

North Carolina Department of Public Instruction

www.ncpublicschools.org/globaled

NC Global – Ready School Designation

Application and Guidance

In collaboration with:

The Center for International
Understanding

The Friday Center

VIF International Education

World View

Contents

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

Application Timeline 3

Application Submission Process..... 3

Application Guide and Directions 4

 Requirements for Acknowledgement.....4

 Requirements for Designation 4

 Rubric Terms and Organizational Structure..... 5

Review Process..... 8

 School Notification of Designation Status 8

 Designation Status Length and Renewal 8

 Tips for Completing the Application 8

FORM A: NC GRS Application Cover..... 9

FORM B: NC GRS Designation Application Contents Checklist 10

FORM C: NC GRS Rubric Self-Assessment and Evidences 12

FORM D: NC GRS Applicant Self-Rating Summary 35

FORM E: NC GRS Signature Page..... 38

Appendix A: Rubric Designation Guide 39

Glossary 42

NC State Board of Education Global Education Task Force Goal 4.2

<p>Global-Ready School</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 Designation</p>	<p>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.</p> <p>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.</p> <p>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</p>
<p>Global-Ready Application Guide</p>	<ol style="list-style-type: none"> 1. NC State Board of Education Task Force on Global Education 2. Application Time Line 3. Application Submission Process 4. Application Guide and Directions <ul style="list-style-type: none"> • Requirements for Acknowledgement • Requirements for Designation • Rubric Terms and Organizational Structure 5. Review Process <ul style="list-style-type: none"> • School Notification of Status • Designation Status Length and Renewal • Tips for Completing Application 6. <i>FORM A:</i> NC GRS Application Cover 7. <i>FORM B:</i> NC GRS Designation Application Contents Checklist 8. <i>FORM C:</i> NC GRS Rubric Self-Assessment and Evidences 9. <i>FORM D:</i> NC GRS Applicant Self-Rating Summary 10. <i>FORM E:</i> NC GRS Signature Page 11. <i>Appendix A:</i> Rubric Designation Guide 12. Glossary

School Application Timeline

2016-2017 Academic Year

Timeline	2016-17
July 2016	Application and Guidance/Intent to Apply available
April 7, 2017	Application due
April 2017	Review process
May 2017	School notification
September 2017	School visit
November 2017	Recognition at State Board of Education meeting

2017-2018 Academic Year

Timeline	2017-18
July 2017	Application and Guidance/ Intent to Apply available
April 6, 2018	Application due
April 2018	Review process
May 2018	School notification
September 2018	School visit
November 2018	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 7, 2017
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

The Global-Ready School criteria rubric articulates a common language for Global-Ready School implementation strategies and establishes a continuum describing beginning-to-great global schools through the 4 Levels of Achievement. 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.

Requirements for Acknowledgement

Schools that choose to begin to implement the strategies outlined in the criteria to move towards the “Prepared” or “Model” *Designation* levels described in the next section are invited to submit their applications complete with self-reflection narratives and evidences. These submissions will be reviewed and feedback will be provided which will include:

- Feedback on what is going well
- Feedback for improvement
- Suggestions on Resources and/or Networking based on feedback results
- Possible professional development opportunities based on feedback results
- Acknowledgement at November State Board of Education meeting of engagement in the process

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:
 - A. 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.
 - through grade 5 (2015-16 average: 59.0%)
 - through grade 8 (2015-16 average: 55.1%)
 - through grade 12 (2015-16 average: 52.2%)
 - B. 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.

Note: Schools that are configured K-2 may receive the Designation at “Prepared” or “Model” with no student achievement criteria.

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 for 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.

NC Global – Ready School Designation

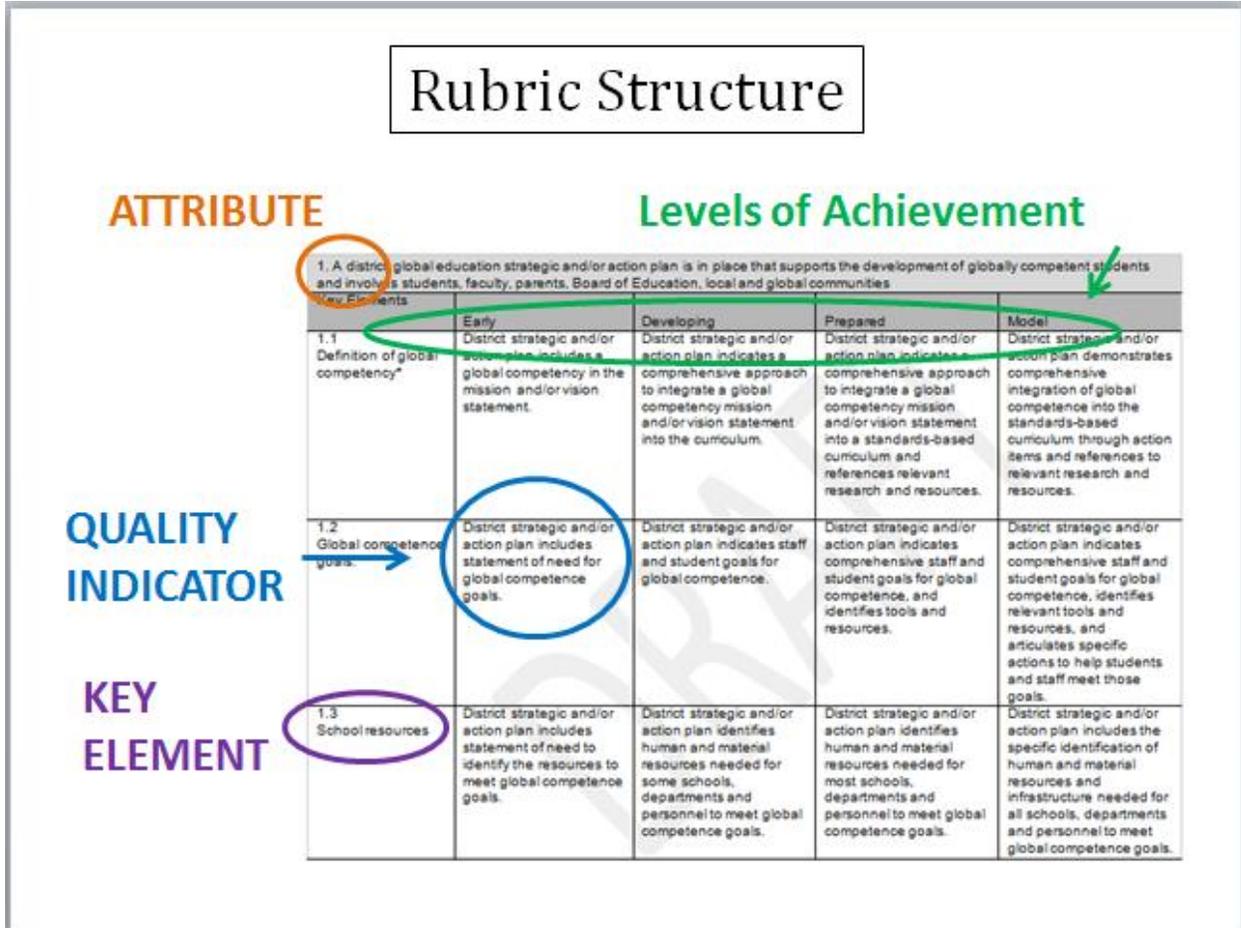
The Overarching Principles and Ten Attributes of Global-Ready Schools define essential components central to 21st Century Skills:

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 addresses 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.
<i>*Attributes define essential components central to 21st century skills</i>

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. 09-38 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>

Completed applications will be evaluated by a state level review team for *Acknowledgement* and feedback or for full *Designation* status as indicated on the application form.

Schools that have applied for the *Designation* status and meet both the criteria for “Prepared” or “Model” and the student achievement requirements **will be notified in May**. Those schools will be scheduled for a **site visit in September** and any additional information regarding the visit will be provided at that time.

Designation Status Length and Renewal

After three years, schools will need to re-apply for the NC Global-Ready Designation. For example, a school applies in 2014-2015 and receives designation status in November 2015, will need to reapply in 2017-2018 for potential designation for 2018-2019 through 2020-2021. 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.
- Select supporting evidences that best exemplify and distinguish the school. Remember the rubric is a roadmap and how a school arrives at the destination is often 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.
- 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. *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 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.
 - 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 school improvement plan.
- Complete Forms A, B, C, D and E and submit all 5 forms.
- Share successes with staff.

FORM A: 2016-2017 NC GRS Application Cover

School Name: _____

School District (LEA/Charter): _____

Date Application Submitted: __/__/__

Main Point of Contact Information

Name: _____

Title: _____

Email: _____

Phone: _____ - _____ - _____

SELECT ONE:

- K-5
- K-8
- 6-8
- 9-12
- Early College
- Other grade combination: (List): _____

SELECT ONE:

- Public School
- Charter School

SELECT ONE:

- Acknowledgement
- Designation

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

School Demographics: _____

2015-2016 Performance Composite for Level 3 _____ (Note: Must be at or above state average for school configuration)

School Met _____ or Exceeded _____ Growth for 2015-2016

Due Date: April 7, 2017

FORM B: 2016-2017 NC GRS Designation Application Contents Checklist

School Name: _____

School District (LEA/Charter): _____

Check List	Application Contents
<input type="checkbox"/>	NC Global-Ready Schools Designation Application Cover (Form A)
<input type="checkbox"/>	NC Global-Ready Schools Designation Application Contents Checklist (Form B)
<input type="checkbox"/>	<p>NC Global-Ready Schools 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 School 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 site-based global education strategic plan is in place that addresses students, faculty, parents, local and global communities.
<input type="checkbox"/>	2) A site-based global education committee or advisory council is in place to address the goals of the global education strategic plan.
	<p><i>Principle:</i> A Global-Ready School 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.
<input type="checkbox"/>	4) Embedded global themes and problem-based learning throughout the curriculum.
<input type="checkbox"/>	5) Global experiential learning experiences (face-to-face and virtual) for each student and teacher.
<input type="checkbox"/>	6) Alignment of student global competency development with career and/or postsecondary pathways.
<input type="checkbox"/>	7) Leading-edge language instruction.

NC Global – Ready School Designation

Check List	Application Contents
<input type="checkbox"/>	8) Authentic assessment and demonstration of global competence
	<p><i>Principle:</i> A Global-Ready School 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 plan is communicated.
<input type="checkbox"/>	10) Business/industry and community partnerships for global Education opportunities that extend the classroom walls.
<input type="checkbox"/>	GRS Application Signature Page (Form E)

FORM C: 2016-2017 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: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
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 support processes**				
<small>*Global competency is the capacity and disposition to understand and act on issues of global significance. (CCSSO. EdSteps, State Partnership on Global Ed: 2010) ** The committee can be part of the existing school level site-based management structure such as the School Improvement Team</small>				
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 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. _____				

NC Global – Ready School Designation

FORM C: 2016-2017 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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			
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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			
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.

NC Global – Ready School 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

1.5 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. _____

NC Global – Ready School Designation

FORM C: 2016-2017 NC GRS Rubric Self-Assessment and Evidences

School Name: _____

School District (LEA/Charter): _____

Date: ___/___/___

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

NC Global – Ready School Designation

FORM C: 2016-2017 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: _____ <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. Personal learning				
3.4. Job-embedded*				
<i>*Job-embedded includes action research, evidence of learning, peer observation, peer review, critical friends feedback, lesson study, etc.</i>				
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.	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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			
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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			
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, media specialists).	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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			

NC Global – Ready School Designation

FORM C: 2016-2017 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: _____ <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				
4.2. Relevant inquiry-based instruction around global themes				
4.3. Assessment for learning				
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. _____

NC Global – Ready School Designation

FORM C: 2016-2017 NC GRS Rubric Self-Assessment and Evidences

School Name: _____

School District (LEA/Charter): _____

Date: ___/___/___

North Carolina Department of Public Instruction's	Early	Developing	Prepared	Model
NC Global-Ready Schools Attributes				
5. Professional development on embedded global education curriculum.	Self-Assessment Rating for Attribute 5: _____ <u>Mark your final rating for this attribute based on your self-assessment on Key Elements below (guidance Appendix A)</u>			
5.1. Instructional approach is inquiry based				
5.2. Local global connections				
5.3. Experiential learning*				
5.4. Global service learning				
<i>*Experiential learning is investigative, collaborative learning within a community</i>				
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				

NC Global – Ready School Designation

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	Teacher and student creation and implementation	At least 25% of students and teachers provide service	At least 50% of students and teachers provide service

NC Global – Ready School Designation

provide service to a part of the global community (e.g., neighborhood park, school).	of plans to provide service to a part of the global community is supported by the school plan.	based on a school supported plan to a part of the global community (e.g., peer tutoring for English homework).	based on a school supported plan to a part of the global community**.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			

NC Global – Ready School Designation

FORM C: 2016-2017 NC GRS Rubric Self-Assessment and Evidences

School Name: _____

School District (LEA/Charter): _____

Date: ___/___/___

North Carolina Department of Public Instruction's	Early	Developing	Prepared	Model
NC Global-Ready Schools Attributes				
6. Alignment of student global competency development with career and/or post-secondary pathways.	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. Career related and/or post-secondary global learning skills				
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				
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. _____

NC Global – Ready School Designation

FORM C: 2016-2017 NC GRS Rubric Self-Assessment and Evidences

School Name: _____

School District (LEA/Charter): _____

Date: ___/___/___

North Carolina Department of Public Instruction's	Early	Developing	Prepared	Model
NC Global-Ready Schools Attributes				
7. Leading-edge language instruction.	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. 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 (DLI) program that is part of a district K-12 DLI initiative.	50-80% of all students enrolled in proficiency-based world language instruction and/or school has a dual language/immersion (DLI) program that is part of a district K-12 DLI initiative	All students enrolled in proficiency based world language instruction that is integrated into the district K-12 world language/ DLI 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				

NC Global – Ready School Designation

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 <i>NC World Language Essential Standards</i> . 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 <i>NC World Language Essential Standards</i> . 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 <i>NC World Language Essential Standards</i> 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 <i>NC World Language Essential Standards</i> .	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> .	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> .
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			
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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			

NC Global – Ready School Designation

FORM C: 2016-2017 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: _____ <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. Students demonstrate global competency and proficiency of world languages				
8.3. Assessment for learning				
<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 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				

NC Global – Ready School Designation

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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			
<p>Key Element 8.3 Teachers demonstrate global competence</p>			
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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			

NC Global – Ready School Designation

FORM C: 2016-2017 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: _____ <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				
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				

NC Global – Ready School Designation

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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			
<p>Key Element 9.3 Communication tools</p>			
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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			

NC Global – Ready School Designation

FORM C: 2016-2017 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 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				
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 current 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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			
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.
<p>The Descriptive Narrative should not exceed 600 words and should indicate the outcomes/impact for this Key Element. _____</p> <p>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. _____</p>			

FORM D: 2016-2017 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															
<p>1) A site-based global education strategic plan is in place that addresses students, faculty, parents, local and global communities.</p> <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 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 Committee structure and support processes	_____	_____
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 Committee structure and support processes	_____														
<p>2) A site-based global education committee or advisory council is in place to address the goals of the global education strategic plan.</p> <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 School decision-making processes</td> <td>_____</td> </tr> </tbody> </table>	Key Element	Rating	2.1 Frequency of collaboration	_____	2.2 School decision-making processes	_____	_____								
Key Element	Rating														
2.1 Frequency of collaboration	_____														
2.2 School decision-making processes	_____														
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															
<p>3) Professional development on embedded global education curriculum.</p> <table border="1"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <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 Personal learning</td> <td>_____</td> </tr> <tr> <td>3.4 Job-embedded</td> <td>_____</td> </tr> </tbody> </table>	Key Element	Rating	3.1 Frequency	_____	3.2 Standards-based, content specific connection	_____	3.3 Personal learning	_____	3.4 Job-embedded	_____	_____				
Key Element	Rating														
3.1 Frequency	_____														
3.2 Standards-based, content specific connection	_____														
3.3 Personal learning	_____														
3.4 Job-embedded	_____														

Attribute and Key Elements Summary Rating Sheet	Attribute Rating												
<p>4) Embedded global themes and problem-based learning throughout the curriculum.</p> <table border="1" data-bbox="207 384 1167 527"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <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> </tbody> </table>	Key Element	Rating	4.1 Integrating global content into curriculum	_____	4.2 Relevant inquiry-based instruction around global themes	_____	4.3 Assessment for learning	_____	<p>_____</p>				
Key Element	Rating												
4.1 Integrating global content into curriculum	_____												
4.2 Relevant inquiry-based instruction around global themes	_____												
4.3 Assessment for learning	_____												
<p>5) Global experiential learning experiences (face-to-face and virtual) for each student and teacher.</p> <table border="1" data-bbox="207 632 1167 814"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <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> </tbody> </table>	Key Element	Rating	5.1 Instructional approach is inquiry based	_____	5.2 Local global connections	_____	5.3 Experiential learning	_____	5.4 Global service learning	_____	<p>_____</p>		
Key Element	Rating												
5.1 Instructional approach is inquiry based	_____												
5.2 Local global connections	_____												
5.3 Experiential learning	_____												
5.4 Global service learning	_____												
<p>6) Alignment of student global competency development with career and/or postsecondary pathways.</p> <table border="1" data-bbox="207 919 1167 1031"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <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> </tbody> </table>	Key Element	Rating	6.1 Integrating global competency into curriculum pathways	_____	6.2 Career related and/or post-secondary global learning skills	_____	<p>_____</p>						
Key Element	Rating												
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<p>7) Leading-edge language instruction.</p> <table border="1" data-bbox="207 1098 1167 1310"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <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> </tbody> </table>	Key Element	Rating	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	_____	<p>_____</p>
Key Element	Rating												
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	_____												
<p>8) Authentic assessment and demonstration of global competence.</p> <table border="1" data-bbox="207 1377 1167 1549"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <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 Assessment for learning</td> <td>_____</td> </tr> </tbody> </table>	Key Element	Rating	8.1 Cross-curricular inquiry-based assessment*	_____	8.2 Students demonstrate global competency and proficiency of world languages	_____	8.3 Assessment for learning	_____	<p>_____</p>				
Key Element	Rating												
8.1 Cross-curricular inquiry-based assessment*	_____												
8.2 Students demonstrate global competency and proficiency of world languages	_____												
8.3 Assessment for learning	_____												

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.									
<table border="1"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>9.1 Communicate global education plan</td> <td>_____</td> </tr> <tr> <td>9.2 Communicate program data</td> <td>_____</td> </tr> <tr> <td>9.3 Communication tools</td> <td>_____</td> </tr> </tbody> </table>	Key Element	Rating	9.1 Communicate global education plan	_____	9.2 Communicate program data	_____	9.3 Communication tools	_____	_____
Key Element	Rating								
9.1 Communicate global education plan	_____								
9.2 Communicate program data	_____								
9.3 Communication tools	_____								
10) Business/industry and community partnerships for global education opportunities that extend the classroom walls.									
<table border="1"> <thead> <tr> <th>Key Element</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>10.1 Learning connected to industries/endeavors</td> <td>_____</td> </tr> <tr> <td>10.2 Students interact with global industries/endeavors</td> <td>_____</td> </tr> <tr> <td>10.3 Collaboration in network of schools</td> <td>_____</td> </tr> </tbody> </table>	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	_____	_____
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10.1 Learning connected to industries/endeavors	_____								
10.2 Students interact with global industries/endeavors	_____								
10.3 Collaboration in network of schools	_____								

FORM E: 2016-2017 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	Four or more Key Elements must be ‘Prepared’ or higher. One Key Element may be ‘Developing’	Four or more Key Elements must be ‘Model’. One Key Element may be ‘Prepared’
	Attribute #: 1 Number of Key Elements: 6	Five or more Key Elements must be ‘Prepared’ or higher. One Key Element may be ‘Developing’	Five or more Key Elements must be ‘Model’. One Key Element 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	Five or more Key Elements must be 'Prepared' or higher. One Key Element may be 'Developing'	Five or more Key Elements must be 'Model'. One Key Element 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. One Key Element may be 'Developing'	Three Key Elements must be 'Model'. One Key Element 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	Four or more Key Elements must be 'Prepared' or higher. One Key Element may be 'Developing'	Four or more Key Elements must be 'Model'. One Key Element may be 'Prepared'
	Attribute #: 8 Number of Key Elements: 3	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'

NC Global – Ready School Designation

K-12	Key Elements within an Attribute (ordered by Attribute number)	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 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: <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

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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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Catherine Brooks	NCDPI, District & School Transformation
Stephanie Cain	Greene County Schools, ESL & Dual Language Coordinator
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David Clarke	Union County Schools, Deputy Superintendent, Human Resources
Annette Conroy	Charlotte-Mecklenburg Schools, District Global Education Coordinator
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Carol Ray	Asheville City Schools, Student Achievement Executive Administrator
Shannon Sellers	NCDPI, Charter Schools
Angie Stephenson	NCDPI, K-12 Curriculum & Instruction, English Language Arts (ELA)
Jason Van Heukelum	Cabarrus County Schools, Deputy Superintendent, Curriculum & Instruction