

Transcript for State Board of Education Global-Ready District Presentation

Slide	Transcript
1	<p>This Power Point overview has been developed to assist districts seeking the North Carolina State Board of Education's Global-Ready District Designation. This version was published in September 2015. You may want to download a copy of the Application and Guidance Document for reference as you view this presentation.</p>
2	<p>This presentation will provide an overview of the NC State Board of Education's global education strategic plan upon which the Global-Ready District designation was developed. Information regarding the process for development of the rubric followed by the rubric structure will also be provided.</p> <p>Next, information regarding the timeline and actual application requirements will be shared. During this portion you will be asked to participate in some activities, which you could do on your own or pause in this ppt. to provide an opportunity for your school team to participate. Everything in this presentation can also be located in the GRD Application and Guidance Document. At the end of the presentation, you will receive the webpage address for all resources.</p> <p>So, let's begin with the Overview of the SBE Strategic Plan.</p>
3	<p>North Carolina's future depends more heavily than ever before on students graduating public schools fully prepared for jobs and life in a globalized 21st Century America. Our jobs and lives are already inextricably linked to the rest of the globe. Our global relationships will become deeper and more extensive over the next few decades. Those who work in business and industry already routinely work with companies from other countries and interact with their co-workers around the world. Those who work in small businesses in their communities rely on global supply chains and, more easily than ever, sell their products around the world. Increasingly, jobs demand extensive interaction with communication and information processing technology. It would be naive to fall into the trap of believing that North Carolina can be harbored from globalization and still prosper in the coming decades. It would be equally naive to believe that North Carolina can prosper without public schools and public charter schools embracing global changes in their preparation of students for life after school.</p> <p>To that end the SBE Chairman appointed a Task Force on Global Education with a focus on bringing to the full Board recommendations that would foster global competence in our public school graduates. The Task Force engaged in strategic listen and learn meetings over a period of 18 months. They heard from public school districts, principals, state agencies, university global or international centers, colleges of education representing public and private universities, state business leaders, national experts on global practices, economics, assessments and international experts.</p>

4	<p>The listen and learn meetings yielded 6 major findings:</p> <p>1. We aren't preparing students for a global tomorrow; North Carolina is global today. North Carolina's economy is globally connected in every important respect – from economic investment and employment to trade – and these economic changes are occurring as North Carolina boasts a population that is becoming more ethnically and culturally diverse than before.</p> <p>2. Pilot programs won't cut it. Preparing globally competent graduates requires a comprehensive approach. North Carolina has a number of strong organizations and significant local education agency (LEAs) initiatives in place focused on global education. But, we do not have a coordinated and comprehensive strategy. The challenge is not to replace what is being done but to understand and build on current strengths in a strategic, coordinated manner.</p> <p>3. To prepare our students for the world, we need to prepare their teachers. Making global education a priority means making teacher preparation and development a priority. While the <i>North Carolina Standard Course of Study</i>, will make our students more competitive, it will not by itself make them more globally aware.</p>
5	<p>4. North Carolina was once a leader in language learning. It's time to return to the pole position. Between 1994 and 2004, K-12 World Language enrollment decreased 23%. Enrollment has slowly improved since 2004, but is still down 15% versus mid-1990s levels. The reality is that as North Carolina has become more international, our world language effort has declined. In order to maintain and increase our competitive advantage, North Carolina public schools must graduate students with advanced cultural and language skills.</p> <p>5. Schools need peers and partners to move this agenda. Building networks of schools, districts, higher education, third-party providers, and the business and governmental communities is a critical step to ensuring strong practice and innovative ideas go beyond the schools and communities in which they originate and make an impact on students across North Carolina.</p> <p>6. If it's not sustainable, it's not a strategy. Effective programs that are not affordable over the long run ultimately will not serve North Carolina students and society. Our state needs scalable approaches with ongoing support. Consistent communication about the competitive advantage and opportunities that a globally-informed education will offer to individuals, communities, and our state is critical.</p>
6	<p>The final report from the Task Force provides 5 Commitments under which 10 action items will provide the support and sustainability of efforts to meet the goal of graduating students prepared to be globally engaged. The full report can be found at www.ncpublicschools/globaled .</p> <p>Much work has already been accomplished around the 10 action items since the adoption of the final report in January 2013. The first policy item occurred with the Global Educator Digital Badge for Teachers which came from Commitment 1; Action Item 1.2 This policy outlines a new process for recognizing teacher attainment of a skill set that is closely aligned with their teacher evaluation process and will earn SBE level recognition for this attainment.</p>

	<p>It is important to note that schools wishing to attain the Global-Ready Schools Designation (which comes from Commitment 4: Action Item 4.2) will also be providing information as to how many of their educators are involved in attaining or have attained the Global Educator Digital Badge.</p> <p>Action Item 4.2 specifically states: Institute in concert with global education partners a Global-Ready designation for schools and districts that provides a process and incentives and addresses, at the least, the following:</p> <ul style="list-style-type: none"> · K-12 world language opportunities for all students; · Pathways for teachers, leaders and administrators to achieve SBE-recognized badging; · Career-ready employer requirements; · Global school partnerships; and · Local school board resolutions and plans on global education. <p>The global education partners recognized by the SBE include: The Center for International Understanding, VIF International Education, and World View.</p>
7	<p>Since 2004, the SBE vision statement has included a reference to students being globally ready. Here is the latest statement adopted by the SBE in April 2014. (<i>Read statement</i>)</p>
8	<p>Furthermore, the SBE adopted a measurement in their 5 year strategic plan to track the number of schools that attain the SBE recognition or designation as a STEM or Global-Education ready school. The beginning benchmark for that began with the spring 2015 application process. Global-Ready District expectations include a strategy or goal for global-ready schools in the district.</p>
9	<p>The GRD rubric is the framework upon which the application process is built for districts seeking the designation. The tenets of the framework come directly from the Commitments and Action Items from the SBE Task Force on Global Education Final Report. The rubric was developed with the partners listed on this slide. (<i>Pause for time to scan slide</i>)</p>
10	<p>The global education partners identified districts with strong global education initiatives and those district superintendents were invited to develop the district level designation criteria based on the school criteria that had been presented for discussion at the December State Board of Education meeting. This draft criteria was vetted by the district leadership. Upon acceptance of the Global-Ready School criteria by the State Board of Education at the January 2015 meeting the district draft was finalized. The Friday Institute at NC State conducted their validity test that included subject matter experts both in state and out of state. The Friday Institute analysis of the validity tests and recommendations were included in the final revisions in March. The draft criteria was presented to the State Board of Education meeting in April and the State Board of Education adopted the criteria at the May 2015 meeting.</p>
11	<p>The rubric structure can be seen here and each attribute will have from 1-7 key elements with the quality indicators for each level of achievement. Let's find out what each of these means.</p>

12	<p>Attributes are each defined by Key Elements and there is a four-point Level of Achievement represented by "Early" "Developing" "Prepared" and "Model". The Quality Indicators provide specific information on a district's execution of a particular Key Element. District personnel can use the rubric as a road map for goal setting in order to earn the state level designation. 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 seven "Key Elements" or key components of the Attributes, indicated in the rows. A four-point "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, indicated in 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 levels of achievement, indicated by the cells). Districts can use the rubric as a road map for their goal setting towards earning the state level designation.</p>
13	<p>Levels of Achievement: Essential Question:: Are there systems and structures in place to implement and support global education ?</p> <p>Early: There is awareness 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. There are limited practices showing little impact on students.</p> <p>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. There are inconsistent practices showing some positive impact on students.</p> <p>Prepared: The district effectively implements systems and structures (processes) to support global readiness. Many components of global education are embedded district-wide. There are sound, well-embedded practices showing positive impact on students.</p> <p>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. There are well-developed, cutting edge practice showing consistent, high-level student impact.</p>
14	<p>Districts can earn the Global-Ready District (GRD) Designation at either the "Prepared" or "Model" Level of Achievement. The early and developing quality indicators provide a roadmap from beginning the process to the designation levels of either prepared or model.</p> <p>Here is the application deadline for the 2015-2016 application and also for the 2016- 2017 application. Each application submitted for 'Prepared' or 'Model' designation will be reviewed by a state level team of educators representing K-12 and university levels. Districts receiving a</p>

	'Prepared' or 'Model' evaluation will be notified in January will be invited to the official SBE designation recognition at the February SBE meeting.
15	Here is another look at the rubric structure in the full document that can be found on the designated web page presented earlier in this presentation and will be repeated on the final slide.
16	Here is an opportunity for you to take a closer look at one attribute and one of the key elements located on the next slide. After reviewing the quality indicators, think of the types of evidences you might want to see if you were evaluating their application. The evidences provided in the application would be through direct links to web pages, documents, short videos, etc. You may want to pause or exit the PowerPoint in order to complete this activity.
17	This slide is associated with the activity on the previous slide. You may want to pause or exit the PowerPoint in order to complete this activity.
18	The full application consists of five forms; A,B,C, D and E. All five forms must be submitted together by the application deadline. You may want to refer to the full form pages in the Guidance Document which can be downloaded from: http://www.ncpublicschools.org/globaled/actions/item4-2 Form A, of which you have a partial view, is your cover page for the application.
19	Form B has two purposes: <ol style="list-style-type: none"> 1) It provides the districts with a checklist to ensure that they have addressed all elements of the application and have included everything required in the application submission. 2) It provides a statement of assurance for DPI that all elements have been submitted for the state level evaluation.
20	Form C is where schools address each of the attributes and accompanying key elements. <ol style="list-style-type: none"> 1. A self rating for each Key Element and the overall Attribute rating will be noted on the grid. 2. The Descriptive Narrative for each Attribute should not exceed 600 words and reflect a summary for self-assessment rating based on the findings from the Key Element ratings 3. The Descriptive Narrative for each Key Element should not exceed 600 words and should indicate the outcomes/impact. These outcomes or impact on student and teacher learning and demonstration should be presented in a way that is easily understood by the evaluator. This narrative should point to what the accompanying evidence links are demonstrating. 4. 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. Note: Evidences should be links to the artifact. Do not send in artifacts with the application.

21	<p>Each Attribute has anywhere from 1 – 7 Key Elements. The appendix in the Guidance document and pictured here provides you with information on how to arrive at the overall Attribute rating based on the Key Element ratings.</p> <p>*tap key: Review Attribute 5 – in order to reach 'Prepared', four or more elements must be "Prepared" or higher, one Key Element may be "Developing". In order to reach "Model", four or more Key Elements must be "Model" and one Key Element may be "Prepared".</p> <p>The next slide invites you to use this information and practice arriving at the Attribute rating based on this information. It would be best to pause or exit the presentation and return to this point once you have had ample time to complete the activity on the next slide.</p>
22	<p>For each scenario determine the self-rating for the Attribute based on the Key Element self-ratings. You may want to pause or exit the PowerPoint in order to complete this activity.</p> <p>Note: This information comes from Appendix A of the GRD document.</p>
23	<p>Here is the answer key for each of the scenarios. Please pay attention to the reasons for each. It is important to remember that if a Key Element were at the 'Early' rating, then you will not earn the 'Prepared' or 'Model' rating for that Attribute.</p> <p>You may want to develop your own scenarios for practice.</p>
24	<p>From D is the Summary of the Self Evaluation from Form C, with the self rating noted for each Attribute and Key Element.</p>
25	<p>The signature page is to be signed by the district superintendent.</p>
26	<p>The following is information on successful completion of the application. <i>Read</i></p>
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28	<p>The following is information on successful completion of the application. <i>Read</i></p>
29	<p>Should you have any additional questions regarding the Global Ready District Designation, please contact the NCDPI Global Education Steering Committee at the email indicated and/or visit the DPI Global Education web page.</p> <p>Good luck on the application process and we hope to present you and your district as a Global Ready District designee at the February 2016 SBE meeting!</p>