



North Carolina Department of Public Instruction

[NC Global Education](#)

NC Global – Ready District Designation

Application and Guidance

In collaboration with:

Go Global NC

The Friday Center

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World View



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Contents

NC State Board of Education Global Education Task Force Goal 4.2 2

District Application Timeline 3

Application Submission Process..... 3

Application Guide and Directions 3

 Designation 3

 Rubric Terms and Organizational Structure..... 4

Review Process..... 7

 District Notification of Designation Status..... 7

 Designation Status Length and Renewal 7

 Tips for Completing the Application 7

FORM A: NC GRD Application Cover 8

FORM B: NC GRD Designation Application Contents Checklist..... 9

FORM C: NC GRD Rubric Self-Assessment and Evidences 11

FORM D: NC GRD Applicant Self-Rating Summary..... 34

FORM E: NC GRD Signature Page 37

Appendix A: Rubric Designation Guide 38

Glossary..... 41

NC State Board of Education Global Education Task Force Goal 4.2

<p>Global-Ready District</p>	<p><i>Preparing Students for the World: Final Report of the State Board of Education’s Task Force on Global Education</i> (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>
<p>Global-Ready District Designation</p>	<p>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.</p> <p>The rubric articulates a common language for Global-Ready District implementation strategies and establishes a continuum describing beginning-to-great global schools. 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.</p> <p>NCDPI is using this rubric as the framework for the “NC Global-Ready District Designation” application. The rubric is available at: https://files.nc.gov/dpi/documents/globaled/actions/district-rubric.pdf</p>
<p>Global-Ready District Application Guide</p>	<ol style="list-style-type: none"> 1. NC State Board of Education Task Force on Global Education 2. Application Timeline 3. Application Submission Process 4. Application Guide and Directions <ul style="list-style-type: none"> • Requirements for Designation • Rubric Terms and Organizational Structure 5. Review Process <ul style="list-style-type: none"> • District Notification of Status • Designation Status Length and Renewal • Tips for Completing Application 6. <i>FORM A:</i> NC GRD Application Cover 7. <i>FORM B:</i> NC GRD Designation Application Contents Checklist 8. <i>FORM C:</i> NC GRD Rubric Self-Assessment and Evidences 9. <i>FORM D:</i> NC GRD Applicant Self-Rating Summary 10. <i>FORM E:</i> NC GRD Signature Page 11. <i>Appendix A:</i> Rubric Designation Guide 12. Glossary

District Application Timeline

Global-Ready District Application Timeline

Dates	Academic Year
August	District Application and Guidance available
September	Intent to Apply online to receive Word-Protected Application Forms
First Friday in December	Application due
December	Review process
January	District notification
February	Recognition at State Board of Education meeting

Application Submission Process

- Submit online:**
PDF your completed application and submit to NCGlobalEducation@dpi.nc.gov

Paper copies will not be accepted
- Submit by** 1:00 pm on first Friday in December.
- The Global Education Steering Committee provides the infrastructure for sustaining the ongoing work of Global Education in NC Public Schools. Please direct any questions regarding Global Ready applications to:
E-mail: NCGlobalEducation@dpi.nc.gov

Note: The NC Global-Ready Recognition Application will be released annually. Refer to the [Designation Status Length and Renewal](#) section for directions on application renewal.

Application Guide and Directions

Designation

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

Rubric Terms and Organizational Structure

Attributes are grouped under Overarching Principles. Each Attribute is further defined by **Key Elements**. The **Levels of Achievement** indicators are as follows:

- **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. 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.

NC Global – Ready District Designation

The Overarching Principles and Ten Attributes of Global-Ready Districts define essential components central to 21st Century Skills:

NC Global-Ready District Overarching Principles and Attributes*	
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.
<i>*Attributes define essential components central to 21st century skills</i>	

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. The Level 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. Districts can use the rubric as a road map for their goal setting towards earning the state-level designation.

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)

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
QUALITY INDICATOR	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.
KEY ELEMENT	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.
KEY ELEMENT	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.

Review Process

Each application will be reviewed to assure it is complete (Forms A-E) and submitted according to the directions.

Application Forms can be found on pages 8-37 of this document. To receive a Word version of the GRD Application forms, please complete the *Intent to Apply* form (does not obligate the district to complete) at:

<https://forms.ncpublicschools.gov/nc-global/global-ready-district-designation-intent-to-apply>

Applications with culminating self-assessments at the “Prepared” or “Model” Level of Achievement will be evaluated by a state-level review team.

District Notification of Designation Status

Districts will be notified in January of application status.

Designation Status Length and Renewal

After three years, districts will need to re-apply or renew the NC Global-Ready Designation. If desired, a district that initially receives a “Prepared” designation may apply to seek a “Model” designation during any of the subsequent three years through the initial application process.

Tips for Completing the Application

- Establish a team to complete the application and involve staff in writing narratives, documenting and selecting evidences, and editing. Designate an “application point person” who will ensure that all key elements have been addressed and that evidences for those key elements are clearly identified.
- 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 unique to that school.
- Include narrative summaries of accomplishments, along with impact on students, for each of the ten Attributes, not to exceed 600 words per Attribute. Ensure that narratives maintain a consistent voice.
- Address each Key Element under each of the Attributes with narrative summaries along with impact on students, not to exceed 600 words and evidences that clearly and concisely connect per Key Element.
 - Provide data that is both qualitative and quantitative. *For example, if you are providing a sign-in sheet as evidence, it should be accompanied by a correlating comment/description which indicates the percentage as required by the rubric. If the rubric requirement is 80% to be Model, then the burden of proof for meeting that goal is the responsibility of the submitter and not the evaluator.*
 - 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; however, each use must be specifically clarified and linked to the Key Element it addresses.
 - Select supporting evidences that best exemplify and distinguish the district.
 - Do not submit actual evidences with the application. The application should contain links to those evidences.
- Use Calibri font size 10 for electronic support documentation.
- Incorporate global education strategies within the district improvement plan.
- Complete Forms A, B, C, D and E and submit all 5 forms.
- Share successes with staff.

FORM A: NC GRD Application Cover

District Name: _____

District (PSU) #: _____

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: First Friday in December

FORM B: NC GRD Designation Application Contents Checklist

District Name: _____

District (PSU) #: _____

Check List	Application Contents
<input type="checkbox"/>	NC Global-Ready District Designation Application Cover (Form A)
<input type="checkbox"/>	NC Global-Ready District Designation Application Contents Checklist (Form B)
<input type="checkbox"/>	<p>NC Global-Ready District Attributes and Key Elements Designation Rubric Summary Self-Assessment and Evidences Form (Form C)</p> <p>Each Attribute and Key Element is indicated below to ensure all Attributes and Key Elements have been addressed on Form C.</p>
	<p><i>Principle:</i> A Global-Ready District demonstrates its commitment to prepare students for the world through sustainable strategic planning.</p> <p>Attribute/Key Elements Evidence(s) for each below (Form C)</p>
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
	<p><i>Principle:</i> A Global-Ready District demonstrates teaching and learning practices by integrating global themes throughout curriculum, aligned with state, national, and international business/industry standards.</p> <p>Attribute/Key Element Evidence(s) for each (Form C)</p>
<input type="checkbox"/>	3) Professional development on embedded global education curriculum is prevalent.
<input type="checkbox"/>	4) Embedded global themes and problem-based learning is evidenced throughout the curriculum.
<input type="checkbox"/>	5) Global learning experiences (face-to-face and virtual) are available for district leaders and schools.
<input type="checkbox"/>	6) Alignment of student global competency development with career and/or postsecondary pathways is pursued.

NC Global – Ready District Designation

Check List	Application Contents
<input type="checkbox"/>	7) Leading-edge language instruction is available.
<input type="checkbox"/>	8) Authentic assessment and demonstration of global competence is practiced.
	<p><i>Principle:</i> A Global-Ready District initiates and sustains local, national, and international community and business/industry partnerships.</p> <p>Attribute/Key Elements Evidence(s) for each (Form C)</p>
<input type="checkbox"/>	9) Global education strategic and/or action plan is communicated.
<input type="checkbox"/>	10) Business/industry and community partnerships for Global Education opportunities that extend beyond the classroom walls.
<input type="checkbox"/>	GRD Application Signature Page (Form E)

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: ____/____/____

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early 	Developing 	Prepared 	Model 
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.	Self-Assessment Rating for Attribute 1: _____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
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***				
* 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.				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 1.1 Definition of global competency*				
Early District strategic and/or action plan includes global competency in the mission and/or vision statement.	Developing District strategic and/or action plan indicates a comprehensive approach to integrate a global competency mission and/or vision statement into the curriculum.	Prepared 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.	Model 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.	

NC Global – Ready District Designation

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. _____

Key Element

1.2 Global competence goals

Early	Developing	Prepared	Model
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.

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. _____

Key Element

1.3 School resources**

Early	Developing	Prepared	Model
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.

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. _____

NC Global – Ready District Designation

Key Element

1.4 Professional Development

Early	Developing	Prepared	Model
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.

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. _____

Key Element

1.5 Global Educator Designation

Early	Developing	Prepared	Model
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.

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. _____

Key Element

1.6 Global-Ready Schools Designation

Early	Developing	Prepared	Model
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.

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. _____

NC Global – Ready District Designation

Key Element

1.7 Committee structure and support processes***

Early	Developing	Prepared	Model
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.

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. _____

NC Global – Ready District Designation

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: __/__/__

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early	Developing	Prepared	Model
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.	Self-Assessment Rating for Attribute 2: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
2.1. Frequency of collaboration				
2.2. District decision-making processes				
<i>* The committee can be part of the existing school-level site-based management structure such as the School Improvement Team</i>				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 2.1 Frequency of collaboration				
Early	Developing	Prepared	Model	
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.	
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. _____				

NC Global – Ready District Designation

Key Element

2.2 District decision-making processes

Early	Developing	Prepared	Model
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 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. _____

NC Global – Ready District Designation

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: __/__/__

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early	Developing	Prepared	Model
				
3. Professional development on embedded global education curriculum is prevalent.	Self-Assessment Rating for Attribute 3: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
3.1. Frequency				
3.2. Standards-based, content specific connection				
3.3. Personalized learning				
<i>*Pedagogy is inclusive of pedagogy in a digital learning environment.</i>				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 3.1 Frequency				
Early	Developing	Prepared	Model	
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.	
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. _____				

NC Global – Ready District Designation

Key Element
3.2 Standards-based, content specific connection

Early	Developing	Prepared	Model
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.

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. _____

Key Element
3.3 Personalized learning

Early	Developing	Prepared	Model
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.

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. _____

NC Global – Ready District Designation

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: __/__/__

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early 	Developing 	Prepared 	Model
4. Embedded global themes and problem-based learning is evidenced throughout the curriculum.	Self-Assessment Rating for Attribute 4: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
4.1. Integrating global content into curriculum				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 4.1 Integrating global content into curriculum				
Early	Developing	Prepared	Model	
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.	
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. _____				

NC Global – Ready District Designation

District Name: _____

District (PSU) #: _____

Date: ___/___/___

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) for district leaders and schools are available.	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)****				
<p><i>* The local global community includes culturally and ethnically diverse communities in the local area and across the globe.</i></p> <p><i>**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.</i></p> <p><i>***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.</i></p> <p><i>****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.</i></p>				
<p>The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>				

NC Global – Ready District Designation

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.

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. _____

Key Element
5.2 Instructional approach is inquiry based**

Early	Developing	Prepared	Model
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**.

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. _____

Key Element
5.3 Student Global Experiential learning***

Early	Developing	Prepared	Model
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***.

NC Global – Ready District Designation

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. _____

Key Element

5.4 Adult Global Experiential learning***

Early	Developing	Prepared	Model
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.

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. _____

Key Element

5.5 Global Service (Think Global, Act Local)****

Early	Developing	Prepared	Model
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 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. _____

NC Global – Ready District Designation

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: ___/___/___

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early 	Developing 	Prepared 	Model
6. Alignment of student global competency development with career and/or post-secondary pathways is pursued.	Self-Assessment Rating for Attribute 6: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
6.1. Integrating global competency into curriculum pathways				
6.2. Connecting global learning skills* to careers and post-secondary education				
<i>*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."</i>				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 6.1 Integrating global competency into curriculum pathways				
Early	Developing	Prepared	Model	
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.	
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. _____				

NC Global – Ready District Designation

Key Element

6.2 Connecting global learning skills* to careers and post-secondary education

Early	Developing	Prepared	Model
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.

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. _____

NC Global – Ready District Designation

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: ___/___/___

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early 	Developing 	Prepared 	Model
7. Leading-edge language instruction is available.	Self-Assessment Rating for Attribute 7: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
7.1. Students in language programs				
7.2. Strategic language programs offered				
7.3. Students demonstrate language and cultural competencies*				
7.4. Multiple opportunities to learn**				
<i>*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.</i>				
<i>**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.</i>				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 7.1 Students in language programs				
Early	Developing	Prepared	Model	
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.	

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. _____

Key Element

7.2 Strategic language programs offered

Early	Developing	Prepared	Model
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.

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. _____

Key Element

7.3 Students demonstrate language and cultural competencies*

Early	Developing	Prepared	Model
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 <i>NC World Language Essential Standards</i> .	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 <i>NC World Language Essential Standards</i> .	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 <i>NC World Language Essential Standards</i> .

NC Global – Ready District Designation

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. _____

Key Element

7.4 Multiple opportunities to learn**

Early	Developing	Prepared	Model
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.

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. _____

NC Global – Ready District Designation

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: ___/___/___

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early	Developing	Prepared	Model
				
8. Authentic assessment and demonstration of global competence is practiced.	Self-Assessment Rating for Attribute 8: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
8.1. Cross-curricular inquiry-based assessment*				
8.2. Demonstration of student global competency and proficiency of world languages				
8.3. Demonstration of teacher global competence				
* <i>Inquiry-based assessment includes performance-based learning, project-based learning, project-based inquiry, problem-based learning, design cycle, performance-based assessment, etc.</i>				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 8.1 Cross-curricular inquiry-based assessment*				
Early	Developing	Prepared	Model	
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 <i>Global Ready School Designation Rubric</i>	At least 50% of schools are considered "prepared" on element 8.1 of the <i>Global-Ready School Designation Rubric</i> .	At least 75% of schools are considered "model" on element 8.1 of the <i>Global-Ready School Designation Rubric</i> .	
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. _____				

NC Global – Ready District Designation

Key Element

8.2 Demonstration of student global competency and proficiency of world languages

Early	Developing	Prepared	Model
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.

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. _____

Key Element

8.3 Demonstration of teacher global competence

Early	Developing	Prepared	Model
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.

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. _____

NC Global – Ready District Designation

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: ___/___/___

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early 	Developing 	Prepared 	Model
9. Global education strategic/action plan is communicated.	Self-Assessment Rating for Attribute 9: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
9.1. Communicate global education plan				
9.2. Communicate program data*				
9.3. Communication tools**				
<i>*From Digital Competency for Educators: "Utilize technology and digital tools to synthesize and apply qualitative and quantitative data..."</i> <i>**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....</i>				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 9.1 Communicate global education plan				
Early	Developing	Prepared	Model	
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.	
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. _____				

Key Element
9.2 Communicate program data*

Early	Developing	Prepared	Model
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.*

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. _____

Key Element
9.3 Communication tools**

Early	Developing	Prepared	Model
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.

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. _____

NC Global – Ready District Designation

FORM C: NC GRD Rubric Self-Assessment and Evidences

District Name: _____

District (PSU) #: _____

Date: ___/___/___

North Carolina Department of Public Instruction's NC Global-Ready District Attributes	Early	Developing	Prepared	Model
10. Business/industry, nonprofit, and community partnerships for Global Education opportunities extend beyond the classroom walls	Self-Assessment Rating for Attribute 10: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
10.1. Learning connected to industries/endeavors*				
10.2. Students interact with global industries/endeavors				
10.3. Collaboration in network of schools				
<i>*Digital Learning Competencies for Educators: Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.</i>				
The Descriptive Narrative for this Attribute should reflect summary for self-assessment rating and not exceed 600 words. _____				
Key Element 10.1 Learning connected to industries/endeavors*				
Early	Developing	Prepared	Model	
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.	
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. _____				

NC Global – Ready District Designation

Key Element
10.2 Students interact with global industries/endeavors

Early	Developing	Prepared	Model
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.

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. _____

Key Element
10.3 Collaboration in network of schools

Early	Developing	Prepared	Model
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.

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. _____

FORM D: NC GRD Applicant Self-Rating Summary

District Name: _____

District (PSU) #: _____

Attribute and Key Elements Summary Rating Sheet		Attribute Rating																
Principle: 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.		_____																
<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>_____</td> </tr> <tr> <td>1.2 Global competence goals</td> <td>_____</td> </tr> <tr> <td>1.3 School resources</td> <td>_____</td> </tr> <tr> <td>1.4 Professional Development</td> <td>_____</td> </tr> <tr> <td>1.5 Global educator designation</td> <td>_____</td> </tr> <tr> <td>1.6 Global-Ready Schools Designation</td> <td>_____</td> </tr> <tr> <td>1.7 Committee structure and support processes</td> <td>_____</td> </tr> </tbody> </table>		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	_____	
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1.6 Global-Ready Schools Designation	_____																	
1.7 Committee structure and support processes	_____																	
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.		_____																
<table border="1"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>2.1 Frequency of collaboration</td> <td>_____</td> </tr> <tr> <td>2.2 District decision-making processes</td> <td>_____</td> </tr> </tbody> </table>		Key Element	Rating	2.1 Frequency of collaboration	_____	2.2 District decision-making processes	_____											
Key Element	Rating																	
2.1 Frequency of collaboration	_____																	
2.2 District decision-making processes	_____																	
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.																		
3) Professional development on embedded global education curriculum is prevalent.		_____																
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3.1 Frequency	_____																	
3.2 Standards-based, content specific connection	_____																	
3.3 Personalized learning	_____																	

Attribute and Key Elements Summary Rating Sheet	Attribute Rating												
<p>4) Embedded global themes and problem-based learning is evidenced throughout the curriculum.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Key Element</th> <th style="width: 30%;">Rating</th> </tr> </thead> <tbody> <tr> <td>4.1 Integrating global content into curriculum</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	Key Element	Rating	4.1 Integrating global content into curriculum	_____	<p>_____</p>								
Key Element	Rating												
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<p>5) Global learning experiences (face-to-face and virtual) for district leaders and schools are available.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Key Element</th> <th style="width: 30%;">Rating</th> </tr> </thead> <tbody> <tr> <td>5.1 Local global networks</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>5.2 Instructional approach is inquiry-based</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>5.3 Student Global Experiential learning</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>5.4 Adult Global Experiential learning</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>5.5 Global Service (Think Global, Act Local)</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	Key Element	Rating	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)	_____	<p>_____</p>
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6.1 Integrating global competency into curriculum pathways	_____												
6.2 Connecting global learning skills* to careers and post-secondary education	_____												
<p>7) Leading-edge language instruction is available.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Key Element</th> <th style="width: 30%;">Rating</th> </tr> </thead> <tbody> <tr> <td>7.1 Students in language programs</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>7.2 Strategic language programs offered</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>7.3 Students demonstrate language and cultural competencies</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>7.4 Multiple opportunities to learn</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	Key Element	Rating	7.1 Students in language programs	_____	7.2 Strategic language programs offered	_____	7.3 Students demonstrate language and cultural competencies	_____	7.4 Multiple opportunities to learn	_____	<p>_____</p>		
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<p>8) Authentic assessment and demonstration of global competence is practiced.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Key Element</th> <th style="width: 30%;">Rating</th> </tr> </thead> <tbody> <tr> <td>8.1 Cross-curricular inquiry-based assessment</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>8.2 Demonstration of student global competency and proficiency of world languages</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>8.3 Demonstration of teacher global competence</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	Key Element	Rating	8.1 Cross-curricular inquiry-based assessment	_____	8.2 Demonstration of student global competency and proficiency of world languages	_____	8.3 Demonstration of teacher global competence	_____	<p>_____</p>				
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8.2 Demonstration of student global competency and proficiency of world languages	_____												
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<p>Principle: A Global-Ready District initiates and sustains local, national, and international community and business/industry partnerships.</p>													
<p>9) Global education strategic and/or action plan is communicated.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Key Element</th> <th style="width: 30%;">Rating</th> </tr> </thead> <tbody> <tr> <td> </td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	Key Element	Rating		_____	<p>_____</p>								
Key Element	Rating												

NC Global – Ready District Designation

Attribute and Key Elements Summary Rating Sheet		Attribute Rating
9.1 Communicate global education plan	_____	_____
9.2 Communicate program data	_____	
9.3 Communication tools	_____	
10) Business/industry, nonprofit, and community partnerships for Global Education opportunities that extend beyond the classroom walls.		_____
Key Element	Rating	
10.1 Learning connected to industries/endeavors	_____	
10.2 Students interact with global industries/endeavors	_____	
10.3 Collaboration in network of schools	_____	

FORM E: 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 (PSU) #: _____

Superintendent Name: _____ **Email:** _____

Signature: _____

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 Number of Key Elements: 3	All Key Elements must be ‘Prepared’ or higher	All Key Elements must be ‘Model’
	Attribute #: 7 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 #: 5 Number of Key Elements: 5	Three or more Key Elements must be ‘Prepared’ or higher. Two Key Elements may be ‘Developing’	Three or more Key Elements must be ‘Model’. Two Key Elements may be ‘Prepared’
	Attribute #: 1 Number of Key Elements: 7	Five or more Key Elements must be ‘Prepared’ or higher. Two Key Elements may be ‘Developing’	Five or more Key Elements must be ‘Model’. Two Key Elements 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’

Matrix Ordered by Attribute Number

K-12	Key Elements within an Attribute (ordered by Attribute number)	Prepared	Model
Rating Per Key Element	Attribute #: 1 <i>Number of Key Elements: 7</i>	Five or more Key Elements must be 'Prepared' or higher. Two Key Elements may be 'Developing'	Five or more Key Elements must be 'Model'. Two Key Elements may be 'Prepared'
	Attribute #: 2 <i>Number of Key Elements: 2</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 3 <i>Number of Key Elements: 3</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 4 <i>Number of Key Elements: 1</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 5 <i>Number of Key Elements: 5</i>	Three or more Key Elements must be 'Prepared' or higher. Two Key Elements may be 'Developing'	Three or more Key Elements must be 'Model'. Two Key Elements may be 'Prepared'
	Attribute #: 6 <i>Number of Key Elements: 2</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 7 <i>Number of Key Elements: 4</i>	Three or more Key Elements must be 'Prepared' or higher. One Key Element may be 'Developing'	Three or more Key Elements must be 'Model'. One Key Element may be 'Prepared'
	Attribute #: 8 <i>Number of Key Elements: 3</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'

NC Global – Ready District Designation

K-12	Key Elements within an Attribute <i>(ordered by Attribute number)</i>	Prepared	Model
	Attribute #: 9 <i>Number of Key Elements: 3</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 10 <i>Number of Key Elements: 3</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
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'

Glossary

Attributes:	Describe components of a high-quality Global-Ready School specific to one of the three overarching principles central to 21 st Century Skills.
Evidences:	Refers to support for the narrative including links to data, documents, video clips less than 2 minutes, web pages, etc.
Experiential Learning:	Includes investigative, collaborative learning within a community that can be face-to-face and/or virtual.
Global Citizenship:	Indicates that as citizens of the world, we have responsibilities to each other and to the earth itself.
Global Community:	Includes culturally and ethnically diverse communities in the local area and across the globe.
Global Competency:	Denotes the capacity and disposition to understand and act on issues of global significance.
Global Education Committee:	Part of the existing school level site-based management structure such as the School Improvement Team.
Inquiry-based Assessment:	Includes performance-based learning, project-based learning, project-based inquiry, problem-based learning, design cycle, performance-based assessment, etc.
Job-embedded:	Includes action research, evidence of learning, peer observation, peer review, critical feedback from peers, lesson study, etc.
Key Elements:	Refers to the 2-6 key components of each of the Attributes.
Levels of Achievement:	Refers to varying depths of implementation as represented by: <ul style="list-style-type: none">• Early• Developing• Prepared• Model
Overarching Principles:	Refers to the three essential elements or concepts evident in a Global-Ready School.
Quality Indicators:	Describes the critical nature of a school’s implementation of a specific Key Element

Acknowledgements

The following individuals and organizations are acknowledged for their collaborative efforts and their integral contribution in the designing and developing the NC Global-Ready Designation Rubrics and Application Process.

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Paula Crawford	NCDPI, Exceptional Children
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Liliana Jordanov	Guilford County Schools, Global Ed & World Language Coordinator
Greg Little	Mt. Airy City Schools, Superintendent
Susanne Long	Onslow County Schools, Director, Curriculum, Research & Development Services
Rachel Manning	Duplin County Schools, Chief Officer for Academics, Accountability and 9-12 Curric.
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Bill Miller	Polk County Schools, Superintendent
Donna Murray	NCDPI, Digital Teaching & Learning
Austin Obasohan	Duplin County Schools, Superintendent
Shannon Sellers	NCDPI, Charter Schools
Kathy Spencer	Onslow County, Superintendent, Retired
Angie Stephenson	NCDPI, K-12 Curriculum & Instruction, English Language Arts
Jason Van Heukelum	Cabarrus County Schools, Deputy Superintendent, Curriculum & Instruction