North Carolina Department of Public Instruction

www.ncpublicschools.org/globaled

NC Global – Ready School Designation

Application and Guidance

In collaboration with:

Go Global NC

The Friday Center

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World View

NC GLOBAL EDUCATION
NC Department of Public Instruction

Contents

NC State Board of Education Global Education Task Force Goal 4.2

Global-Ready School	*Preparing Students for the World: Final Report of the State Board of Education's Task Force on Global Education* (January 2013) provides a set of recommendations for ensuring that every student who graduates from our public schools is "prepared to be a globally engaged and productive citizen." Recommendation 4.2 states: "Institute a Global-Ready designation for schools and districts that provides a process and incentives for K-12 world language opportunities for all students; pathways for teachers to achieve SBE recognized badging and career ready-employer requirements, among others".
Global-Ready Designation	The NC Global-Ready School Implementation Rubric is built around the North Carolina Department of Public Instruction's (NCDPI) "Global-Ready School Attributes," which describe characteristics of a high-quality Global-Ready School. The rubric articulates a common language for Global-Ready School implementation strategies and establishes a continuum describing beginning-to-great global schools. The rubric can serve as a guide for schools 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 school model and to plan action steps for the future. NCDPI is using this rubric as the framework for the "NC Global-Ready School Designation" application. The rubric is available at: http://www.ncpublicschools.org/globaled/actions/item4-2

Global-Ready Application Guide	1. NC State Board of Education Task Force on Global Education
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School Application Timeline

2018-2019 Academic Year

Timeline	2018-19
September 2018	Application and Guidance available
April 5, 2019	Application due
April 2019	Review process
May 2019	School notification
September 2019	School visit
November 2019	Recognition at State Board of Education meeting

2019-2020 Academic Year

Timeline	2019-20
September 2019	Application and Guidance available
September 2019	*Intent to Apply* online to receive Word-Protected Application Forms
April 3, 2020	Application due
April 2020	Review process
May 2020	School notification
September 2020	School visit
November 2020	Recognition at State Board of Education meeting

Application Submission Process

1. **Submit** Application Electronically
   - *Paper copies will not be accepted*

2. **Submit by** 1:00 pm on Friday, April 5, 2019

3. **Submit online:**
   PDF your completed application and submit via the link located at:
   http://www.ncpublicschools.org/globaled/actions/item4-2

4. **Questions** regarding application may be directed to:
   Helga Fasciano, Special Assistant for Global Education
   North Carolina Department of Public Instruction
   E-mail: helga.fasciano@dpi.nc.gov
   Phone: 919-807-3864

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

Requirements for Designation

1. Schools can earn the Global-Ready School (GRS) Designation at either the "Prepared" or "Model" Level of Achievement.

2. To receive GRS designation, schools must also meet the following student achievement requirements in addition to "Prepared" or "Model" on the Global-Ready School rubric:

- Schools must be at or above the state average performance composite for Level 3. Schools will use the state average for their school grade configuration. **Note: 2017-2018 averages will be available late September and this document will be updated and the information will be sent on the Global Education Coordinator's listserv. Below are the 2016-2017 averages to provide some context to the requirement.**

    - *through grade 5 (2016-2017 average: 59.2%)*
    - *through grade 8 (2016-2017 average: 55.8%)*
    - *through grade 12 (2016-2017 average: 55.1%)*

- A. In addition, schools must meet or exceed their expected yearly growth.

These measurements are based on the data from the school year preceding the application year.

Rubric Terms and Organizational Structure

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

- **Early:** There is awareness school-wide for global education. The school 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 school occasionally implements systems and structures to support global readiness. The school 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 school effectively implements systems and structures (processes) to support global readiness. Many components of global education are embedded school-wide. Sound, well-embedded practices showing positive impact on students.

- **Model:** The school consistently implements systems and processes to support global readiness. The school is a leader for other schools to replicate or model. Global readiness is embedded in the school's culture. Well-developed, cutting edge practice showing consistent, high-level student impact.

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

NC Global-Ready School Overarching Principles and Attributes*
A Global-Ready School demonstrates its commitment to prepare students for the world through sustainable strategic planning.
1. A site-based global education strategic plan is in place that supports the development of globally competent students and involves students, faculty, parents, local and global communities.
2. A site-based global education committee or advisory council is in place to address the goals of the global education strategic plan.
A Global-Ready School 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.
4. Embedded global themes and problem-based learning throughout the curriculum.
5. Global experiential learning experiences (face-to-face and virtual) for each student and teacher.
6. Alignment of student global competency development with career and/or postsecondary pathways.
7. Leading-edge language instruction.
8. Authentic assessment and demonstration of global competence.
A Global-Ready School initiates and sustains local, national, and international community and business/industry partnerships.
9. Global education strategic plan is communicated.
10. Business/industry, nonprofit, and community partnerships for Global Education opportunities that extend the classroom walls.
*Attributes define essential components central to 21st century skills

The Global-Ready School Designation Rubric contains ten Global-Ready Attributes. Each **Attribute** is described individually on separate pages. Each Attribute page lists two to six "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 school's implementation of a particular Key Element at a particular point along the Levels of Achievement. Schools can use the rubric as a road map for their goal setting towards earning the state level designation.

The Global-Ready School 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)

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 pgs. 8-37 of this document. To receive a Word Protected set of the GRS Application forms, please complete the *Intent to Apply* form (does not obligate the school to complete) at: http://www.ncpublicschools.org/globaled/actions/item4-2

Applications with culminating self-assessments at the "Prepared**"** or "Model**"** Level of Achievement will be evaluated by a state level review team. Schools will be notified in May of application status. Schools that meet criteria for "Prepared**"** or "Model**"** Level of Achievement will be scheduled for a site visit in September. These schools will be provided information regarding the site visit upon notification.

School Notification of Designation Status

Schools will be notified in May 2019.

Designation Status Length and Renewal

After three years, schools will need to re-apply for the NC Global-Ready Designation. If desired, a school that initially receives a **"Prepared"** designation may apply to seek a "Model" designation during any of the subsequent three years.

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 often unique.
- Include narrative summaries of accomplishments along with impact on students for each of the ten Attributes, not to exceed 600 words per Attribute.
- 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 connects per Key Element.
  - Provide data that is both qualitative and quantitative. *Example: 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, not 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 school.
  - Do not submit actual evidences with the application. Provide links to those evidences.
- Incorporate global education strategies within the school improvement plan.
- Complete Forms A, B, C, D and E and submit all 5 forms.
- Share successes with staff.

FORM A: <u>2018-2019</u> <u>NC GRS Application Cover</u>

School Name: ___   **School District (LEA/Charter):** _____

Date Application Submitted: __/__/__

Main Point of Contact Information

    Name: _____

    Title: _____

    Email: _____

    Phone: ___-__-___

SELECT ONE:	**SELECT ONE:**	**SELECT ONE:**
☐ K-5	☐ Traditional Public School	☐ Acknowledgement
☐ K-8	☐ Charter School	☐ Designation
☐ 6-8		
☐ 9-12		
☐ Early College/Cooperative Innovative High School		
☐ Other grade combination: **(List):** _____		

Number of Students in your School: _____ **Number of Teachers in your School:** _____

School Demographics: _____

2017-2018 Performance Composite for Level 3 _____ **(Note: Must be at or above state average for school configuration)**

School Met _____ **or Exceeded** _____ **Growth for 2017-2018**

Due Date: April 5, 2019

FORM B: **2018-2019 NC GRS Designation Application Contents Checklist**

School Name: _____   **School District (LEA/Charter):** _____

Check List	Application Contents
☐	NC Global-Ready Schools Designation Application Cover ([Form A])
☐	NC Global-Ready Schools Designation Application Contents Checklist ([Form B])
☐	NC Global-Ready Schools Attributes and Key Elements Designation Rubric Summary Self-Assessment and Evidences Form ([Form C]) **Each Attribute and Key Element is indicated below to ensure all Attributes and Key Elements have been addressed on Form C.**
	Principle: A Global-Ready School demonstrates its commitment to prepare students for the world through sustainable strategic planning **Attribute/Key Elements Evidence(s) for each below** ([Form C])
☐	1) A site-based global education strategic plan is in place that supports the development of globally competent students and involves students, faculty, parents, local and global communities.
☐	2) A site-based global education committee or advisory council is in place to address the goals of the global education strategic plan.
	Principle: A Global-Ready School demonstrates teaching and learning practices by integrating global themes throughout curriculum, aligned with state, national, and international business/industry standards. **Attribute/Key Element Evidence(s) for each** ([Form C])
☐	3) Professional development on embedded global education curriculum.
☐	4) Embedded global themes and problem-based learning throughout the curriculum.
☐	5) Global experiential learning experiences (face-to-face and virtual) for each student and teacher.
☐	6) Alignment of student global competency development with career and/or postsecondary pathways.
☐	7) Leading-edge language instruction.

2018-2019 Application

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Check List	Application Contents
☐	8) Authentic assessment and demonstration of global competence
	Principle: A Global-Ready School initiates and sustains local, national, and international community and business/industry partnerships. **Attribute/Key Elements Evidence(s) for each** (Form C)
☐	9) Global education strategic plan is communicated.
☐	10) Business/industry, nonprofit, and community partnerships for global Education opportunities that extend the classroom walls.
☐	GRS Application Signature Page (Form E)

FORM C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter)**: _____   **Date**: _/_/_

North Carolina Department of Public Instruction's **NC Global-Ready Schools Attributes**	Early	Developing	Prepared	Model
1. A site-based global education strategic plan is in place that supports the development of globally competent students and involves students, faculty, parents and 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. Committee*** structure and processes				

* Global competency is the capacity and disposition to understand and act on issues of global significance. (CCSSO. EdSteps, State Partnership on Global Ed: 2010)

** A guide for implementing robust digital technology infrastructure can be found in "C4 Technology Infrastructure and Devices" of the NC Digital Learning Progress Rubric for Schools.

*** The committee can be part of the existing school level site-based management structure such as the School Improvement Team

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating. _____

Key Element

1.1 Definition of global competency*

Early	Developing	Prepared	Model
School plan includes a global competency in the mission and/or vision statement.	School plan indicates comprehensive approach to integrate global competency mission and/or vision statement into the curriculum.	School plan indicates comprehensive approach to integrate global competency mission and/or vision statement into the standards-based curriculum and references relevant research and resources.	School plan demonstrates comprehensive integration of global competence into the standards-based curriculum through action items and references to relevant research and resources.

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 C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter):** _____   **Date:** __/__/__

Key Element 1.2 Global competence goals			
Early	**Developing**	**Prepared**	**Model**
School plan includes statement of need for global competence goals.	School plan indicates staff and student goals for global competence.	School plan indicates comprehensive staff and student goals for global competence, and identifies tools and resources.	School plan indicates comprehensive staff and student goals for global competence, identifies relevant tools and resources, and articulates a plan 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**
School plan includes statement of need to identify the resources to meet global competence goals.	School plan identifies human and material resources needed for some departments and personnel.	School plan identifies human and material resources needed for many departments and personnel.	School plan includes the specific identification of human and material resources needed for all departments and personnel.

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 1.4 Professional Development			
Early	**Developing**	**Prepared**	**Model**
School plan includes a professional development (PD) plan with limited acknowledgement of global competency goals.	School plan includes a PD plan for 20-49% of staff to build and support knowledge, skills, and dispositions for global competence.	School plan includes comprehensive PD plan for 50-85% of staff to build and support knowledge, skills, and dispositions for global competence.	School plan includes 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
School plan includes goal for school educators to achieve State Board of Education (SBE) Global Educator Digital Badge (GEDB) designation.	School plan includes goal for 10% of school educators to be enrolled in the process for attaining or have attained the GEDB designation.	School plan includes goal for at least 30% of staff to be enrolled in the process for attaining or have attained the GEDB designation.	School plan includes goal for at least 50% of staff 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 Committee*** structure and support processes

Early	Developing	Prepared	Model
School plan identifies a need to establish a committee on global education.	School plan includes guidelines for participation of some stakeholders in global education committee.	School plan includes guidelines for participation of all stakeholder groups in global education committee.	School 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. _____

FORM C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter)**: _____   **Date:** __/__/__

North Carolina Department of Public Instruction's **NC Global-Ready Schools Attributes**	Early ⟹	Developing ⟹	Prepared ✔	Model ✔
2. A site-based global education committee* or advisory council is in place to address the goals of the global education strategic plan.	Self-Assessment Rating for Attribute 2:_____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
2.1. Frequency of collaboration				
2.2. School decision-making processes				

* The committee can be part of the existing school level site-based management structure such as the School Improvement Team.

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating._____

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. _____

Key Element
2.2 School decision-making processes

Early	Developing	Prepared	Model
Global education committee is separate from the school's decision-making processes.	Global education committee connects to school decision-making processes to integrate global focus.	Global education committee influences school decision-making processes to integrate global focus.	Global education committee impacts school decision-making processes to effectively integrate global focus and leverage resources to meet each goal of the strategic 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. _____

FORM C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter)**: _____   **Date:** __/__/__

North Carolina Department of Public Instruction's **NC Global-Ready Schools Attributes**	Early	Developing	Prepared	Model
3. Professional development on embedded global education curriculum.	Self-Assessment Rating for Attribute 3:_____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
3.1. Frequency				
3.2. Standards-based, content specific connection				
3.3. Personalized learning				
3.4. Job-embedded**				

* Pedagogy is inclusive of pedagogy in a digital learning environment.

**Job-embedded includes action research, evidence of learning, peer observation, peer review, critical friends feedback, lesson study, etc.

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating._____

Key Element
3.1 Frequency

Early	Developing	Prepared	Model
Few teachers 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 teachers participate in 10-20 hours in PD annually that focuses on global content, pedagogy*, and technology tools to enhance the global content of their discipline.	At least 50% of teachers participate in 10-20 hours in PD annually that focuses on global content, pedagogy*, and technology tools to enhance the global content of their discipline.	At least 75% of teachers participate in 10-20 or more hours in annual PD that focuses on global content, pedagogy*, and technology. All teachers are trained to use digital tools to enhance the global content of their discipline.

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

3.2 Standards-based, content specific connection

Early	Developing	Prepared	Model
Up to 25% of content-related PD makes explicit efforts to connect relevance of global competency with standards-based curriculum.	26-50% of annual content-related PD makes explicit efforts to connect relevance of global competency with standards-based curriculum.	51-75% of annual content-related PD makes explicit efforts to connect relevance of global competency with standards-based curriculum.	More than 75% of content-related annual 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 Personal learning

Early	Developing	Prepared	Model
Up to 25% of teachers participate in PD sessions that incorporate general global education strategies.	26-50% of teachers participate in sessions that include strategies for inquiry-based instruction that integrates global education.	51-75% of teachers identify personal global education PD goals and seek PD activities to meet individual professional goals.	More than 75% of teachers identify personal 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. _____

Key Element

3.4 Job-embedded**

Early	Developing	Prepared	Model
Job-embedded global education practice-based approach is used only for some staff (e.g., teachers, school library media coordinators).	Job-embedded global education practice-based approach is used quarterly for all staff.	Job-embedded global education practice-based approach is used monthly for all staff.	Job-embedded global education practice-based approach is used multiple times per month for all staff.

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 C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter)**: _____   **Date:** __/__/__

North Carolina Department of Public Instruction's NC Global-Ready Schools Attributes	Early	Developing	Prepared	Model
4. Embedded global themes and problem-based learning throughout the curriculum.	Self-Assessment Rating for Attribute 4:_____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
4.1. Integrating global content into curriculum				
4.2. Relevant inquiry-based instruction around global themes*				
4.3. Assessment for learning				

* From Digital Learning Competency for Digital Content and Instruction: Identify, evaluate, and utilize appropriate digital tools and resources to challenge students to create, think critically, solve problems, establish reliability, communicate their ideas, collaborate effectively.

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating. _____

Key Element
4.1 Integrating global content into curriculum

Early	Developing	Prepared	Model
School has clearly defined global themes.	Global themes are connected to content areas (i.e., math, science, etc.).	Global content has been fully integrated into most standards and into most disciplines. Global themes are connected to content and are purposefully interdisciplinary.	Engaging global content has been fully integrated into all standards and into all disciplines. Global themes are mapped vertically and horizontally. Scope and sequence of connections between global issues and content are purposeful.

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

4.2 Relevant inquiry-based instruction around global themes*

Early	Developing	Prepared	Model
Classroom experience dominated by memorization and recall of global themes and issues.	Classroom experience involves discussion of global themes.	Classroom experience includes collaborative problem-solving of global issues that may include real world, current problems.	Classroom experience includes collaborative investigation, problem-solving of real global issues and articulation of personal and multiple perspectives.

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

4.3 Assessment for learning

Early	Developing	Prepared	Model
Students can recall global themes and define them.	Students can articulate global themes and justify their importance	Students demonstrate competence in collaboration and develop appropriate theoretical solutions to global issues.	Students demonstrate competence in collaboration and peer assessment and are able to articulate the collaborative process in the development of appropriate theoretical solutions to global 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 C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter):** _____   **Date:** __/__/__

North Carolina Department of Public Instruction's NC Global-Ready Schools Attributes	Early	Developing	Prepared	Model

5. Global experiential learning experiences (face-to-face and virtual) for each student and teacher.	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. Instructional approach is inquiry-based*				
5.2. Local global connections**				
5.3. Experiential learning***				
5.4. Global service learning****				

* From the Digital Learning Competency for Digital Content and Instruction: Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources

**From the NC Digital Learning Progress Rubric for Schools: C3: Future Ready Learning Spaces: Educators and students use digital tools to connect to learners in other cultures and countries to share projects, to learn from each other, and to work collaboratively.

*** Experiential learning is investigative, collaborative learning within a community.

**** The global community includes culturally and ethnically diverse communities in the local area and across the globe.

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating._____

Key Element
5.1 Instructional approach is inquiry-based

Early	Developing	Prepared	Model
Students identify a global issue or need (e.g., scarcity of water).	Students identify a global issue or need and conduct research to investigate current measures in place to address the need. Technology* is used for part of the inquiry process.	Students identify a global issue or need, identify current measures in place, and explain the importance of this issue in the context of other global concerns. Technology* is used throughout the inquiry process.	Students identify a global issue or need, develop a plan to address it, implement the plan, and reflect upon the plan's efficacy. Technology* is used throughout the inquiry process.

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 Local global connections

Early	Developing	Prepared	Model
School has an event during year that celebrates the heritage of the student body and local community.	School builds on multiple events that celebrate the heritage of the student body and local community. Some teachers bring local global connections into the classroom through guest speakers and field trips.	School's student body heritage is intentionally mapped into curriculum and intentionally highlighted throughout the year. Local immersions with different communities exist during some classes.	Strong partnerships with local global communities, organizations, and nonprofits encourage students to explore multiple perspectives. School has developed partnership with a school abroad, and students and teachers connect with that school virtually.**

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 Experiential learning***

Early	Developing	Prepared	Model
Virtual global learning experiences are sometimes planned.	Virtual and face-to-face global learning experiences are offered to students, but are not always aligned with the curriculum. School leaders acknowledge the importance of international exchange to build global competence in teachers and students.	Virtual and face-to-face global learning experiences are accessible to some students and are aligned with the curriculum. School leaders encourage international exchange for teachers and students. Media center is emerging as a global hub.	Virtual and face-to-face global learning experiences are strategically implemented across the curriculum. Experiential learning is accessible to all. Travel opportunities are intentional and aligned to curriculum. Media Center is a global hub.

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 Global service learning

Early	Developing	Prepared	Model
Teachers and students identify possible venues to provide service to a part of the global community (e.g., neighborhood park, school).	Teacher and student creation and implementation of plans to provide service to a part of the global community is supported by the school plan.	At least 25% of students and teachers provide service based on a school supported plan to a part of the global community **** (e.g., peer tutoring for English homework).	At least 50% of students and teachers provide service based on a school supported plan to a part of the global community****.

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 C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter)**: _____   **Date:** __/__/__

North Carolina Department of Public Instruction's NC Global-Ready Schools Attributes	Early	Developing	Prepared	Model
6. Alignment of student global competency development with career and/or post-secondary pathway.	Self-Assessment Rating for Attribute 6:_____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
6.1. Integrating global competency into curriculum pathways				
6.2. Career related and/or post-secondary global learning skills				

*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."

** Global citizenship means that as citizens of the world, we have responsibilities to each other and to the earth itself.

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating._____

Key Element
6.1 Integrating global competency into curriculum pathways

Early	Developing	Prepared	Model
The curriculum provides some discussion of global competency.	The curriculum provides some discussion of global competency related to career and postsecondary pathways.	The curriculum provides a systematic process to integrate global competency related to career and postsecondary pathways.	The curriculum provides a systematic process to integrate global competency using age-appropriate projects considering individual students' global competency related to career and postsecondary pathways.

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			
6.2 Career related and/or post-secondary global learning skills.*			
Early	**Developing**	**Prepared**	**Model**
Students explore definition of global citizenship.**	Students have clear definitions of global citizenship** and sometimes discuss global issues that are relevant to them.	Students sometimes demonstrate global citizenship.** They are able to demonstrate understanding of global issues from different points of view. Some students participate in a global project.	Students demonstrate global citizenship** growth over time. Students systematically understand and act on issues of global significance through a global project.
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 C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter):** _____   **Date:** __/__/__

North Carolina Department of Public Instruction's NC Global-Ready Schools Attributes	Early	Developing	Prepared	Model
7. Leading-edge language instruction.	Self-Assessment Rating for Attribute 7:_____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
7.1. Students in language programs				
7.2. Strategic language programs offered				
7.3. High-quality resources for instruction				
7.4. Students demonstrate language and cultural competencies				
7.5. Multiple opportunities to learn				

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating._____

Key Element
7.1 Students in language programs

Early	Developing	Prepared	Model
School is developing plan to implement proficiency-based world language instruction in the next school year.	15-49% of all students enrolled in proficiency-based world language instruction and/or school has a dual language/immersion (DL/I) program that is part of a district K-12 dual language/immersion (DL/I) initiative.	50-80% of all students enrolled in proficiency-based world language instruction and/or school has a dual language/immersion (DL/I) program that is part of a district K-12 dual language/immersion (DL/I) initiative	All students enrolled in proficiency based world language instruction 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
School is developing plan to offer world language instruction as part of the district K-12 articulated world language program.	At least one world language offered at the school or through virtual partners.	Based on identified local community needs and resources, additional strategic language programs are offered at the school.	Based on local and regional needs, additional strategic language programs are offered at the school 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 High-quality resources for instruction

Early	Developing	Prepared	Model
The school provides world language instruction or content-based instruction, such as in partial or full immersion in the world language.	Curriculum documents for World Language and/or dual language/immersion (DLI) instruction are aligned with the *NC World Language Essential Standards*. The district seeks partnerships at the local, regional, and state level for teachers and resources.	Curriculum documents reflect research-based scope and sequence for language and culture learning for the world language/DLI program and are aligned to the *NC World Language Essential Standards*. Technology resources are utilized for instruction and classroom formative or summative assessment of language proficiency and cultural competency. Some opportunities for interaction with native speakers are available.	The school embraces a research-based model for all world language programs and is aligned with the *NC World Language Essential Standards* program language proficiency and cultural competence outcomes. Technology resources are utilized for instruction and formative or summative assessment of language proficiency program outcomes and cultural competency, inclusive of external assessments. Access to native speakers of language of study is through teachers, classroom partnerships, virtual conversation partners and others.

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 Students demonstrate language and cultural competencies

Early	Developing	Prepared	Model
Multiple choice and single response assessments are used to demonstrate student language and cultural knowledge and competencies.	Performance-based assessments are used to demonstrate student language and cultural competence in alignment with the *NC World Language Essential Standards.*	Formative assessment tools and performance-based assessments are used to demonstrate student language and cultural competence, in accordance with the program outcomes for the language program model in alignment with the *NC World Language Essential Standards.*	A comprehensive and balanced assessment approach, along with validated instruments, is used to provide students multiple opportunities to demonstrate language proficiency and cultural competence, in accordance with the program outcomes for the language program model in alignment with the *NC World Language Essential Standards.*

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

7.5 Multiple opportunities to learn

Early	Developing	Prepared	Model
Opportunities are available for students to learn about world language and culture.	Opportunities are available for students to participate in world language instruction world language clubs, field trips, and virtual opportunities to experience world languages.	Opportunities are available for students to participate in world language instruction or dual language/immersion instruction, clubs, field trips, virtual exchanges, or additional immersion study for some students and some teachers.	Opportunities are available for students to participate in classroom world language study, immersion study, study abroad, community service events, international exchange, international travel, and/or language clubs for 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. _____

FORM C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter):** _____   **Date:** __/__/__

North Carolina Department of Public Instruction's NC Global-Ready Schools Attributes	Early	Developing	Prepared	Model
8. Authentic assessment and demonstration of global competence.	Self-Assessment Rating for Attribute 8:_____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
8.1. Cross-curricular inquiry-based assessment*				
8.2. Students demonstrate global competency and proficiency of world languages				
8.3. Teachers demonstrate global competence				

* Inquiry-based assessment includes performance-based learning, project-based learning, project-based inquiry, problem-based learning, design cycle, performance-based assessment, etc.

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating. _____

Key Element
8.1 Cross-curricular inquiry-based assessment*

Early	Developing	Prepared	Model
Students are assessed on teacher-created, non-authentic assessment.	10-40% of all subjects/courses assess student global competence through performance based assessments.	41-70% of all subjects/courses assess students' global competence as related to the curriculum and utilizing performance-based assessments.	71-100% of subjects/courses assess global competence as related to the curriculum of the course utilizing performance-based assessments with student-generated rubrics.

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

8.2 Students demonstrate global competency and proficiency of world languages

Early	Developing	Prepared	Model
Schools provide at least one tool for students to demonstrate competency/proficiency (i.e., validated instrument, standardized test, portfolios, or capstone projects).	Schools provide some tools for students to demonstrate competency/proficiency (i.e., validated instruments, standardized tests, portfolios, or capstone projects).	Schools provide many tools for students to demonstrate competency/proficiency, including validated instruments, standardized tests, portfolios, or capstone projects.	Schools have 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 Teachers demonstrate global competence

Early	Developing	Prepared	Model
Schools provide at least one tool for teachers to demonstrate global competence.	Schools provide some tools for teachers to demonstrate global competence.	Schools provide many tools for teachers to demonstrate global competence, including validated instruments.	Schools have 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. _____

FORM C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter):** _____   **Date:** __/__/__

North Carolina Department of Public Instruction's **NC Global-Ready Schools Attributes**	Early	Developing	Prepared	Model
9. Global education strategic plan is communicated.	Self-Assessment Rating for Attribute 9:_____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
9.1. Communicate global education plan				
9.2. Communicate program data*				
9.3. Communication tools**				

* From Digital Competency for Educators: "Utilize technology and digital tools to synthesize and apply qualitative and quantitative data…"

** From the NC Digital Learning Progress Rubric for Schools: L3: Communication and Collaboration: Digital tools are continuously used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using ongoing, two-way communication.

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating._____

Key Element

9.1 Communicate global education plan

Early	Developing	Prepared	Model
Program leaders infrequently communicate the global education plan to garner participation and buy-in from global education teachers and key stakeholders.	Program leaders annually communicate the global education plan to garner participation and buy-in from global education teachers and key stakeholders.	Program leaders semiannually communicate the global education plan to garner participation and buy-in from teachers and key stakeholders. Program leaders communicate plan to surrounding early and developing schools.	Program leaders often communicate the global education plan to garner participation and buy-in from teachers and key stakeholders. Program leaders reach out to early and developing schools in the district and promote 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 school/program-level student data on global education performance (e.g., test scores, work samples) is available annually to administrators and teachers and is used to inform decisions.	A variety of school/program-level student data on global education performance (e.g., test scores, work samples) is available semiannually to administrators and teachers, and is used to inform instructional and programmatic decisions.	A variety of school/program-level student data on global education performance (e.g., test scores, work samples) is available quarterly to administrators and teachers, and is used to inform instructional and programmatic decisions throughout the year.*	A variety of school/program-level student data on global education performance (e.g., test scores, work samples) is available monthly to administrators and teachers, and is used to inform instructional and programmatic decisions throughout the year.*

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 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 semi-annually 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 quarterly 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 monthly 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. _____

FORM C: 2018-2019 NC GRS Rubric Self-Assessment and Evidences

School Name: _____   **School District (LEA/Charter):** _____   **Date:** _/_/_

North Carolina Department of Public Instruction's **NC Global-Ready Schools Attributes**	Early ➡️	Developing ➡️	Prepared ✅	Model ✅
10. Business/industry, nonprofit, and community partnerships for Global Education opportunities that extend the classroom walls	Self-Assessment Rating for Attribute 10:_____ Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)			
10.1. Learning connected to industries/endeavors*				
10.2. Students interact with global industries/endeavors				
10.3. Collaboration in network of schools				

* From the Digital Learning Competency for Digital Content and Instruction: Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.

The Descriptive Narrative for this Attribute should not exceed 600 words and reflect summary for self-assessment rating._____

Key Element
10.1 Learning connected to industries/endeavors*

Early	Developing	Prepared	Model
Program 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.	2 or less school learning opportunities (i.e., projects, activities, etc.) for all students focus on content directly connected to correct work in global industries/endeavors.	Several in-school opportunities (i.e., projects, activities, etc.) for all students focused on content directly connected to current work in global industries/endeavors.	In-school learning opportunities (i.e., projects, activities, etc.) for all students frequently focus on content directly connected to current work in global 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. _____

Key Element

10.2 Students interact with global industries/endeavors

Early	Developing	Prepared	Model
Program leaders are researching and planning active learning experiences with an external global industry/endeavor partner, either during or outside of the school day.	At least 25% of students have at least 1 active learning experience annually with an external global industry/endeavor partner, either during or outside of the school day.	At least 50% of students have at least 1 active learning experience annually with an external global industry/endeavor partner, either during or outside of the school day.	At least 75% of students have an active learning experience annually with an external global industry/endeavor partner, either during or outside of 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
Program leaders are researching and planning participation in a network of schools or school leaders that addresses global education issues.	School/program leadership participates annually in an active online network of schools or school leaders that addresses global education issues.	School/program leadership participates annually in a face-to-face or at least semiannually in an active online network of schools or school leaders that addresses global education issues.	School/program leadership participates annually in a face-to-face or at least quarterly in an active online network of schools or school leaders 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: 2018-2019 NC GRS Applicant Self-Rating Summary

School Name: _____   **School District (LEA/Charter):** _____

Attribute and Key Elements Summary Rating Sheet	Attribute Rating
Principle: **A Global-Ready School demonstrates its commitment to prepare students for the world through sustainable strategic planning.**	
1) A site-based global education strategic plan is in place that supports the development of globally competent students and involves students, faculty, parents, local and global communities. <table><tr><td>Key Element</td><td>Rating</td></tr><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 Committee structure and processes</td><td>_____</td></tr></table>	_____
2) A site-based global education committee or advisory council is in place to address the goals of the global education strategic plan. <table><tr><td>Key Element</td><td>Rating</td></tr><tr><td>2.1 Frequency of collaboration</td><td>_____</td></tr><tr><td>2.2 School decision-making processes</td><td>_____</td></tr></table>	_____
Principle: **A Global-Ready School 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. <table><tr><td>Key Element</td><td>Rating</td></tr><tr><td>3.1 Frequency</td><td>_____</td></tr><tr><td>3.2 Standards-based, content specific connection</td><td>_____</td></tr><tr><td>3.3 Personalized learning</td><td>_____</td></tr><tr><td>3.4 Job-embedded</td><td>_____</td></tr></table>	_____

Attribute and Key Elements Summary Rating Sheet	Attribute Rating
4) Embedded global themes and problem-based learning throughout the curriculum. <table><tr><td>Key Element</td><td>Rating</td></tr><tr><td>4.1 Integrating global content into curriculum</td><td>_____</td></tr><tr><td>4.2 Relevant inquiry-based instruction around global themes</td><td>_____</td></tr><tr><td>4.3 Assessment for learning</td><td>_____</td></tr></table>	_____
5) Global experiential learning experiences (face-to-face and virtual) for each student and teacher. <table><tr><td>Key Element</td><td>Rating</td></tr><tr><td>5.1 Instructional approach is inquiry-based</td><td>_____</td></tr><tr><td>5.2 Local global connections</td><td>_____</td></tr><tr><td>5.3 Experiential learning</td><td>_____</td></tr><tr><td>5.4 Global service learning</td><td>_____</td></tr></table>	_____
6) Alignment of student global competency development with career and/or postsecondary pathways. <table><tr><td>Key Element</td><td>Rating</td></tr><tr><td>6.1 Integrating global competency into curriculum pathways</td><td>_____</td></tr><tr><td>6.2 Career related and/or post-secondary global learning skills</td><td>_____</td></tr></table>	_____
7) Leading-edge language instruction. <table><tr><td>Key Element</td><td>Rating</td></tr><tr><td>7.1 Students in language programs</td><td>_____</td></tr><tr><td>7.2 Strategic language programs offered</td><td>_____</td></tr><tr><td>7.3 High-quality resources for instruction</td><td>_____</td></tr><tr><td>7.4 Students demonstrate language and cultural competencies</td><td>_____</td></tr><tr><td>7.5 Multiple opportunities to learn</td><td>_____</td></tr></table>	_____
8) Authentic assessment and demonstration of global competence. <table><tr><td>Key Element</td><td>Rating</td></tr><tr><td>8.1 Cross-curricular inquiry-based assessment*</td><td>_____</td></tr><tr><td>8.2 Students demonstrate global competency and proficiency of world languages</td><td>_____</td></tr><tr><td>8.3 Teachers demonstrate global competence</td><td>_____</td></tr></table>	_____

Attribute and Key Elements Summary Rating Sheet	Attribute Rating
Principle: **A Global-Ready School initiates and sustains local, national, and international community and business/industry partnerships.**	
9) Global education strategic plan is communicated.	_____

Key Element	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 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: [2018-2019 NC GRS Signature Page](#)

Signatures below indicate that the school application has been developed, reviewed and deemed ready for state level review for either acknowledgement or potential designation status at the "Prepared" or "Model" Level of Achievement by the school and district level staff.

School Name: _____

School District (LEA/Charter): _____

Superintendent Name: _____ **Email:** _____

Signature: _____

Principal Name: _____ **Email:** _____

Signature: _____

Appendix A: Rubric Designation Guide

The Global-Ready School Designation is awarded at either the "**Prepared"** or "**Model"** Level of Achievement. The "**Early"** and "**Developing"** levels of achievement provide the school 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** *Number of Key Elements: 2*	All **Key Elements** must be 'Prepared' or higher	All **Key Elements** must be 'Model'
	Attribute #: 4, 6, 8, 9, 10 *Number of Key Elements: 3*	All **Key Elements** must be 'Prepared' or higher	All **Key Elements** must be 'Model'
	Attribute #: 3, 5 *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 #: 7 *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: 6*	Four or more **Key Elements** must be 'Prepared' or higher. Two **Key Elements** may be 'Developing'	Four 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** *Number of Key Elements: 6*	Four or more **Key Elements** must be 'Prepared' or higher. Two **Key Elements** may be 'Developing'	Four or more **Key Elements** must be 'Model'. Two **Key Elements** may be 'Prepared'
	Attribute #: 2 *Number of Key Elements: 2*	All **Key Elements** must be 'Prepared' or higher	All **Key Elements** must be 'Model'
	Attribute #: 3 *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 #: 4 *Number of Key Elements: 3*	All **Key Elements** must be 'Prepared' or higher	All **Key Elements** must be 'Model'
	Attribute #: 5 *Number of Key Elements: 4*	Three **Key Elements** must be 'Prepared' or higher. Two **Key Elements** may be 'Developing'	Three **Key Elements** must be 'Model'. Two **Key Elements** may be 'Prepared'
	Attribute #: 6 *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: 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 #: 8 *Number of Key Elements: 3*	All **Key Elements** must be 'Prepared' or higher	All **Key Elements** must be 'Model'

K-12	Key Elements within an Attribute *(ordered by Attribute number)*	Prepared	Model
	Attribute #: 9 *Number of Key Elements: 3*	All **Key Elements** must be 'Prepared' or higher	All **Key Elements** must be 'Model'
	Attribute #: 10 *Number of Key Elements: 3*	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 21st 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 friends feedback, 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:

- 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