

Frequently Asked Questions on Global Educator Digital Badge

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

A: The teacher should reflect on the global awareness elements identified in the policy and do a self-evaluation. The teacher will confer with his/her principal on the results and develop a set of goals and strategies based on the 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) and the educator evaluation rubric indicate the dispositions and skill sets for global awareness. The teacher'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 in order 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.

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 the section in the Implementation Guide regarding global education professional development considerations.

Q: Can I use global education professional development attained prior to January 2015 towards the designation?

A: The policy goes into effect for the 2014-2015 school year. Therefore, global education professional development hours earned from July 1, 2014 forward that meet the goal requirements in the teacher's documented plan may be used towards the 100 hour professional development requirement.

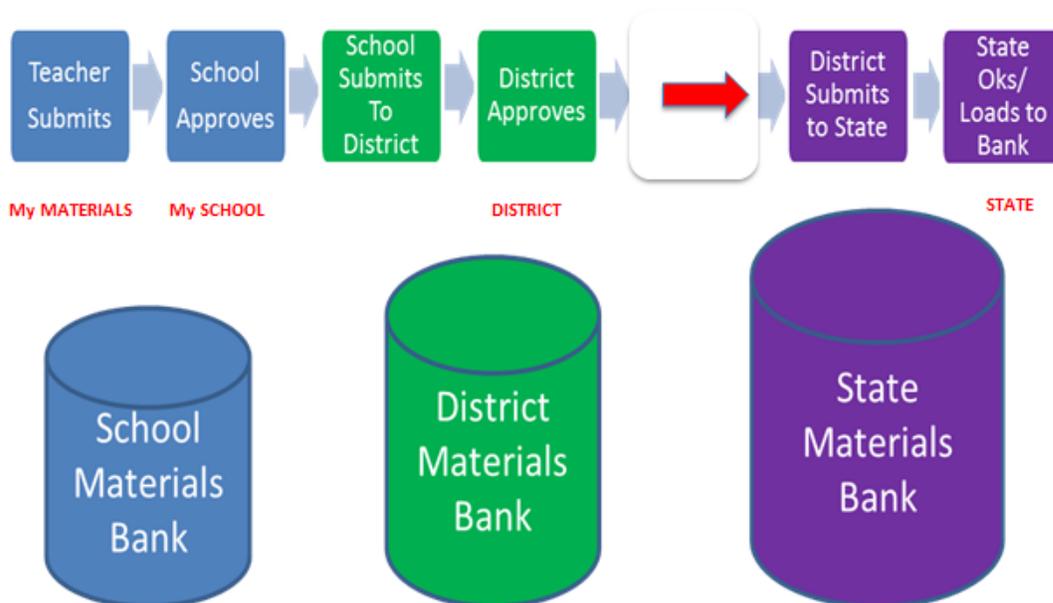
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Several North Carolina LEAs have already been engaged in the development and implementation of a local global education strategic plan, inclusive of professional development prior to July 1, 2014. LEAs may submit their global education strategic plan to NCDPI along with the teacher candidate's **Memorandum of Agreement**. A candidate that has earned professional development hours as a result of the NCDPI-reviewed LEA strategic plan prior to July 1, 2014, that meet the goal requirements in the teacher's documented plan may use those hours towards the 100 hour professional development requirement.

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 EQiP rubrics may also be used for vetting ELA and math lesson plans and unit plans. Resources for vetting with the global education lens will be provided in the 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.



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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 to evaluate the Global Educator Digital Badge Capstone Project submissions. Those specific dates will be published in the forthcoming implementation guide and posted on the website. Submission 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 Teachers candidate has completed all requirements, the designation will be noted in the teacher's Educator Profile and the teacher will be notified as to how and where to pick up their digital badge.

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 teacher 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 teacher 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 teacher can access his/her archived PDP and print a copy to share with the new administrator. The principal losing the teacher would not have to do anything in the TNL system. The receiving principal would need to review the printed PDP and the teacher would need to begin a new PDP when the succeeding evaluation cycle begins. In the event that the teacher moves to a new DISTRICT/CHARTER during the school year, it would be recommended that the teacher 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 teacher 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.

