs, field trips, virtual** exchanges, and additional immersion study for some students and teachers. | The district ensures that opportunities are available for students to participate in classroom world language study, immersion study, study abroad, community service events, international exchange, international travel, virtual** opportunities and/or language clubs for a majority of students and teachers. |

*From the Digital Learning Competencies for Educators: Data and Assessment: *Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process* and *Utilize multiple and varied forms of assessment including examples of student work products.*

**From the Digital Learning Competencies for Educators: Digital Content and Instruction: *Design technology-enriched learning experiences that encourage all students to pursue their individual interests, preferences and differences* and *Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.*

| 8. Authentic assessment and demonstration of global competence is practiced. | | | | |
|---|---|---|---|---|
| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 8.1 Cross-curricular inquiry-based assessment* | Schools in the district are assessing students on teacher-created, non-authentic assessment. | At least 25% of schools are considered "prepared" on element 8.1 of the *Global Ready School Designation Rubric* | At least 50% of schools are considered "prepared" on element 8.1 of the *Global-Ready School Designation Rubric.* | At least 75% of schools are considered "model" on element 8.1 of the *Global-Ready School Designation Rubric.* |
| 8.2 Demonstration of student global competency and proficiency of world languages | A majority of schools in the district provide ***at least one tool*** for students to demonstrate competency/proficiency (i.e., validated instrument, standardized test, portfolios, or capstone projects). | A majority of schools in the district provide ***more than one tool*** for students to demonstrate competency/proficiency (i.e., validated instruments, standardized tests, portfolios, or capstone projects). | A majority of schools in the district provide ***several tools*** for students to demonstrate competency/proficiency, including validated instruments, standardized tests, portfolios, or capstone projects. | A majority of schools in the district have a ***comprehensive school-wide assessment approach*** utilizing validated instruments for global competency/proficiency including validated instruments, standardized tests, portfolios, or capstone projects. |
| 8.3 Demonstration of teacher global competence | All schools in the district provide ***at least one*** opportunity for teachers to demonstrate global competence. | All schools in the district provide ***some*** opportunity and assessment tools for teachers to demonstrate global competency | All schools in the district provide ***many*** tools for teachers to demonstrate global competence, including validated instruments. | All schools have a ***comprehensive assessment approach*** and offer validated instruments that provide teachers opportunities to demonstrate global competence. |
| * Inquiry-based assessment includes performance-based learning, project-based learning, project-based inquiry, problem-based learning, design cycle, performance-based assessment, etc. | | | | |

| 9. Global education strategic/action plan is communicated. | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 9.1 Communicate global education plan | District leaders randomly communicate the global education plan to garner participation and buy-in from schools, global education teachers, and key stakeholders. | District leaders annually communicate the global education plan to garner participation and buy-in from schools, global education teachers, and key stakeholders. | District leaders semiannually communicate the global education plan to garner participation and buy-in from schools, teachers, and key stakeholders. Program leaders communicate plan to surrounding early and developing schools. | District leaders often (more than twice a year) communicate the global education plan to garner participation and buy-in from schools, teachers, and key stakeholders. Program leaders reach out to early and developing schools in the district and promote participation in the global education plan. |
| 9.2 Communicate program data | A variety of district/school/program-level student data on global education performance (e.g., test scores, work samples) is available annually to internal stakeholders and is used to inform instructional and programmatic decisions.* | A variety of district/school/program-level student data on global education performance (e.g., test scores, work samples) is available annually to external and internal stakeholders and is used to inform instructional and programmatic decisions.* | A variety of district/school/program-level student data on global education performance (e.g., test scores, work samples) is available semi-annually to external and internal stakeholders and is used to inform instructional and programmatic decisions.* | A variety of district/school/program-level student data on global education performance (e.g., test scores, work samples) is available quarterly to external and internal stakeholders and is used to inform instructional and programmatic decisions.* |
| 9.3 Communication tools** | One-way communication tools (i.e., websites and newsletters) and/or two-way tools (i.e., social media platforms, webinars, and meetings) are used annually by the district to communicate internally about global education program activities. | One-way communication tools (i.e. websites and newsletters) and/or two-way tools (i.e. social media platforms, webinars, and meetings) are used annually by the district to communicate internally and externally about global education program activities. | One-way communication tools (i.e., websites and newsletters) and/or two-way tools (i.e., social media platforms, webinars, and meeting), are used semi-annually by the district to communicate internally and externally about global education program activities. | One-way communication tools (i.e., websites and newsletters) and/or two-way tools (i.e., social media platforms, webinars, and meetings) are used quarterly by the district to communicate internally and externally about global education program activities. |
| *From Digital Competency for Educators: "Utilize technology and digital tools to synthesize and apply qualitative and quantitative data… | | | | |
| **NC Digital Learning Progress Rubric: L3: Communication and Collaboration: *Digital tools are used to provide just-in-time information to connect parents, community members, and other stakeholders…..* | | | | |

| 10. Business/industry, nonprofit, and community partnerships for Global Education opportunities extend beyond the classroom walls. | | | | |
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| **Key Elements** | **Early** | **Developing** | **Prepared** | **Model** |
| 10.1 Learning connected to industries/ endeavors* | District leaders are researching and planning in-school learning opportunities for students on content that is directly connected to current work in global-related industries/endeavors. | At least 25% of schools offer school learning opportunities (i.e., projects, activities, etc.) for students that focus on content directly connected to current work in global-related industries/endeavors. | At least 50% of schools in the district have school learning opportunities (i.e., projects, activities, etc.) for students focused on content directly connected to current work in global-related industries/endeavors. | At least 75% of schools in the district have learning opportunities (i.e., projects, activities, etc.) for students focused on content directly connected to current work in global-related industries/endeavors. |
| 10.2 Students interact with global industries/ endeavors | District leaders are researching and planning active learning experiences with an external global industry/endeavor partner, either during or outside the school day. | At least 25% of schools in the district have at least 1 active learning experience annually with an external global industry/endeavor partner, either during or outside the school day. | At least 50% of schools in the district have at least 1 active learning experience annually with an external global industry/endeavor partner, either during or outside the school day. | At least 75% of schools in the district have an active learning experience annually with an external global industry/endeavor partner, either during or outside the school day. |
| 10.3 Collaboration in network of schools | District leaders are researching and planning participation in a network that addresses global education issues. | District leadership participates annually in an active virtual or face-to-face network that addresses global education issues. | District leadership participates annually in a face-to-face and, at least annually, in an active virtual or face-to-face network that addresses global education issues. | District leadership participates semi-annually in a face-to-face and, at least semi-annually, in an active virtual or face-to-face network that addresses global education issues. |

*Digital Learning Competencies for Educators: *Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.*