

North Carolina Global Educator Digital Badge Frequently Asked Questions

Q: How do I begin the process to earn the Global Educator Digital Badge for Educators?

A: The educator should reflect on the global awareness elements identified in the policy and do a self-evaluation based on elements of the evaluation rubrics (<http://www.ncpublicschools.org/effectiveness-model/ncees/>). The educator will confer with his/her administrator on the results and develop a set of goals and strategies based on the self-evaluation. In addition, decisions around appropriate global education professional development to meet those goals will also be indicated. Please see the section in the Implementation Guide regarding global education professional development considerations.

Q: What courses do I have to take to earn this designation?

A: The attainment of the designation is not tied to a required set of courses. The global awareness elements (referenced in the policy in [Appendix A](#) and the educator evaluation rubric indicate the dispositions and skill sets for global awareness. The educator's self-reflection on the rubric and discussion with the principal to set their plan goals will indicate the appropriate goals which will help educators increase their own global competence to develop their student's capacity to understand and act on issues of global significance. Teaching for global competence occurs in the selection of curriculum content and instructional planning that enables students to meet the North Carolina Standard Course of Study, while at the same time providing students the chance to frame, analyze, communicate, and respond to issues of global significance. The selection of professional development should be tied directly to the goals established in the documented plan. [Appendix A](#)[Appendix A](#)

Q: Where do I take my professional development hours?

A: North Carolina is extremely fortunate to have global education partners that have already been working with our LEAs and post-secondary institutions in helping our teachers and administrators understand the significance of global education within the context of learning standards. Many LEAs have partnered with these organizations to develop local global education strategic plans and implement those plans. Several opportunities already exist for face-to-face, experiential, and virtual global education professional development. Please see [Appendix G](#) for global education professional development considerations.

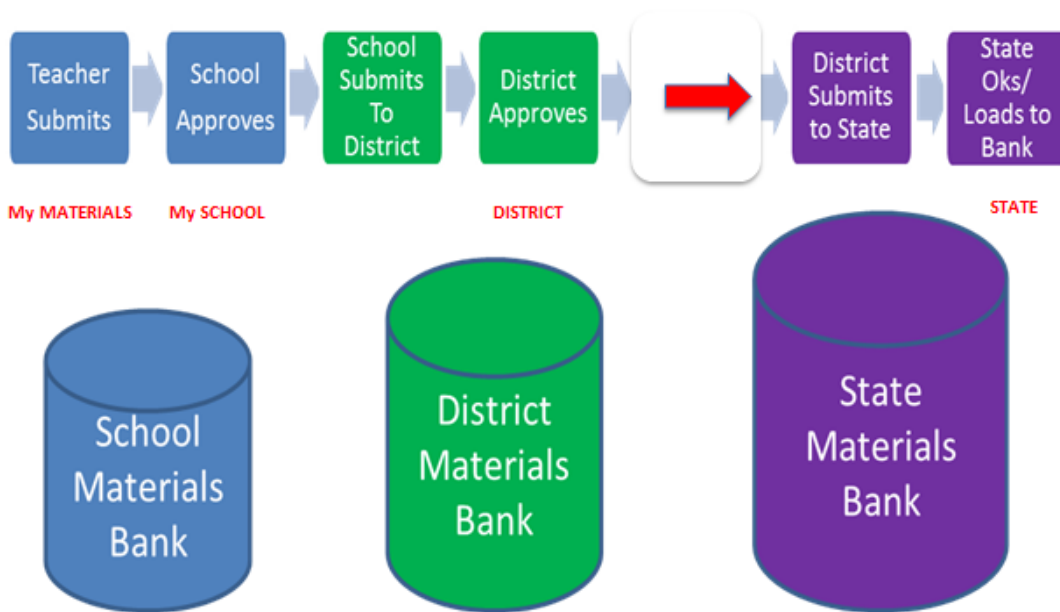
Q: Can I use global education professional development attained prior to my plan year towards the designation?

A: The candidate for the GEDB may also have engaged in global education professional development prior to the documented plan year. It is the discretion of the LEA/Charter to accept prior plan year professional development that is aligned to the PDP goals or goals/strategies towards the required 100 hours. However, only professional development completed within the educator’s current 5 year license renewal cycle should be considered.

Q: What is the vetting process for the Global Educator Digital Badge Capstone Project to be included in Home Base resources?

A: Instructional resources for Home Base/Schoolnet are vetted using the NC Summary Rubric. The [NC Summary Rubric](#), based on the Achieve, Inc. Open Education Rubrics, provides structure for evaluating online resources and is in place for NCDPI to identify quality instructional resources for Home Base. This rubric can also be used by teachers as they evaluate, create, and share their own resources. The EQUiP rubrics may also be used for vetting ELA and math lesson plans and unit plans. Resources for vetting with the global education lens are provided in the GEDB Implementation Guide.

The following graphic illustrates the submission process and the vetting will be done with the aforementioned rubrics/resources by a team at each approval level for Instructional Units submitted in Schoolnet. Please see the GEDB Implementation Guide for the approval and submission process for other types of Capstone Projects.



Q: Once a Capstone Project has been submitted at the state level, how long will it take to earn the designation?

A: The state-level review team will convene twice a year in March and October to evaluate the Global Educator Digital Badge Capstone Project submissions. For the March evaluation, Capstone Projects must be submitted by Feb 28, and for the October evaluation, Capstone Projects must be submitted by Sept 30. GEDB candidates will be notified of acceptance or have the submission returned with feedback for resubmission within a month after the review window. When the Global Educator Digital Badge for Educators candidate has completed all requirements, the designation will be noted in the Educator Profile. Once this happens, the educator will receive instructions on how he or she may access and print a copy of the Global Educator Digital Badge recognition for his or her records.

Q: What if I do not complete the process within the designated two years?

A: Extenuating circumstances may prevent a Global Educator Digital Badge candidate from completing the process within the policy designated two-year requirement. The educator and their supervising administrator should determine what the factors were that impacted the non-completion within the two years and then determine the steps and timeline for the development of a new plan. The supervising administrator should determine if any of the completed global education professional development can be applied to the new plan goals and accept up to 50% of the global education professional development hours completed under the previous GEDB plan towards the new plan. Once the new plan is documented, the GEDB candidate must complete the process within two years. A new Memorandum of Agreement should be completed and sent to the NCDPI GEDB coordinator.

Q: What if I move to another District/Charter during the 2-year process?

A: The educator can access his/her archived PDP and print a copy to share with the new administrator. The principal losing the educator would not have to do anything in the TNL system. The receiving principal would need to review the printed PDP and the educator would need to begin a new PDP when the succeeding evaluation cycle begins. In the event that the educator moves to a new district/charter during the school year, it would be recommended that he or she continue with the PDP goals initiated in the current year PDP under the supervision of the new administrator. Depending on what time of year the educator moves to another district/charter, the process may vary. If it is mid-school year, then a new PDP (keeping the original goals/or editing based on input to the new supervising administrator) would be created in TNL and the principal would follow the process for signing-off on the PDP in the TNL system.

Q: What role does my administrator/supervisor play in the GEDB process?

Your administrator will work with you to develop your Professional Development Plan or goals and strategies that emphasizes your commitment to implementing global awareness into your classes, school, or district. The administrator will further verify that the Capstone Project aligns with global awareness objectives as outlined in the documented plan and verify that the candidate met the requirements for earning the GEDB through 100 hours or 10.0 continuing education units of global education professional development within two years of beginning the process.