



# North Carolina Global Educator Digital Badge

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## Implementation Guide

North Carolina Department of Public Instruction

April 2016

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STATE BOARD OF EDUCATION William W. Cobey Jr., Chairman

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April 2015

Dear North Carolina Public School Educator:

It is the State Board of Education's vision that every public school student graduate "prepared to be a globally engaged and productive citizen." This means empowering students to compete on the global stage and to be world- and work-ready.

To meet that commitment, educator preparation and development in global education is a priority. To that end, it is important to provide ways for you to embody the global awareness, competence and engagement that we want to develop in our students.

The Global Educator Digital Badge is a state-level designation recognizing your ability to develop students' capacity and disposition to understand and act on issues of global significance. Attainment of this recognition is through a personalized, professional development path agreed upon by you and your supervising administrator. This document was developed to guide you through the Global Educator Digital Badge process with explanations and resources.

Thank you for taking on this important objective to truly make your classroom, school and district global-ready.

Sincerely,

  
William W. Cobey Jr.

  
June St. Clair Atkinson

WWC/JSA/ccs

**Global Educator Digital Badge for Teachers  
Implementation Guide**

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# Implementation Guide

## Global Educator Digital Badge (GEDB) for Educators

### Introduction

In September 2011, the North Carolina State Board of Education formed a Task Force on Global Education to assess the state's effort to produce globally competitive graduates ready to live, work, and contribute in an interconnected world. Based on its findings, the Task Force made a number of recommendations that would help to ensure that public school students are well prepared.

One opportunity resulting from the Global Education Task Force work was the creation of criteria and a process for educators to earn a Global Educator Digital Badge. In September 2014, NCDPI staff presented to the Board a framework in which a candidate for the Global Educator Digital Badge would work with his or her supervising administrator or principal to create a professional development plan focused on embedding global education in instruction. Teacher candidates for the badge would be required to complete 100 hours or 10 CEUs of global educational professional development and meet a Capstone Project requirement within two years (including acceptance into Home Base as a statewide resource). Upon completion of the requirements, a digital badge would be issued to the educator at the state level and the designation would be documented in the educator's Home Base Educator's Professional Development Profile.

The State Board of Education approved the Global Educator Digital Badge for Teachers [policy TCP-H-001](#) at the SBE meeting on October 1, 2015. The policy was revised to include additional public school educators and categories. The SOE approved the [revised policy](#) at the October 2015 Board meeting.

### Purpose

The rate of change of technology, coupled with an ever increasing global knowledge base results in the need for a personalized professional development path for educators. The concept behind the Global Educator Digital Badging process is to allow educators to demonstrate their global competence through the ability to develop their students' capacity and disposition to understand and act on issues of global significance through disciplinary and interdisciplinary study. The badging process allows educators to reflect on their NC Educator Evaluation Rubric specific global awareness elements performance. This analysis will then provide for educator customization of their professional growth needs in those elements and along with their supervising administrator determine the professional development path that meets their documented goals and/or strategies. Attainment of the digital badge is not an endorsement on the educator license, rather it is a reflection of the focused professional development and resulting classroom, school, or district practice as seen in the Capstone Project.

## **Eligibility for the GEDB for Teachers**

Professional educators that meet the definition according to general statute are eligible:

General Statute 115C-325 (a)(6) defines a teacher as follows:

*"Teacher" means a person who holds at least a current, not provisional or expired, Class A license or a regular, not provisional or expired, vocational license issued by the State Board of Education; whose major responsibility is to teach or directly supervises teaching or who is classified by the State Board of Education or is paid either as a classroom teacher or instructional support personnel; and who is employed to fill a full-time, permanent position.*

The policy identifies the Teacher Evaluation Rubric elements as criteria for the Global Educator Digital Badge for Teachers. The policy also identifies the GEDB Evaluation Rubric elements for other categorical teachers to include teacher leadership specialists, library media coordinators, instructional technology facilitators, school counselors, career development coordinators, school social workers, school psychologists, and speech language pathologists.

## **Eligibility for the GEDB for Non-Classroom Educators**

The updated GEDB policy includes Evaluation Rubric criteria for other non-classroom educators to also earn the GEDB.

### **Definition of a “digital badge”.**

A “digital badge” has information attached to the designation about how the badge is earned, who issued it, and the date of issue. The use of badging in this manner has been recognized in industry for many years and is gaining in educational usage to recognize learning in a variety of settings. The following resource provides information on the concept of badging and ways it is being used today. Please visit the following website to gain more information and insight in this process:

“What is a Badge?” [http://www.youtube.com/watch?feature=player\\_embedded&v=RDmfE0noOJ8](http://www.youtube.com/watch?feature=player_embedded&v=RDmfE0noOJ8) provided by the MacArthur Foundation.

## Process for Attaining the GEDB for Teachers

### Development of the Documented Plan

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts and classroom demonstrations(s).

Every educator will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n)

1. Individual Growth Plan – developed by an educator and should be discussed with the principal
2. Monitored Growth Plan- placed on the plan by the principal, developed and monitored by the educator and principal
3. Directed Growth Plan – placed on the plan by the principals, developed and monitored by the principal

For the GEDB for Teachers candidate, using the North Carolina Educator Evaluation Rubric, the teacher shall rate his/her performance and reflect on his or her performance throughout the year focusing on the global awareness elements outlined in the GEDB policy (TCP-H-001).

NC Professional Teaching Standards Standard(s) and global awareness Elements to be addressed:

1. Teachers Demonstrate Leadership: ***Element 1a***
2. Teachers Establish a Respectful Environment for a Diverse Population of Students: ***Element 2b***
3. Teachers Know the Content They Teach: ***Elements 3c and 3d***
4. Teachers Facilitate Learning for Their Students: ***Element 4f***
5. Teachers Reflect on Their Practice: ***Element 5a***

Educator's Strategies for addressing the above elements in plan:

***Goals for Elements:*** Based on the reflection and discussion with supervising administrator.

***Activities/Actions:*** The professional development to meet the minimum 100 hour requirement.

***Expected Outcomes:*** Intended impact of professional development and support for goal attainment.

***Evidence of Completion:*** Inclusion of PD certificates of completion.

***Resources Needed:*** Determine what resources are available and need for additional ones.

***Timeline:*** Develop a realistic timeline that allows for PD and development of Capstone Project.

## Professional Development Plan for Global Educator Digital Badging for Teachers

As part of the Digital Badging process, each teacher will complete an individual Professional Development Plan (PDP) to identify goals and strategies to improve performance as a global educator. The PDP for Global Educator Digital Badging should include each of the listed Standards and Elements (**shown in bold**) designated through the State Board of Education Policy. Complete the Professional Development Plan template provided at the link below.

[PDP Linked](#)

The Standards and Elements required in your PDP include each of the below:

### Standard...

- **Element...**
- **Element.....**

❖ You may include other standards and elements in addition to these.

Goal setting is a critical step in creating professional development plans. Your Professional Development Plan Goals should be specific and strategic, measurable, attainable and achievable, results-oriented and time-bound. These are also known as SMART Goals.

Locate the SMART Goal example **provided at the link below**. The example is written in SMART Goal format and may be used as a guide to writing your personal SMART Goals. Each teacher should write their unique goals based on their own self assessed individual needs.

After reviewing the provided sample goal, access the SMART Goal template **located at the link below** to assist you in completing your personal PDP goals.

These goals will then be transferred to your PDP Template that you accessed above.

[Link SMART Goal Template](#)

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Standard 2 Element b  Goal 2: To plan and facilitate 100 % of lessons using framework for embedding global themes and problem-based learning.	<ol style="list-style-type: none"> <li>1. Attend district-wide <i>Robust and Cutting-edge Teacher Support and Tools</i> monthly workshop offered at the Professional Development Center.</li> <li>2. Work collaboratively with team to build problem-based integrated units.</li> <li>3. Build Rubrics for projects.</li> </ol>	<p>Student increased ability to frame, analyze, and problem solve to produce globally competitive graduates ready to live, work and contribute in an interconnected world.</p> <p>Culminating project that evidences critical thinking and problem-solving.</p>	<p><a href="#">GoogleDocs</a></p> <p>PD Days</p> <p>PBL format for lesson development</p> <p>LEA approved rubric</p> <p>School and student data</p>	May 2015

These goals will then be transferred to your PDP Template that you find in [Appendix M](#).

Per policy, the professional development completed for the GEDB may be counted towards general license renewal credits.

Please visit the North Carolina Educators Evaluation System wiki site for more information regarding the NCEES process at <http://ncees.ncdpi.wikispaces.net/NCEES+Wiki> .

## Process for Attaining the GEDB for Non-Classroom Educators

### Development of the Documented Plan for Non-Classroom Educators

#### *Central Office Staff:*

A candidate for the Global Educator Digital Badge for Instructional Central Office Staff must successfully complete the following: document goals to address global awareness elements within the *North Carolina Instructional Central Office Staff and Professional Teaching Standards* as part of the summary goals and strategies of their annual evaluation process and complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and create a Capstone Project related to the educator's global education summary goals and strategies within two years of the documented goals.

For the Capstone Project, Central Office Staff may choose to create a unit or units incorporating elements of global awareness education or develop a professional development plan designed to build global educator capacity. More details are in the [Capstone Project Checklist](#).

#### *Principal/Aps*

A candidate for the Global Educator Digital Badge for Principals/Assistant Principals must successfully complete the following: document goals to address global awareness elements within the *North Carolina School Executive Standards* as part of the summary goals and strategies of their annual evaluation process aligned to applicable global awareness elements and the *North Carolina Standard Course of Study* for students, complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development, and create a Capstone Project related to the Principal's/AP's global education summary goals and strategies within two years of the documented goals.

Administrators will create a leadership brief that aligns with your NC Educator Effectiveness outcomes. More details are in the [Capstone Project Checklist](#).

#### *Superintendents*

A candidate for the Global Educator Digital Badge for Superintendents must successfully complete the following: document goals to address global awareness elements within the *North Carolina Superintendent Standards* as part of the goals and strategies of their annual evaluation process aligned to applicable global awareness elements and the *North Carolina Standard Course of Study* for students, complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development, and create a Capstone Project related to the Principal's/AP's global education summary goals and strategies within two years of the documented goals.

Superintendents will create a leadership brief that aligns with your NC Educator Effectiveness outcomes. More details are in the [Capstone Project Checklist](#).

## Considerations for Choosing Global Education Professional Development:

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

Per policy the districts/charters are to oversee the selection of appropriate global education professional development for their GEDB for Educators candidates.

North Carolina is extremely fortunate to have global education partners that have already been working with our districts/charters and post-secondary institutions in helping our teachers and administrators understand the significance of global education within the context of learning standards. These global education partners include:

- The Center for International Understanding
- VIF International Education
- World View

Many districts/charters have partnered with these organizations to develop local global education strategic plans and to implement those plans. Several opportunities already exist for face-to-face, experiential, and virtual global education professional development. The partners have identified several PD offerings for consideration in [Appendix C](#).

The policy went into effect for the 2014-2015 school year.

Several North Carolina districts/charters have already been engaged in the development and implementation of a local global education strategic plan, inclusive of professional development prior to the documented plan year. Those districts/charters may submit their global education strategic plan to NCDPI along with the Memorandum of Agreement for GEDB for Educators ([Appendix D](#)). A candidate that has earned professional development hours, as a result of this NCDPI reviewed district/charter strategic plan prior to the candidate goal documented plan year that meet the goal requirements in the educator's documented plan, goals, or strategies may use those hours towards the 100-hour global education professional development requirement.

## **Enrollment in the Home Base GEDB Online Management System**

The GEDB Online Management System was developed to assist the candidate in keeping track of their progress in the attainment of the digital badge, upload requirement documents, and alert the NCDPI when the Capstone Project has been submitted for state-level review.

When the educator and supervising administrator have a documented plan in the Home Base educator environment, they will review and sign the Memorandum of Agreement (MOA) for GEDB for Educators ([Appendix D](#)). The principal will ensure that the MOA is sent to the district liaison for review and signing. The district liaison is the designated individual in the district/charter who is tasked with ensuring that any professional development completed outside of the Home Base system is recorded in the system for the educator. The district liaison will then send the completed form by email or fax to the NCDPI GEDB coordinator:

Helga Fasciano, Special Assistant for Global Education  
C/o Amy Betsill Bain, Academic Services and Instructional Support  
[amy.betsill@dpi.nc.gov](mailto:amy.betsill@dpi.nc.gov) or  
919-807-3823 (fax)

The NCDPI GEDB coordinator will then enroll the GEDB candidate in the Home Base Online Management System for the GEDB. The candidate will receive notification of the enrollment and complete the steps on the flyer that follows.

Additional information for principals, central office staff, and superintendents' enrollment in the online management system is forthcoming.

# YOUR STEPS TOWARD GLOBAL EDUCATION DESIGNATION

North Carolina is the first state to offer a global-ready designation for educators. Follow these steps to earn the N.C. Global Educator Digital Badge.

-  Review the “N.C. Global Educator Digital Badge” implementation guide and select global steps using the Educator Evaluation System.
  -  Create a professional development plan or goals and strategies.
  -  Use the online form to initiate a “Memorandum of Agreement” that lists the expectations for you, your supervisor and district liaison.
  -  Send signed “Memorandum of Agreement” to NCDPI.
  -  Earn 100 hours of professional development; finish the capstone project; and log your hours at Home Base.
  -  Get your supervisor to observe your capstone project in action.
  -  Submit your capstone project to SchoolNet at Home Base.
  -  Complete the “Assurances and Attestation” form with your supervisor.
-  **NC GLOBAL EDUCATOR DESIGNATION EARNED!**

For more information and forms on the GEDB, go to:  
[www.ncpublicschools.org/global/ed/actions/item1-2](http://www.ncpublicschools.org/global/ed/actions/item1-2)

## **Transfer Credit Process Instructions for District Liaison**

The district/charter liaison for the GEDB process is the designated individual in the district/charter who is tasked with ensuring that any professional development completed outside of the Home Base system is recorded in the system for the educator. This is done by utilizing the Transfer Credit Management process as indicated in [Appendix E](#).

## Capstone Project Checklist

Once you have completed your documented Professional Development Plan and earned the 100 hours or 10 CEUs of global educational professional development tied to the goals in your plan, you will be ready to begin your Capstone Project.

### Teachers:

- Create a unit or units incorporating elements of global awareness education. Utilize the unit and lesson plan templates located on Schoolnet.
  - Note: “Unit” implies more than one lesson. Please see how your LEA defines an instructional unit for the purposes of this project submission.
- Request that your principal or supervising administrator observe your facilitation of lessons and verify that the Capstone Project aligns with the global awareness objectives as outlined in your documented Professional Development Plan. He or she will fill out the attestation form located in [Appendix F](#) of this document and send it to the LEA liaison.
- Follow the instructions on how to name and submit your project for school, district, and state review on the Schoolnet guide in this document (pp. 16-17)
- Your work will be evaluated based on the NC Summary Rubrics or the EQUiP rubrics (for ELA and math units).
- There is also a Capstone Project rubric, Global Awareness for Administrator and School/District Review located in [Appendix K](#).

### Central Office Staff:

- Option 1: Create a unit or unites incorporating elements of global awareness education. This type of capstone project will be evaluated using the same processes and rubrics used for teachers (see above).
  - More information coming about how central office staff will submit their work.
- Option 2: Develop a professional development plan designed to build global educator capacity.
  - Give a general description of the organizational scope of the professional development. (Describe the district or school context).
  - Describe the conditions that led to the specific focus of the professional development. Why was this an important thing to do in this location at this time?
  - Describe the personal learning dimension of the professional development. What data was used to inform this session? What deeper understandings had to be developed to appropriately initiate the PD? What did you learn? Where did you learn it?

- Identify the steps taken to implement the Global Education improvement PD clearly enough that another school or district leader would have the basic information needed to initiate a similar professional development.
- Evaluate the outcomes of the professional development. What was successful? How do you know? What would you do differently? What makes you recommend these alternate actions?
- Describe any next opportunities for further improving Global Education in the leadership context (district or school).

### **Principal/Superintendent**

- Create a leadership brief that aligns with your NC Educator Effectiveness outcomes. It should provide enough background for the reader to understand the intended goals and expected outcomes of the Global Education improvement activities, by addressing the following:
  - Give a general description of the organizational scope of the project (Describe the district or school context.).
  - Describe the conditions that led to the specific focus of the project. Why was this an important thing to do in this location at this time?
  - Identify the steps taken to implement the Global Education improvement activities clearly enough that another school or district leader would have the basic information needed to initiate a similar project.
  - Describe the personal learning dimensions of the project. What data was used to inform the project? What deeper understandings had to be developed by the leader to appropriately initiate the activities? What did you learn? Where did you learn it?
  - Evaluate the outcomes of the professional development. What was successful? How do you know? What would you do differently? What makes you recommend these alternate actions?
  - Describe any next opportunities for further improving Global Education in the leadership context (district or school).

## Capstone Project Development and Observations

The GEDB candidate must utilize the Schoolnet unit and lesson template ([Appendix O](#)) for their Capstone Project and utilize the following naming convention for GEDB Capstone Project materials. Teachers and Central Office personnel creating curriculum units should follow this naming convention.

### Naming Convention for Educators Entering Capstone Projects in Schoolnet

The following requirements have been established to help with effectively searching and locating global education digital badging (GEDB) educator capstone projects:

#### Title

When entering the capstone project in Schoolnet, the first part of the title of each capstone project must include "GEDB Tchr Capstone:" followed by the specific name of the project. For example if the specific name of the project is, "Exploring Measurement across the Globe", you would enter the title as "GEDB Tchr Capstone: Exploring Measurement across the Globe" in Schoolnet.

#### Author

Be sure to include your name as the author. Your name will be displayed so that you are recognized for your work.

#### Publisher

Please include "district name/school name." For example if you work at District A/School B, enter, "District A/School B." This will allow the district and school where you worked during the creation of the project to be recognized.

Instructional materials that are submitted for use in Home Base should be **readily available to users statewide**.

- Users accessing Home Base may not have access to specific textbooks, kits, manipulatives, or software programs that would limit the usability of the resource.

- Resources that require commonly available items, such as household items, novels, picture books, primary sources, and teacher-made materials, are acceptable and may be accessed by all users of Home Base.

NCDPI has developed resources and webinars to help teachers access and utilize the Schoolnet platform.

- How to Access the various parts of Home Base:  
<http://www.ncpublicschools.org/homebase/training/general/>
- Schoolnet and other Home Base product how-to information can be located at <http://www.ncpublicschools.org/homebase/training/materials/>
- Webinars on the process for various functions in Schoolnet and other Home Base products can be found at <http://www.ncpublicschools.org/homebase/resources/videos/webinars/>

For more information regarding Home Base:  
<http://www.ncpublicschools.org/homebase/>

Christine Stewart  
[Christine.Stewart@dpi.nc.gov](mailto:Christine.Stewart@dpi.nc.gov)

Additional resources have been created and/or adapted to assist the GEDB candidate in the development of their Capstone Project and to assist the supervising administrator in the observation phase of that project. The following resources can be found in the appendices of this guide and also in the Resources area of the GEDB Online Management System:

- GEDB Content Resource Documents ([Appendix G](#))
- GEDB Capstone Project Global Awareness Formative Assessment Guide for Teachers ([Appendix J](#))
- GEDB Capstone Project Global Awareness Guide for Administrators and School/District Review Teams ([Appendix K](#))
- GEDB Schoolnet Lesson Plan Template ([Appendix O](#))
- Major Components for the Review of Instructional Materials and Capstone Projects ([Appendix P](#))

The supervising administrator should follow the NCEES recommended procedures for observations of the Capstone Project being taught and upload notations of those observations within the Educator Effectiveness area of Home Base. The Attestation Form must be completed by the supervising administrator after observations and verification that the 100 hours of global education professional development requirement has been met. Use the “Attestation Form” ([Appendix F](#)), place on school letterhead, and give to the teacher to upload to the online management system.

## **Capstone Project Development and Observations for Non-Classroom Educators**

Naming conventions and other information for principals, central office staff, and superintendents who are working on Professional Development products will be shared later.

## School, District, and State Submission and Review Process of Capstone Project Home Base

The GEDB Capstone Project must be placed in to Schoolnet for the teacher to submit for school level review. The school will then submit to the district for review and finally, the district will then submit for state-level review. All reviews will utilize the NC Summary Rubric and the Major Components for Review guidelines ([Appendix P](#)).

With the implementation of Home Base, educators across the state representative of the Districts/Charters in North Carolina came together to develop a process for sharing vetted materials utilizing an agreed upon common rubric and process. This process is to be utilized for the Capstone Project beginning at the school level, then the district level before submitting to the state level for the final review. *The Best of North Carolina: Developed for Teachers by Teachers; Guidelines for Sharing Instructional Materials* ([Appendix L](#)) provides guidance on the submission and review process.

The school and district-level review team should include a specialist for the content standards addressed in the Capstone Project. In addition, the following resource document was developed to assist in the review of the global awareness components:

- GEDB Capstone Project Global Awareness Guide for Administrators and School/District Review Teams ([Appendix K](#))
- GEDB Capstone Project Submission Review Rubric

For additional information regarding this process, please contact:

Helga Fasciano, Global Education Special Assistant  
[Helga.Fasciano@dpi.nc.gov](mailto:Helga.Fasciano@dpi.nc.gov)

## **State-level Review of GEDB Capstone Projects**

The state-level review team will convene twice a year in March and October to review the Global Educator Digital Badge Capstone Project submissions. Submissions for the March review should be in the state-level review queue by February 28 and by September 30 for the October review.

GEDB candidates will be notified of acceptance or have the submission returned with feedback for resubmission within a month after the review window. When the Global Educator Digital Badge for Educators candidate has completed all requirements, the designation will be noted in the Educator Profile. Once this happens, the educator will receive instructions on how he or she may access and print a copy of the Global Educator Digital Badge recognition for his or her records.

## Frequently Asked Questions

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

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

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

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

### **Q: Where do I take my professional development hours?**

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

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

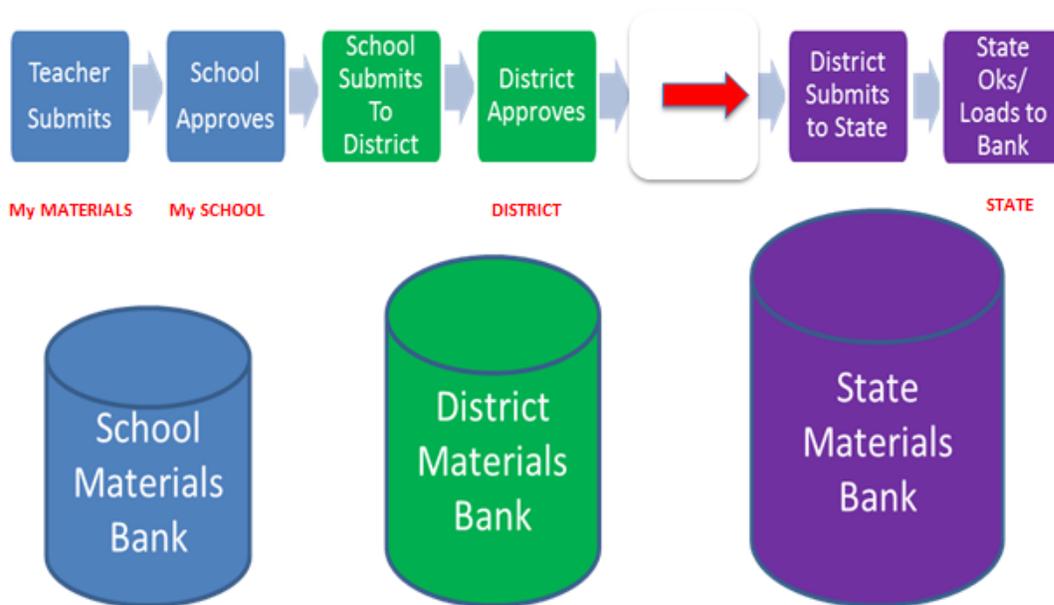
*A: The policy went into effect for the 2014-2015 school year. Several North Carolina LEAs have already been engaged in the development and implementation of a local global education strategic plan, inclusive of professional development prior to the documented plan year. LEAs*

may submit their global education strategic plan to NCDPI along with the candidate's **Memorandum of Agreement** ([Appendix D](#)). A candidate that has earned professional development hours as a result of the NCDPI-reviewed LEA strategic plan prior to the candidate goal documented plan year that meet the goal requirements in the educator's documented plan goals or strategies may use those hours towards the 100-hour professional development requirement.

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

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

The following graphic illustrates the submission process and the vetting will be done with the aforementioned rubrics/resources by a team at each approval level.



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

*A: The state-level review team will convene twice a year to evaluate the Global Educator Digital Badge Capstone Project submissions. Those specific dates will be published in the forthcoming implementation guide and posted on the website. GEDB candidates will be notified of acceptance or have the submission returned with feedback for resubmission within a month after the review window. When the Global Educator Digital Badge for Educators candidate has completed all requirements, the designation will be noted in the Educator Profile. Once this happens, the educator will receive instructions on how he or she may access and print a copy of the Global Educator Digital Badge recognition for his or her records.*

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

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

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

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

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

*Your administrator will work with you to develop your Professional Development Plan that emphasizes your commitment to implementing global awareness into your classes. He or she will observe and evaluate your facilitation of lessons focusing on the North Carolina Professional Teaching Standards and the applicable global awareness elements. The administrator will*

*further verify that the Capstone Project align with global awareness objectives as outlined in the Professional Development Plan and verify that the candidate met the requirements for earning the GEDB through 100 hours or 10.0 continuing education units of global education professional development within two years of beginning the process.*

## Appendix

This section contains the following appendices which will be updated as they become available.

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\*Documents available in Word format at <http://gled.ncdpi.wikispaces.net/>.

*Appendix A: SBE Policy*

**NORTH CAROLINA STATE BOARD OF EDUCATION**

**Policy Manual**

**Policy Identification**

**Priority:** Twenty-first Century Professionals

**Category:** Educator Digital Badge

**Policy ID Number:** TCP-H-001

**Policy Title:** Global Educator Digital Badge Criteria

**Current Policy Date:** 10/01/2015

**Other Historical Information:** 10/02/2014

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

Educators completing the criteria for the Global Educator Digital Badge do so voluntarily as part of their personal growth goals or as a part of a school or district initiative.

**I. Criteria for Teachers**

- A. A candidate for the Global Educator Digital Badge for Teachers must successfully complete both of the following:
- 1.) Document goals to address global awareness elements within *the North Carolina Professional Teaching Standards* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (Ia, I Ib, IIIc, III d, IVf, and Vb) in the *North Carolina Professional Teaching Standards* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.

- 2.) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the teacher's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B) A candidate for the Global Educator Digital Badge for Teachers must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C) A state-level review team will make the final decision for recommendation for acceptance within Home Base.
- D) Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the teacher's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## **II. Criteria for Non-Classroom Educators**

The criteria for the following educator categories to attain the Global Educator Digital Badge can be found in the following policy update.

- Teacher Leadership Specialist
- Library Media Coordinators
- Instructional Technology Facilitators
- School Counselor
- Career Development Coordinator
- School Social Workers
- School Psychologist
- Speech Language Pathologist
- Instructional Central Office Staff
- Principal/Assistant Principal
- Superintendent

*Appendix B: GEDB Criteria for Non-Classroom Educators***GEDB Criteria is available for the following Educators:**

- **Teacher Leadership Specialist**
- **Library Media Coordinators**
- **Instructional Technology Facilitators**
- **School Counselor**
- **Career Development Coordinator**
- **School Social Workers**
- **School Psychologist**
- **Speech Language Pathologist**
- **Instructional Central Office Staff**
- **Principal/Assistant Principal**
- **Superintendent**

**Teacher Leadership Specialist**

- A. A candidate for the Global Educator Digital Badge for Teacher Leadership Specialist must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the North Carolina Teacher Leadership Specialist **and** Professional Teaching Standards as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (IVd) in the *Teacher Leadership Specialist Standards* evaluation system **and** (Ia, IIb, IIIc, IIIId, IVf, and Vb) in the *North Carolina Professional Teaching Standards* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher leadership specialist's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the teacher leader's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.

- B. A candidate for the Global Educator Digital Badge for Teacher Leadership Specialist must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
  
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
  
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## Library Media Coordinators

- A. A candidate for the Global Educator Digital Badge for Library Media Coordinators must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for Library Media Coordinators* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (Ia, IIa, IIIa, IVa, Vb) in the *North Carolina Professional Standards for Library Media Coordinators* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Library Media Coordinators must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## Instructional Technology Facilitator

- A. A candidate for the Global Educator Digital Badge for Instructional Technology Facilitators must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for Instructional Technology Facilitators* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (Ia, IIa, IIIa, IVa, Vb) in the *North Carolina Professional Standards for Instructional Technology Facilitators* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA
- B. A candidate for the Global Educator Digital Badge for Instructional Technology Facilitator must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the teacher's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## School Counselor

- A. A candidate for the Global Educator Digital Badge for School Counselors must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for School Counselors* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (IIb, IIIId, IVc, Vb) in the *North Carolina Professional Standards for School Counselors* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for School Counselors must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## Career Development Coordinator

- A. A candidate for the Global Educator Digital Badge for Career Development Coordinators must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for Career Development Coordinators* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (Ia, IIb, IIc, IIId) in the *North Carolina Professional Standards for Career Development Coordinators* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Career Development Coordinators must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## School Social Workers

- A. A candidate for the Global Educator Digital Badge for School Social Workers must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for School Social Workers* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements ( **IIb**, **IIIc**, **Vb**) in the *North Carolina Professional Standards School Social Workers* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for School Social Workers must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## Speech Language Pathologist

- A. A candidate for the Global Educator Digital Badge for Speech Language Pathologists must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for Speech Pathologists* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements ( IIc, IVb, IVd, Vb) in the *North Carolina Professional Standards for Speech Language Pathologists* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher’s global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator’s ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students’ global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator’s practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Speech Language Pathologist must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator’s Global Educator Digital Badge designation will be documented in the Home Base Educator’s Professional Development Profile.

## School Psychologist

- A. A candidate for the Global Educator Digital Badge for School Psychologist must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Professional Standards for School Psychologists* as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (IIb, IIIc) in the *North Carolina Professional Standards for School Psychologists* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the educator's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for School Psychologists must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## Instructional Central Office Staff

- A. A candidate for the Global Educator Digital Badge for Instructional Central Office Staff must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Instructional Central Office Staff and Professional Teaching Standards* as part of the summary goals and strategies of their annual evaluation process. The strategies will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (1b, 2a, 4a) in the *North Carolina Professional Teaching Standards for Instructional Central Office Staff* evaluation system **and** (Ia, IIb, IIIc, IIIId, IVf, and Vb) in the *North Carolina Professional Teaching Standards* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education summary goals and strategies within two years of the documented goals. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance or that supports instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Instructional Central Office Staff must complete the Capstone Project and pass the Home Base/Schoolnet review process at the district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## Principals/APs

- A. A candidate for the Global Educator Digital Badge for Principals/Assistant Principals must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina School Executive Standards* as part of the summary goals and strategies of their annual evaluation process. The strategies will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (1a, 1b, 2a) in the *North Carolina School Executive Standards* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the Principal's/AP's global education summary goals and strategies within two years of the documented goals. The Capstone Project must demonstrate the Principal's/AP's ability to develop school level conditions that ensure that teachers have the skills and ability to embed opportunities for students to frame, analyze, communicate, and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Principals/Assistant Principals must complete the Capstone Project and pass the Home Base review process at the district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

## Superintendent

- A. A candidate for the Global Educator Digital Badge for Superintendents must successfully complete both of the following:
- 1) Document goals to address global awareness elements within the *North Carolina Superintendent Standards* as part of the goals and strategies of their annual evaluation process. The strategies will outline any professional development to be completed to address the goals. These goals must be aligned to the
    - a) applicable global awareness elements (1a, 2a, 4a) in the *North Carolina Professional Standards for Superintendents* evaluation system;
    - b) *North Carolina Standard Course of Study* for students.
  - 2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the superintendent's global education summary goals and strategies within two years of the documented goals. The Capstone Project must demonstrate the superintendent's ability to create a culture that fosters global awareness and prioritizes actions that ensures student opportunities for students to frame, analyze, communicate, and respond to issues of global significance. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.
- B. A candidate for the Global Educator Digital Badge for Superintendents must complete the Capstone Project and pass the Home Base review process at the district, and state- level to ensure that the Capstone Project exemplifies a strong professional resource.
- C. A state level review team will make the final decision for recommendation for acceptance within Home Base.
- D. Upon the acceptance of the Capstone Project within Home Base, the educator's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.

Appendix C: North Carolina Department of Public Instruction: Partners in Global Education

Road to 100 HOURS or 10 CEUs

 <p>THE CENTER for INTERNATIONAL UNDERSTANDING <i>The University of North Carolina</i></p>		 
<p>Global Teachers Program</p> <p>Teacher study abroad programs</p> <p>Summer</p> <p>60-80 hours - 6-8 CEU</p> <p>Global Education Workshops</p> <p>1 day / Varied times</p> <p>10 hours - 1 CEU</p> <p>Global Education Webinars</p> <p>Varied times</p> <p>Varied hours / CEU</p>	<p>Onboarding: 3 hours</p> <ul style="list-style-type: none"> <li>● Introduction: Road Map</li> <li>● Train the Trainer</li> </ul> <p>Global Ready Developing Badge: 4 Online Modules 40 hours - 4 CEUs</p> <p>Global Ready Proficient Badge: 4 Online Modules 40 hours - 4 CEUs</p> <p>Global Ready Accomplished Badge: 4 Online Modules 40 hours - 4 CEUs</p> <p>Global Ready Distinguished Badge: 4 Action Research modules: 40 hours - 4 CEUs</p> <p>Global Leader Pathways: 40 hours - 4 CEUs</p> <p>Capstone Project: 1 module (for teachers not engaged in Action Research): 20 hours: 2 CEUs</p> <p>List of free online events and opportunities via VIF Learning Center (synchronous/asynchronous):</p> <ul style="list-style-type: none"> <li>● Webinars (up to 4 hours)</li> <li>● Google Hangout/Skype Coaching (up to 4 hours)</li> <li>● Learning Center Participation (TBD by teacher and LEA: demonstrates teacher global education leadership via sharing global activity, leading a discussion, online facilitation, classroom to classroom partnerships and projects).</li> </ul>	<p><b>PARTNERS PROGRAM</b> 1 day   AUGUST 10 hours - 1.0 CEU</p> <p><b>WORLD VIEW TO YOU! ON-SITE WORKSHOPS</b> ½ to 1 day   YEAR ROUND 10 hours - 1.0 CEU</p> <p><b>GLOBAL EDUCATION SYMPOSIUM</b> 1½ days   OCTOBER 15 hours - 1.5 CEU</p> <p><b>GLOBAL EDUCATION AND 21<sup>ST</sup> CENTURY SKILLS ONLINE COURSE</b> 6 weeks   FALL &amp; SUMMER 40 hours - 4.0 CEU</p> <p><b>SPRING SEMINARS</b> (2 offered) 1½ to 3 days   MARCH 15 hours to 30 hours - 1.5 to 3.0 CEU</p> <p><b>CREATING A GLOBAL MEDIA CENTER WORKSHOP</b> 1½ days   APRIL 15 hours - 1.5 CEU</p> <p><b>GLOBAL EDUCATION TEACHER LEADER INSTITUTE</b> 5 days   JUNE 50 hours - 5.0 CEU</p> <p><b>GLOBAL EDUCATION LEADERS PROGRAM</b> 4 part series, September - April 50 hours - 5.0 CEU</p> <p><b>INTERNATIONAL STUDY VISITS</b> (2 offered) 10 to 14 days   JUNE &amp; JULY 70 to 100 hours - 7.0 to 10.0 CEU</p>

*Appendix D: Memorandum of Agreement for GEDB for Teachers*

**Memorandum of Agreement  
for the  
Global Educator Digital Badge**

**Policy Identification**

**Priority:** Twenty-first Century Professionals

**Policy ID Number:** TCP-H-001

**Policy Title:** Global Educator Digital Badge Criteria

**Current Policy Date:** 10/01/2015

<b>LEA Name</b>	<b>Educator Name:</b>  <b>Email:</b>	
<b>District Liaison Name</b>	<b>Title</b> (example: WL Teacher, School Counselor, Principal, Superintendent, ELA Curriculum Coordinator)	
<b>Supervising Administrator Name</b>	<b>School and/or District</b>	
<p><b>**Date of Completed Documented Plan or Summary Goals and Strategies:</b></p> <p>_____</p> <p>** LEAs with district-wide strategic plans for global education professional development in place prior to July 1, 2014, may provide those plans as an attachment to this Memorandum of Agreement. This will allow educators in the LEA who engaged in the district plan professional development offerings to count those completed professional development hours that align to their documented plan goals for the Global Educator Digital Badge.</p>		

If there is an attachment with this MOA please put that title here:

\_\_\_\_\_

**North Carolina educators participating in the NC Global Educator Digital Badge (GEDB) process and their supervising administrators are asked to review the expectations, roles, and responsibilities noted below, in order to ensure fidelity of implementation. The Memorandum of Agreement (MOA) shall be effective upon receipt of this signed document by the North Carolina Department of Public Instruction (NCDPI). Upon receipt of the MOA, the NCDPI GEDB coordinator will enroll the candidate into the GEDB online platform and upload this MOA as completion of Step 1 of 4 on the platform. The educator candidate will then be responsible for uploading any additional documentation onto the platform.**

### **Educator Expectations, Roles, and Responsibilities**

*A candidate for the GEDB must successfully complete the following:*

- Documentation of goals to address global awareness elements within the North Carolina Professional Educator Standards as part of the annual professional development plan or summary goals and strategies. The plan or summary will outline any professional development to be completed to address the goals.
- Incorporation of applicable global awareness elements into the plan or summary, as defined in policy criteria for each educator category in the *North Carolina Professional Standards Evaluation System*; *North Carolina Standard Course of Study* for students.
- Completion within two years of a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals of the documented professional development plan or summary goals and strategies.
- Upload of all requested information to the Global Educator Digital Badge in the Home Base Professional Development system.
- Completion of the Capstone Project and submission in the Home Base/Schoolnet for review process at the school, district, and state levels.

### **Supervising Administrator Expectations, Roles, and Responsibilities**

*The administrator supervising a candidate for the GEDB must complete the following:*

- Observation and/or evaluation of the candidate's successful facilitation of the Capstone Project, with emphasis on the applicable global awareness elements in *North Carolina Professional Standards*, as defined in policy for each educator category.
- Verification that Capstone Project lessons facilitated align with the global awareness objectives outlined in the candidate's professional development plan or summary goals and strategies through observation data.
- Verification and attestation that candidate did meet requirements within two years for earning the Global Educator Digital Badge through completion of a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the educator's global education goals of the documented professional development plan or summary goals and strategies.

### **District Liaison Expectations, Roles, and Responsibilities**

*The district liaison for the Global Educator Digital Badge must complete do the following:*

- Send this signed MOA to the NCDPI GEDB coordinator.
- Verify completion of 100 hours or 10.0 CEUs and Capstone Project
- Administer credit for completion to Educator Profile

### **NCDPI Expectations, Roles, and Responsibilities**

*A designee from the North Carolina Department of Public Instruction shall:*

- Determine the final decision for acceptance of Capstone Project within Home Base.
- Document the educator's Global Educator Digital Badge in the Home Base Educator's Professional Development Profile upon approval.

*Signature page follows*



### ***Appendix E: Transfer Credit Process***

The district/charter liaison for the GEDB process is the designated individual in the district/charter who is tasked with ensuring that any professional development completed outside of the Home Base system is recorded in the system for the educator. This is done by utilizing the Transfer Credit Management process as indicated on pages 48 through 51 below:

## Transfer Credit Manager

Audience: Administrators

truenorthlogic

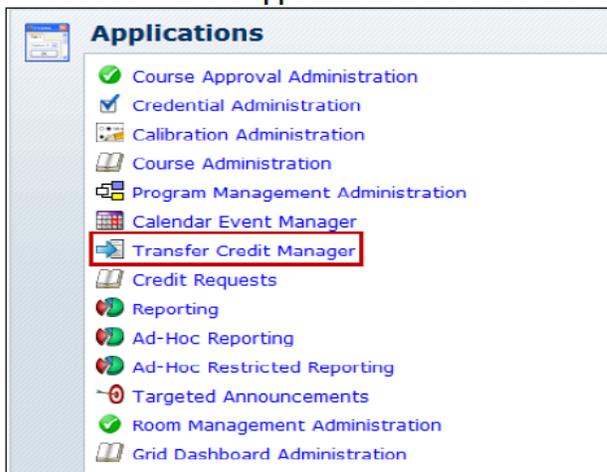
This document provides a step-by-step walkthrough for using the Transfer Credit Manager tool in your truenuorthlogic portal. Your portal will reflect your organization's naming conventions and configuration choices.

### Transfer Credit Manager Overview

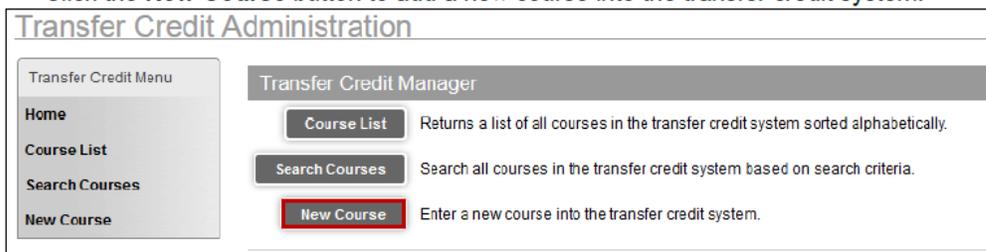
- To begin, log into your portal and click the **Administration** tab.



- Scroll down to the **Applications** channel and click the **Transfer Credit Manager** link.



- The **Transfer Credit Administration** screen will display.
- Click the **New Course** button to add a new course into the transfer credit system.



- Complete the form, noting that required fields are in **red**.
- Click **Save** when finished.

New Transfer Course

**Course Title:**

**Course #:**

**Credits:**

		Points
<input type="checkbox"/>	Certification	<input type="text"/>
<input type="checkbox"/>	Non-Certification	<input type="text"/>
<input type="checkbox"/>		<input type="text"/>
<input type="checkbox"/>		<input type="text"/>

**University/Location:**

**Start Date:**

**End Date:**  [Reset](#)

**Save** **Done**

- The **Manage Transfer Course** screen will display.
- Click **Roster** to add users to the course.
- Click **Edit** to make changes to the course.
- Click **Delete Course** to delete it entirely.
- Click **Done** when finished.

Manage Transfer Course

**Course Title:** Practical Applications

**Course #:** Transfer Course

**Credits:**

		Points
	Certification	6.0

**University/Location:** Florida State

**Start Date:** 03/03/2014

**End Date:** 03/31/2014

Actions:

**Manage Roster:** **Roster**

**Edit** **Delete Course** **Done**

## Roster

- Click **Roster** to add users to the course.
- Click **Add User** to search for and add users to the course.

Roster

User	Employee Id	Date Completed	Credit Hours
There are no users in this course			

- Enter the user's name and/or **Employee ID** into the fields.
- Click **Search**.

Search for Users

First Name:

Last Name:

Employee Id:

- Check the box to the left of the user's name and click **Add Selected**.

<input type="checkbox"/>	course creator9	Test District Test School 1
--------------------------	-----------------	-----------------------------

- Click **Add User** to add additional users.
- Click the x to delete the selected user.
- Click **Edit List** to edit roster information for the selected user(s).

Roster

User	Employee Id	Date Completed	Credit Hours
1. course creator9	null	03/31/2014	Certification 6.0 Points

## Edit List

- Click **Edit List** to access the roster editing tools.
- Use the calendar tool to change the **Date Completed** for all participants, and click **Set**.
- Use the drop-down to change the **Credit Hours** for all participants, and click **Set**.
- Change **Date Completed** and **Credit Hours** information for individual participants using the tools located to the right of each name.
- Click **Save Changes** when finished.

Roster		User	Employee Id	Date Completed	Credit Hours
Set All				<input type="text" value="03/31/2014"/> <input type="button" value="Reset"/>	Certification ▾ <input type="text" value="6.0"/> <input type="button" value="Set"/>
1.	course creator9		null	<input type="text" value="03/31/2014"/> <input type="button" value="Reset"/>	Certification ▾ <input type="text" value="6.0"/>
2.	test evaluator2		null	<input type="text" value="03/31/2014"/> <input type="button" value="Reset"/>	Certification ▾ <input type="text" value="6.0"/>
3.	test evaluator3		null	<input type="text" value="03/31/2014"/> <input type="button" value="Reset"/>	Certification ▾ <input type="text" value="6.0"/>

- This returns you to the **Manage Transfer Course** screen.
- Click **Home** to return to the **Transfer Credit Manager** screen.

Transfer Credit Administration						
Roster						
Transfer Credit Menu						
<input type="button" value="Home"/>		<input type="button" value="Add User"/> <input type="button" value="Print View"/>				
<input type="button" value="Course List"/>		User	Employee Id	Date Completed	Credit Hours	
<input type="button" value="Search Courses"/>		1. course creator9	null	03/31/2014	Certification 6.0 Points	<input type="button" value="X"/>
<input type="button" value="New Course"/>		2. test evaluator2	null	03/31/2014	Certification 6.0 Points	<input type="button" value="X"/>
		3. test evaluator3	null	03/31/2014	Certification 6.0 Points	<input type="button" value="X"/>
		<input type="button" value="Edit List"/>				

***Appendix F: Attestation and Assurances by Supervising Administrator***

*(To be completed by school/district administrator or designee who is responsible for the supervision of educator completing the Global Educator Digital Badge requirements.)*

***SCHOOL/DISTRICT LETTERHEAD***

DATE

SCHOOL/DISTRICT  
School/District Address

RE: Supervising Administrator Attestation and Assurance of Completion of Global Educator Digital Badge Requirements

I hereby submit that I am the supervising administrator/designee who under North Carolina State Board of Education policy [TCP-H-001](#) attest and assure that *[Insert Candidate's Full Name]* has completed a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education professional development. The educator's global education goals are aligned with the *North Carolina Professional Teaching Standards* applicable global awareness elements (Ia, IIb, IIIc, IIIId, IVf, and Vb).

I attest that I have observed the Capstone Project lessons facilitated by *[Insert Candidate's Full Name]* and assure alignment with the global awareness objectives outlined in the candidate's Professional Development Plan, and further, the activities completed through the candidate's Capstone Project fostered students' global awareness as documented through observation data collected.

Administrator/Designee  
*[Insert District/School Name]*

## Appendix G: Content Resource Documents

This document contains some global connections found in the *North Carolina Standard Course of Study for Arts Education Essential Standards* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

Arts Education	
Global in Standards	<p><a href="#">The North Carolina Essential Standards</a> <a href="#">NCDPI Instructional Tools</a></p> <p><b>Arts Education Essential Standards Preamble:</b></p> <p>The arts have been part of life from the very beginning and are an inseparable part of the human journey. They have described, defined, and deepened the human experience. The arts are a powerful economic force as well, from fashion, to the creativity and design that go into every manufactured product, to architecture, to the performance and entertainment arts that have grown into multibillion-dollar industries.</p> <ul style="list-style-type: none"><li>• ...understanding the influence of the arts and their power to create and reflect cultures</li><li>• communicating effectively</li><li>• Dance has existed since the beginning of humankind. Before verbal or written communication existed, humans used movement to communicate and to help them comprehend, shape, and make meaning of their world. Moving rhythmically is innate - young children revel in their ability to move. Because movement as a form of self-expression is intrinsic to our existence as human beings, dance is a natural vehicle that children use to help them understand themselves and the world in which they live.</li><li>• Through dance, students come to appreciate rich and diverse cultures, beliefs, and societies. Dance helps people connect with one another and exists in all cultures and places.</li><li>• Music is deeply imbedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. Music is one of the fundamental ways human beings create and communicate meanings and is one of the primary ways we learn about ourselves, others, actions and consequences, and traditions and beliefs.</li><li>• Through music, students increase their awareness of rich and diverse cultures, beliefs, and societies of humankind. As students examine the role of music throughout history and in different cultures, they develop respect for diversity.</li><li>• Theatre, the imagined and enacted world of human beings, is one of the primary ways children at an early age learn about life - about actions and consequences, about customs and beliefs, about others and themselves. They learn through their social pretend play and from viewing others' interactions in life, on television or in movies, and</li></ul>

through other media. Children use pretend play as a means of making sense of the world.

- From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. Visual art from past civilizations is frequently one of the few remaining clues with the power to illuminate which values were held most dear.
- Understanding the arts in relation to history, culture, heritage, ideas, and lifelong learning;
- Connecting learning within each arts discipline with other arts, disciplines outside of the arts, the real world, 21<sup>st</sup> century themes
- Understanding and appreciating world cultures and historic periods.
- demonstrating openness and responsiveness to new and diverse perspectives
- Communicating in a variety of forms and contexts and for a range of purposes
- cross-cultural skills
- **recognize and appreciate exemplary works of art** from a variety of cultures and historical periods, and have a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures
- Understand cultural, historical, and interdisciplinary connections with dance

**Dance:**

- K.C.1.1 Use dance to illustrate how people express themselves differently.
- 1.C.1.1 Recognize how dance is used in customs and traditions of various cultures.
- 2.C.1.1 Exemplify dance representing the heritage, customs, and traditions of various cultures.
- 6.C.1.1 Understand dance in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).
- 7.C.1.1 Understand dance in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.
- 8.C.1.1 Understand the role of dance in North Carolina and the United States in relation to history and geography.

	<ul style="list-style-type: none"> <li>● B.C.1.1 Use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.</li> <li>● I.C.1.1 Use dance to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence).</li> <li>● P.C.1.2 Interpret dances from a variety of cultures and historical periods.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>● K.CR.1.1 Use music to illustrate how people express themselves differently.</li> <li>● 1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.</li> <li>● 2.CR.1.1 Exemplify music representing the heritage, customs, and traditions of various cultures.</li> <li>● 6.CR.1.1 Understand music in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).</li> <li>● 7.CR.1.1 Understand music in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.</li> <li>● 8.CR.1.1 Understand the role of music in North Carolina and the United States in relation to history and geography.</li> <li>● B.CR.1.1 Use music to explore concepts in world history and relate them to significant events, ideas, and movements from a global context</li> <li>● I.CR.1.1 Use music to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence).</li> <li>● I.CR.1.5 Classify specific musical works in terms of the particular culture and time period in which they were produced.</li> <li>● A.CR.1.1 Interpret music from personal, cultural, and historical contexts.</li> </ul>
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**Theatre Arts:**

- K.CU.1.1 Use theatre arts to illustrate how people express themselves differently
- K.CU.1.2 Identify the cultural/historical contexts of stories that are acted out.
- K.CU.2.1 Understand how to attend to others when they are sharing.
- 1.CU.1.1 Recognize how theatre is used in customs and traditions of various cultures.
- 2.C.2.1 Use improvisation to communicate problems and resolutions.
- 2.CU.1.1 Exemplify theatrical works representing the heritage, customs, and traditions of various cultures.
- 2.CU.2.1 Illustrate how to share focus with others in a group setting.
- 6.CU.1.1 Understand theatre arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).
- 6.CU.1.2 Create theatrical works that exemplify the style and culture of Europe and South America.
- 7.CU.1.1 Understand theatre arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.
- 7.CU.1.2 Create theatrical works that exemplify the style and culture of Africa, Asia, and Australia.
- B.CU.1.1 Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
- B.CU.1.2 Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.
- I.CU.1.1 Use theatre arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.
- A.CU.1.1 Interpret theatre arts from personal, cultural, and historical contexts.
- A.CU.1.2 Exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.

**Visual Arts:**

- K.CX.1.4 Recognize key components of art from different cultures.
- 1.CX.1.1 Recognize how visual arts are used in customs and traditions of various cultures.
- 1.CX.1.4 Understand how art represents different cultures.
- 1.CX.2.1 Identify the role of functional art in various communities around the world.
- 3.CX.1.4 Compare purposes of art in different cultures, time periods, and societies.
- 4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.
- 5.V.2.2 Use ideas and imagery from the global environment as sources for creating art.
- 5.CX.1.4 Explain how traditions and values influence ideas, issues, and themes found in art.
- 6.CX.1.1 Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450)
- 6.CX.1.3 Analyze the effect of geographic location and physical environment on the media and subject matter of art with an emphasis on South American and European art.
- 7.CX.1.1 Understand the visual arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.
- 7.CX.1.3 Analyze the effect of geographic location and physical environment on the media and subject matter of African, Asian, and Australian art.
- B.CX.1.1 Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
- B.CX.1.3 Understand how art is used to document human experience.
- B.CX.1.4 Interpret art in terms of cultural and ethnic context.
- B.CX.1.5 Explain the effect of the geographic location and physical environment on the media and subject matter of art.

	<ul style="list-style-type: none"> <li>● I.V.1.3 Understand the use of global themes, symbols, and subject matter in art.</li> <li>● I.CX.1.1 Use visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.</li> <li>● I.CX.1.5 Explain the effect of geographic location and physical environment on design, production, and marketing of art.</li> <li>● P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture.</li> <li>● P.CX.1.5 Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.</li> <li>● A.CX.1.1 Interpret visual arts from personal, cultural, and historical contexts.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">VIF resources (collaboration with A+ on global arts modules)</a></li> <li>● <a href="#">World View Resources</a></li> <li>● <a href="#">P21 Arts Skills Map</a></li> <li>● <a href="#">NCDPI Arts Ed and 21st Century Skills</a></li> <li>● <a href="#">NCDPI instructional tools (crosswalks, graphic organizers)</a></li> <li>● <a href="#">North Carolina Essential Standards</a></li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>● <a href="#">VIF PD</a></li> <li>● <a href="#">World View PD</a></li> </ul>

This document contains some global connections found in the *North Carolina Standard Course of Study for Career and Technical Education (CTE)* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

<b>Career and Technical Education</b>	
<b>CTE State Mission</b>	The mission of Career and Technical Education in North Carolina is to empower all students to be successful citizens, workers and leaders in a global economy.
<b>NC CTE State Plan</b>	The North Carolina CTE State Plan contains a section “Actively Involve Stakeholders in the Planning, Development, Implementation, and Evaluation of CTE Programs,” which discusses how CTE surveys local businesses to evaluate the course offerings. “Global market needs” are mentioned to ensure that CTE course offerings are preparing students for the global job market.
<b>North Carolina’s Career and Technical Education Strategic Plan</b>	North Carolina’s Career and Technical Education Strategic Plan concludes with: CTE prepares North Carolina’s students to meet 21st century global demands and become part of a competitive workforce advantage that positions North Carolina to compete on that global stage. It is now time to execute the plan to better enable our students to compete in the 21st century workforce and become productive citizens.
<b>International Baccalaureate</b>	Career and Technical Education works closely with schools participating in the International Baccalaureate® (IB) Career-related Programme (CP). The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education.
<b>Essential Standards</b>	The essential standards for CTE courses were developed with input from business and industry to ensure that CTE coursework is aligned with industry standards to produce future workers who are ready to be employed anywhere in the world. CTE courses typically use phrases like “understand all aspect of the industry” and “careers related to that course.” It is assumed that the “industry” includes all work sites around the world. Being ready for a global workforce is an essential component of each CTE course whether or not it is specifically spelled out in the course essential standards. Following are some examples of Essential Standards that specifically identify preparing students for a career in the global society.
<b>Course</b>	<b>Essential Standard</b>
AU10 Agriscience Applications	<ul style="list-style-type: none"> <li>• AG01.02 Describe total worldwide agriscience career opportunities as related to developing technology.</li> <li>• AG02.01 Describe historical agricultural discoveries that increased the global production of food and fiber.</li> <li>• AG02.02 Name agriscience products and their impact on national and international economic growth.</li> <li>• AG06.00 Apply employability skills in work-based learning and career planning activities in order to understand the needs of today’s agricultural workplace.</li> </ul>

FA32 Apparel and Textile Production II	<ul style="list-style-type: none"> <li>• 4.02 Understand the Global Markets.</li> </ul>
BF20 Business Financial Planning	<ul style="list-style-type: none"> <li>• 5.03 Determine global trade’s impact on business decision-making to acquire insight into the global forces affecting business.</li> </ul>
BB40 Business Management	<ul style="list-style-type: none"> <li>• 2.07 Determine global trade’s impact on business decision-making.</li> </ul>
ME12 Entrepreneurship II	<ul style="list-style-type: none"> <li>• 1.07 Determine global trade’s impact on business decision-making.</li> </ul>
AN51 Environmental and Natural Resources I	<ul style="list-style-type: none"> <li>• EN04.00 Discuss the environmental and natural resources industry and its importance to the national, state, and local economy.</li> </ul>
MI21 Fashion Merchandising	<ul style="list-style-type: none"> <li>• FA03.04 Describe the fashion industry from a global perspective.</li> </ul>
HU10 Health Team Relations	<ul style="list-style-type: none"> <li>• HT07.01 Discuss concepts of culture, ethnicity and race.</li> <li>• HT07.03 Evaluate cultural and spiritual beliefs regarding health care.</li> <li>• HT08.01 Identify and use household and metric units.</li> </ul>
MH42 Hospitality and Tourism	<ul style="list-style-type: none"> <li>• 3.02 Understand how cultural diversity impacts products and services offered by hospitality and tourism destinations.</li> </ul>
BF10 Principles of Business and Finance	<ul style="list-style-type: none"> <li>• PBF1.03 Understand business in the global marketplace.</li> </ul>
FH72 ProStart® II	<ul style="list-style-type: none"> <li>• 10.00 Understand global cuisines.</li> </ul>
MH32 Sports and Entertainment Marketing II	<ul style="list-style-type: none"> <li>• 1.05 Determine global trade’s impact on business decision-making.</li> </ul>
MU92 Strategic Marketing	<ul style="list-style-type: none"> <li>• SM8.01 Understand global factors impacting companies.</li> <li>• SM8.02 Understand global market entry strategies and the global marketing mix.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• North Carolina Career and Technical Education Essential Standards</li> <li>• A Guide for Administering Career and Technical Education in Public Schools in North Carolina</li> <li>• North Carolina’s Career and Technical Education Strategic Plan</li> <li>• CTE at NCDPI website <a href="http://www.ncpublicschools.org/cte">www.ncpublicschools.org/cte</a></li> <li>• National Association of State Directors of Career Technical Education (NASDCTE) <a href="http://www.careertech.org">www.careertech.org</a></li> <li>• Association for Career Technical Education (ACTE) <a href="http://www.acteonline.org">www.acteonline.org</a></li> <li>• North Carolina Association for Career Technical Education (NCACTE) <a href="http://www.ncacteonline.org">www.ncacteonline.org</a></li> <li>• National Center for Innovation in Career and Technical Education (NCiCTE) <a href="http://ctecenter.ed.gov">ctecenter.ed.gov</a></li> </ul>

This document contains some global connections found in the *North Carolina Standard Course of Study for English Language Arts* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

<b>English Language Arts</b>	
<b>Global in Standards</b>	<ul style="list-style-type: none"> <li>- In the introduction of the ELA CCSS, it states that they “draw on the most important international models...”</li> <li>- It also states that the CCSS are internationally benchmarked.</li> <li>- In the section, “Students Who are CCR in Reading, Writing, Speaking, Listening, and Language”, it states that students “come to understand other perspectives and cultures.” It goes on to explain that 21<sup>st</sup> century students learn and work in settings with widely divergent cultures and should/are able to communicate effectively.</li> <li>- Pg. 41 in Appendix A of the CCSS provides a note on international sources for the Standards. It highlights the international models that the writers of the CCSS consulted.</li> <li>- Global themes, etc. are embedded throughout the ELA standards. For example, RL standard 2 throughout the grades (K-12) ask students to read fables, folktales, myths, etc. from diverse cultures and time periods. Writing anchor standard 6 states, “Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.” Speaking and Listening anchor standard 1 states, “Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.”</li> </ul>
<b>Crosswalk for High School Literature</b>	<ul style="list-style-type: none"> <li>- Our crosswalk document states: (for HS literature) The literature selections provide a vehicle by which to teach the CCSS standards and ensure that students will have a rich and diverse understanding of literature by the end of their senior year:</li> </ul> <p>The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play.</p> <p>English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included.</p> <p>English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included.</p>

	<p>English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included.</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>- VIF PD</li> <li>- World View PD</li> <li>- VIF resources</li> <li>- World View resources</li> <li>- Achieve, Inc. exemplars (<a href="http://www.achieve.org/EQUIP">http://www.achieve.org/EQUIP</a>)</li> </ul>

This document contains some global connections found in the *North Carolina Standard Course of Study for English Language Development* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

<b>English Language Development</b>	
<b>Global in Standards</b>	<p><b>2012 Amplification of the WIDA English Language Development Standards (FOREWARD)</b></p> <p>WIDA’s Framework for Language Development Standards, depicted below, consists of a set of interactive and interdependent components that exemplify WIDA’s vision for academic language development.</p> <p>The conceptualization of academic language and what language development looks like in academic contexts has been and continues to be upheld by WIDA’s Can Do Philosophy and Guiding Principles of Language Development. WIDA’s Can Do Philosophy is based on the belief that all students bring to their learning cultural and linguistic practices, skills, and ways of knowing from their homes and communities.</p> <p>WIDA believes that as educators, our role is to craft instruction that capitalizes on and builds upon these assets. This belief is based on a synthesis of the literature related to working with culturally and linguistically diverse students. Using this work as a frame, WIDA drafted its Guiding Principles from a synthesis of literature and research related to language development and effective instructional practices for language learners. These Guiding Principles represent WIDA’s core beliefs about language development.</p> <p>Using the Can Do Philosophy and Guiding Principles of Language Development as a foundation, WIDA identified prominent Features of Academic Language. Academic language, in this framework, is viewed as a vehicle for communicating and learning within Sociocultural Contexts; in other words, the interactions between different people for specific purposes and across different learning environments influence how language is used.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● VIF Resources <a href="http://www.vifprogram.com/">http://www.vifprogram.com/</a></li> <li>● World View Resources <a href="http://worldview.unc.edu/educator-resources/k12-resources/">http://worldview.unc.edu/educator-resources/k12-resources/</a></li> <li>● NCDPI instructional tools (crosswalks, graphic organizers) <a href="http://eldnces.ncdpi.wikispaces.net/Materials+%26+Resources">http://eldnces.ncdpi.wikispaces.net/Materials+%26+Resources</a></li> <li>● WIDA Website <a href="http://www.wida.us/downloadLibrary.aspx">http://www.wida.us/downloadLibrary.aspx</a></li> </ul>

	<ul style="list-style-type: none"> <li>● NCDPI WIKI <a href="http://eldnces.ncdpi.wikispaces.net/Home+%28ELD%29">http://eldnces.ncdpi.wikispaces.net/Home+%28ELD%29</a></li> <li>● NCDPI LiveBinder (ELA MPIs Transformations) <a href="http://www.livebinders.com/play/play?id=1089921&amp;backurl=/shelf/my">http://www.livebinders.com/play/play?id=1089921&amp;backurl=/shelf/my</a></li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>● VIF PD <a href="http://www.vifprogram.com/">http://www.vifprogram.com/</a></li> <li>● World View PD <a href="http://worldview.unc.edu/our-programs/">http://worldview.unc.edu/our-programs/</a></li> <li>● NCDPI ESL/Title III implementation PDs <a href="http://eldnces.ncdpi.wikispaces.net/Professional+Development">http://eldnces.ncdpi.wikispaces.net/Professional+Development</a></li> <li>● State-led Initiatives (WIDA, SIOP, ExC-ELL, LinguaFolio) <a href="http://eldnces.ncdpi.wikispaces.net/State+Led+Initiatives">http://eldnces.ncdpi.wikispaces.net/State+Led+Initiatives</a></li> </ul>

This document contains some global connections found in the *North Carolina Standard Course of Study for Healthful Living Essential Standards* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

<b>Healthful Living</b>	
<b>Global in Standards</b>	<p>There are several clarifying objectives listed throughout the Healthful Living Essential Standards that address the influence of culture and diversity on health-related decisions. As listed:  <b>(MEH-Mental and Emotional Health, PCH-Personal Consumer Health, ICR-Interpersonal Communications and Relationships, NPA-Nutrition and Physical Activity, ATOD-Alcohol, Tobacco and Other Drugs)</b>            ES-K.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.  <b>K.NPA.2.1</b> Recognize nutrient-dense foods in a list of foods that are culturally diverse.</p> <p>ES-1.ICR.1 Understand healthy and effective interpersonal communication and relationships.  <b>1.ICR.1.2</b> Explain the value of having a diversity of students in the classroom.</p> <p>ES-5.ICR.2 Analyze the changes and influences that occur during puberty and adolescence.  <b>5.ICR.2.4</b> Illustrate how societal influences can impact behavioral choices and feelings regarding one’s reproductive health.</p> <p>ES-5.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.  <b>5.NPA.2.1</b> Summarize the influence of family, culture and media on food choices.</p> <p>ES-7.ICR.2 Remember abstinence from sexual activity outside of marriage as a positive choice for young people  <b>7.ICR.2.1</b> Explain the effects of culture, media and family values on decisions related to becoming or remaining abstinent.</p> <p>7.ICR.3 Apply strategies that develop and maintain reproductive and sexual health.  <b>7.ICR.3.1</b> Recognize common STDs (including HIV and HPV), modes of transmission, symptoms, effects if untreated and methods of prevention.</p> <p>ES-8.PCH.3 Analyze measures necessary to protect the environment.  <b>8.PCH.3.1</b> Outline the potential health consequences of global environmental problems.</p> <p>ES-9.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.  <b>9.NPA.2.1a1 P</b> vegetarian diets that are balances and nutrient dense.</p>

	<p><b>9.NPA.2.2</b> Recall the number of servings recommended from each food group and the need for balanced nutrition.</p> <p>ES-9.ATOD.1 Understand the health risks associated with alcohol, tobacco and other drug use.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community and cultural norms in deciding to use alcohol, tobacco and other drugs.</p>
<p><b>Resources</b></p>	<p><b><u>Prepared PowerPoint Resource:</u></b></p> <p>Food for A Week: What The World Eats.</p> <p><b><u>Instructional Resource:</u></b></p> <p>Social Studies Middle School Energizers:  <a href="http://www.ncpublicschools.org/docs/curriculum/healthfulliving/resources/instructional/middleschoolenergizers/socialstudies.pdf">http://www.ncpublicschools.org/docs/curriculum/healthfulliving/resources/instructional/middleschoolenergizers/socialstudies.pdf</a></p> <p><b><u>Internet Resources:</u></b></p> <p><a href="http://www.worldof7billion.org/wall_chart">http://www.worldof7billion.org/wall_chart</a></p> <p><a href="http://www.epa.gov/students/teachers.html">http://www.epa.gov/students/teachers.html</a></p> <p><a href="http://www.advocatesforyouth.org/the-3rs/facts-about-european-approaches">http://www.advocatesforyouth.org/the-3rs/facts-about-european-approaches</a></p> <p><a href="http://www.who.int/topics/en/">http://www.who.int/topics/en/</a></p> <p><a href="http://aids.gov/hiv-aids-basics/hiv-aids-101/global-statistics/">http://aids.gov/hiv-aids-basics/hiv-aids-101/global-statistics/</a></p>
<p><b>Professional Development</b></p>	<p><b><u>Written excerpt:</u></b></p> <p><i>“Problems may surface because these learners may use another language at home as they are learning English at school. Thus there may be a psychological “pull” between two worlds; these students often feel that their native language is “wrong.” Because self-concept is influenced by the attributes of others, negative attitudes from family, friends, and school personnel may result in LEP students feeling isolated and overwhelmed with the new environment, new sounds, and new culture. Many times we even mispronounce their names and don’t bother to learn them. This hampers the learning environment for the LEP student.</i></p> <p><b><i>Physical education teachers must be flexible, willing to learn and grow, able to adapt and accept LEP students, and value others’ languages and cultures. Many cultures have an entirely different view of physical education and sports, including the role of the teacher, coach, and student; the environment for learning and playing; as well as the equipment used for participation.”</i></b></p>

**Source:**

Limited English Proficient (LEP) Students in Physical Education:  
<http://www.ncpublicschools.org/docs/curriculum/healthfulliving/resources/instructional/bestpractices/lep.pdf>

The following points are written in the Healthful Living Unpacking document:

**K.ICR.1.2:** Compare people in terms of what they have in common and how they are unique.

Humans have more in common than they have differences, but often the differences are more noticeable. More and more it is being recognized that differences within a group of people make them stronger and more productive. When the classmates bring together their strengths in-group work, they will likely create a better project.

**K.NPA.2.1:** Nutrition is enhanced when children experience foods from other cultures. Cultural foods are often more nutrient-dense because they use less sugar and meat, and more vegetables and grains. Children benefit from learning to identify and sample Asian foods like satay, noodle rolls, steamed vegetables, pho soup, tofu and sushi; Mexican foods like corn tortillas, salsa, beans and rice, tacos and bean burritos; Middle Eastern foods such as hummus, tabbouleh, and rice and pea salads; and Mediterranean foods like eggplant, gazpacho, spaghetti with roasted vegetables and ratatouille.

**1.ICR.1.2:** Explain the value of having a diversity of students in the classroom.

Children need to feel valued and proud of the gifts they have. At a young age, children recognize physical differences, social differences and educational differences. For example, students know that they go to different reading groups or different resource teachers. A classroom is an environment where the goal is for everyone to help each other be the best he or she can be. Individual talents and gifts of others as well as their accomplishments should be recognized. Different cultural or historical backgrounds should be celebrated within the community. The community will allow confidence to strengthen and ultimately each individual will become a better citizen.

**3.NPA.2.1:** Identify the sources of a variety of foods.

It may seem as though all food comes from the grocery store. Before families shop at grocery stores, the food comes from farms, ranches, the ocean, groves, and orchards. All food comes from either plants (fruits, vegetables, and grains) or animals (beef, pork, chicken, and fish or products from animals such as eggs and milk). **Some foods come from other parts of the country like oranges from Florida or California, and some foods come from another part of the world such as grapes or other produce from South America during the winter months. Being**

**able to purchase foods from other countries means Americans can eat a greater variety of foods year-round**, but there are advantages to eating local (and fresher) foods.

**5.ICR.1.3:** Explain the impact of stereotyping and discrimination on other people's self-respect and feelings.

A young person can strengthen relationships with all people in his or her life by treating them with mutual respect. Sometimes people treat others with disrespect because of prejudice. Some forms of prejudice involve stereotypes. A stereotype is an exaggerated or oversimplified belief about people who belong to a certain group. Prejudice and discrimination are barriers to healthy relationships and greatly affect other people's self-respect and feelings. Kids and teens that are stereotyped and discriminated against at school may stay home out of fear. They may even try to harm themselves because the discrimination has seriously damaged their self-esteem. It is important to advocate for tolerance. People who are tolerant value diversity and can appreciate differences in other people's cultures, interests, and beliefs.

- The student will define stereotyping and discrimination.
- The student will explain how stereotyping and discrimination affect the self-respect and feelings of others.
- The student will avoid all behaviors that stereotype and discriminate toward others.

**5.NPA.2.1:** Summarize the influences of family, culture, and the media on food choices.

Family, culture and media impact a student's food choices. Families can have a positive effect on children by purchasing healthy foods and beverages for meals, snacks, and treats, and eating wisely themselves. Negative food habits from family members are obstacles that students must overcome.

Cultural norms and media exposure also affect food choices. Ethnic foods found in Latino and Asian cultures can have positive effects on the diet, with more emphasis on rice, noodles and vegetables over large quantities of meat. African-American traditions of heavy salting and high fat meats are changing with nutrition education. The media continue to make unhealthy, processed, convenience and fast foods more attractive than whole foods through advertising. Children can learn to counter media messages with the facts. For instance, eating a double chicken sandwich with 32 grams of fat cannot be healthy; or, young attractive people advertising fast foods probably do not eat them very much or they would have weight problems themselves.

**7.ICR.2.1:** Explain the effects of culture, media, and family values on decisions related to becoming or remaining abstinent.

Abstinence is a personal choice. It is a decision that everyone must make independently. However, there are many factors that could influence a young person's choices. Young people are bombarded by messages about

sexuality and sexual choices. Those messages come from a variety of sources, including the culture, media, and their family members. Within American communities, a variety of cultural attitudes exist. **Members of some cultures have the expectation that youth will remain abstinent until marriage, or at least until older. Most cultures support the expectation of responsibility: that youth will take responsibility for their actions.**

**8.PCH.3.1:** Outline the potential health consequences of global environmental problems.

The amount of earth that humans have to live on is very small and very precious. What happens to the earth ultimately affects human health. Because of this, it is important to understand the potential personal health consequences of global environmental problems. Some of these environmental concerns that can directly affect health are:

1. Outdoor air quality
2. The greenhouse effect
3. Depletion of the ozone layer
4. Acid rain
5. Land degradation (erosion, flooding, strip mining, paving)
6. Overpopulation
7. Dealing with garbage (solid waste)
8. Destruction of tropical rain forests
9. Water pollution

Students may feel powerless to help the global environment. They may not be able to comprehend how individual acts can have an impact on problems and concerns that span across the globe. Students need to understand that many individual acts of awareness, conservation, protection, and prevention all contribute to improving our environment.

- The student will recognize that many global environmental concerns can directly affect human health.
- The student will conclude that every individual plays a part in taking care of the earth.
- The student will practice acts of conservation and environmental protection.
- The student will advocate for others to take action to conserve and protect the earth and prevent further destruction of the environment.

**9.NPA.2.1:** Plan vegetarian diets that are balanced and nutrient-dense.

Humans are creatures of habit with food. They often eat a limited variety, compromising their health. Not only is it better to eat smaller portions from most food groups at meals, but to vary the foods from within each group. The best way improve variety in one's diet is to become an adventurous eater. Step one is to avoid fast foods and convenience foods since they use the same ingredients over and over. **Ideas to expand one's dietary horizon include: shop for foods at farmers' markets or ethnic**

	<p><b>markets.</b> Try a new item each time. Some foods such as cilantro, star fruit, tofu, or fish sauce might be an acquired taste—only say you don't like a food after trying it several times. <b>Eat at friends' houses and try something different, especially if they are of another culture.</b> Make new combinations of salad such as mixing in beans, nuts, or dried or fresh fruit with vegetable salad ingredients. Season food with herbs and peppers instead of salt. Try new toppings on old favorites like pizza. Do not avoid a food just because a friend does not like it –you might think it is great. Even some flowers and mushrooms are edible.</p>
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This document contains some global connections found in the *North Carolina Standard Course of Study for Mathematics* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

Mathematics	
<b>Global in Standards</b>	<p>Grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians.</p> <p>The standards are informed by other top-performing countries to prepare all students for success in our global economy and society.</p> <p>Mastery of each standard is essential for success in college, career, and life in today’s global economy.</p> <p>The standards represent a synthesis of the best elements of standards-related work in all states and other countries to date.</p> <p>The standards for Mathematical Practice require students to be problem solvers that are capable of constructing viable arguments and critiquing the reasoning of others.</p>
<b>Resources</b>	<p>Illustrative Mathematics (<a href="http://www.illustrativemathematics.org">www.illustrativemathematics.org</a>)</p> <p>Documents from Achieve (<a href="http://www.achieve.org">www.achieve.org</a>)</p> <p>EQuIP Exemplars (<a href="http://www.achieve.org/equip">www.achieve.org/equip</a>)</p>
<b>Professional Development</b>	<p>Given regional PD on the Mathematical Practices (Fall 2013)</p> <p>SI 2013-Creating Active Thinkers Units Formative Assessment Tools <a href="http://maccss.ncdpi.wikispaces.net">maccss.ncdpi.wikispaces.net</a></p>

This document contains some global connections found in the *North Carolina Standard Course of Study for Science Essential Standards* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

Science	
<b>Global in Standards</b>	<p>Science, within itself, is a global subject. Scientists all over the globe are in constant communication regarding various issues, discoveries, and questions.</p> <p>The role of the K-12 Science Essential Standards is to promote scientific thinking and to guide NC toward a scientifically literate society, while enhancing the capability of all students to hold meaningful and productive careers in the future. This will allow us to compete in a global society.</p> <p>Science is permeated with global ideas because science is the study of the natural world. Below are the standards from the <i>Interdependence of Life</i> strand map from the K-12 Science Essential Standards that demonstrate global ideas particularly well.</p> <p><i>NOTE: All the K-12 Science Essential Standards are maintained in 11 different strands and located on the Science Wiki.</i></p> <p>K.L.1 Compare characteristics of animals that make them alike and different from other animals and nonliving things.  <b>K.L.1.2-</b> Compare characteristics of living and nonliving things in terms of their: Structure, Growth, Changes, Movement, and Basic Needs.</p> <p>K.E.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.  <b>K.E.1.1-</b> Infer that change is something that happens to many things in the environment based on observations using one or more of their senses.</p> <p>1.L.1 Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.  <b>1.L.1.1-</b> Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.  <b>1.L.1.2-</b> Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.  <b>1.L.1.3-</b> Summarize ways that humans protect their environment and/or improve conditions for the growth of plants and animals that live there (e.g., reuse or recycle products to avoid littering).</p> <p>1.L.2 Summarize the needs of living organisms for energy and growth.  <b>1.L.2.2-</b> Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.</p> <p>2.E.1 Understand patterns of weather and factors that affect weather.  <b>2.E.1.1-</b> Summarize how energy from the sun serves as a source of light that warms the land, air and water.</p>

3.L.2 Understand how plants survive in their environments.

**3.L.2.1-** Remember the function of the following plant structures as it relates to the survival of plants in their environment (Roots- absorbs nutrients; Stems- provide support; Leaves- synthesize food; Flowers- attract pollinators and produce seeds for reproduction).

**3.L.2.2-** Explain how environmental conditions determine how well plants survive and grow.

**3.L.2.4-** Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.

4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

**4.L.1.1-** Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

**4.L.1.3-** Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion).

5.L.2 Understand the interdependence of plants and animals within their ecosystem.

**5.L.2.2-** Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).

**5.L.2.3-** Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

6.L.2- Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.

**6.L.2.3- Summarize how the abiotic factors (such as temperature, water, sunlight, and soil quality) of biomes (freshwater, marine, forest, grasslands, desert, Tundra) affect the ability of organisms to grow, survive and/or create their own food through photosynthesis.**

6.E.2 Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.

**6.E.2.4- Conclude that the good health of humans requires: monitoring the lithosphere, maintaining soil quality and stewardship.**

7.E.1 Understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the effects of the atmosphere on humans.

**7.E.1.6-** Conclude that the good health of humans requires: monitoring the atmosphere, maintaining air quality and stewardship.

7.L.2 Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation and survival among offspring.

**7.L.2.3-** Explain the impact of the environment and lifestyle choices on biological inheritance (to include common genetic diseases) and survival.

8.E.1 Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.

**8.E.1.4-** Conclude that the good health of humans requires:

- Monitoring of the hydrosphere
- Water quality standards
- Methods of water treatment
- Maintaining safe water quality
- Stewardship

8.L.3 Understand how organisms interact with and respond to the biotic and abiotic components of their environment.

**8.L.3.1-** Explain how factors such as food, water, shelter, and space affect populations in an ecosystem.

**8.L.3.2-** Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including:

- coexistence and cooperation
- competition (predator/prey)
- parasitism
- mutualism

8.L.4 Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.

**8.L.4.2-** Explain the relationship between genetic variation and an organism's ability to adapt to its environment.

Bio.2.1 Analyze the interdependence of living organisms within their environments.

**Bio 2.1.3-** Explain various ways organisms interact with each other (including predation, competition, parasitism, mutualism) and with their environments resulting in stability within ecosystems.

**Bio.2.1.4-** Explain why ecosystems can be relatively stable over hundreds or thousands of years, even though populations may fluctuate (emphasizing availability of food, availability of shelter, number of predators and disease).

Bio2.2- Understand the impact of human activities on the environment (one generation to the next).

**Bio2.2.1-** Infer how human activities (including population growth, pollution, global warming, burning of fossil fuels, habitat destruction and introduction of nonnative species) may impact the environment.

**Bio2.2.2-** Explain how the use, protection and conservation of natural resources by humans impact the environment from one generation to the next.

<b>Resources</b>	<ul style="list-style-type: none"> <li>● <i>Interdependence of Life</i> strand map (provides explanation from <i>A Framework for K-12 Science Education</i>)</li> <li>● Formative Assessment Probes aligned to Curriculum Standards  <a href="http://scnces.ncdpi.wikispaces.net/Formative+Assessment+Probe+Alignment">http://scnces.ncdpi.wikispaces.net/Formative+Assessment+Probe+Alignment</a></li> <li>● 8th Grade Unit 3- “Amazing Water”  <a href="http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+K-8">http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+K-8</a></li> <li>● Biology Unit 5- “Interrelationships in the Biosphere”  <a href="http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+HS">http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+HS</a></li> <li>● Other lessons/activities can be found at the following sites: <ul style="list-style-type: none"> <li>○ <a href="http://www.nsta.org">www.nsta.org</a></li> <li>○ <a href="http://www.nsd.org">www.nsd.org</a></li> <li>○ <a href="http://www.noaa.gov">www.noaa.gov</a></li> </ul> </li> </ul>
<b>Professional Development</b>	<p>AP-2-K Unit Development professional development focusing on global citizenship (Summer 2014)</p> <ul style="list-style-type: none"> <li>● Other strand maps <a href="http://scnces.ncdpi.wikispaces.net/Strand+Maps">http://scnces.ncdpi.wikispaces.net/Strand+Maps</a></li> <li>● Curriculum Topic Studies  <a href="http://scnces.ncdpi.wikispaces.net/Customized+Curriculum+Topic+Study+Guides">http://scnces.ncdpi.wikispaces.net/Customized+Curriculum+Topic+Study+Guides</a></li> <li>● K-12 Science Essential Standards by Strand, Unpacked Content, and Assessment Examples  <a href="http://scnces.ncdpi.wikispaces.net/Race+to+the+Top+Support+Tools">http://scnces.ncdpi.wikispaces.net/Race+to+the+Top+Support+Tools</a></li> <li>● K-8 Units (2004 Curriculum)  <a href="http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+K-8">http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+K-8</a></li> <li>● 9-12 Units (2004 Curriculum)  <a href="http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+HS">http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+HS</a></li> </ul>

This document contains some global connections found in the *North Carolina Standard Course of Study for Social Studies Essential Standards* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

<b>Social Studies</b>	
<b>Global in Standards</b>	<p>Global Education is deeply embedded in <a href="#">K-12 Social Studies Essential Standards</a> and ensures students gain a global perspective by asking students to continually examine diverse cultures, identify major geographic and cultural areas of the world, understand diverse worldviews, as well as analyze major global social, political and economic challenges overtime in diverse societies and regions. Outlined below are the 5 conceptual strands embedded in K-12 Social Studies Essential Standards and how each has global implications.</p> <ul style="list-style-type: none"> <li>▪ <b>History:</b> Recognizing that the events, decisions, and actions which occur in the present and future are both relevant to and governed by what has taken place in the past is essential to the understanding of what history is and what those who study history do. History involves the study of change and continuity over time and how the occurrences of the past connect and link to the present and future. It is long believed that the cornerstone of democracy is the informed citizen. To be an informed citizen requires one to have an accurate understanding of the events, decisions, and actions of the past in order to be able to participate in productive civic engagement. If the study of history as a discipline is dependent upon the knowledge of facts, dates, events, people, places, and ideas then the understanding of history relies heavily upon historical thinking. Historical thinking requires students to take into account the historical context in which evidence from the past occurred or was created. Historical thinking requires the consideration and comparison of multiple points of view of those present at the time. Historical thinking requires students to examine historical records and artifacts for themselves; and to do so requires students to analyze and evaluate documents, journals, diaries, artifacts, historic sites, artwork, data, and other evidences from the past. Using the disciplinary lens of history requires students be able to understand and evaluate change and continuity over time and to be able to make appropriate use of historical evidence in answering questions and developing arguments and points of view about the past.</li> <li>▪ <b>Civics and Government:</b> Civics and Government provide the understanding of American democracy and the means and responsibilities for citizens to participate in this process. Civics and governmental structures should be examined at the Local, State, Federal and Global levels and the various powers that are delineated to each division. Civics and government should be examined in both the domestic and international domain. Defining and understanding current day issues will assist in the</li> </ul>

citizen's responsibility to make decisions, choices and judgments based on information and evidence in the Founding Principles, United States Constitution and North Carolina Constitution.

- **Economics and Personal Financial Literacy:** Economics, in the context of the K-12 Social Studies Program in North Carolina is, at its foundation, focused on making sound decisions both on an individual level as well as to support the common good for a global society. In the elementary grades, emphasis should be placed on developing a basic understanding of such economic concepts between needs and wants, exchange of goods and services, allocation of resources and effective decision-making. During middle grades, students gain a greater understanding of economic principles by applying basic concepts to decision-making at the personal, local, state, national, and international levels. When students reach high school, they begin to refine their economic understanding by applying knowledge and skills to determine how individuals, governments, and economic institutions function and may contribute to economic growth or decline. By the time students graduate from high school, they should have acquired the requisite knowledge, skills, and understandings to become an effective global citizens who could be considered economically fit for civic life.
- **Geography:** The study of geography examines the earth's physical environment and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and cultures. In the context of K-12 Social Studies Program in North Carolina there is a progression of geographic reasoning overtime. In elementary the emphasis is on geographic reasoning that requires students to identify physical and human systems as well as spatial and environmental perspectives. During middle grades students build upon prior geographic skills to analyze the impact of human environment interaction. At the high school level students refine their geographic understanding by evaluating how political and economic decisions have influence cultural and environmental characteristics and spatial patterns overtime. A student graduating in NC should have acquired the understanding that the world as a complex ecosystems interacting at multiple scales that structure the spatial patterns and processes influencing our daily lives.
- **Culture:** The study of culture examines the beliefs, values, behaviors, traditions, and ways of life of a group within society. It also encompasses cultural attributes, such as language, literature, music, arts and artifacts, and food. Students are able to understand diverse perspectives on the concepts of race, ethnicity, culture, and nationality. These are especially relevant for North Carolina students as schools seek to address racial and ethnic conflict and students develop their sense of identity as members of

	<p>different groups and explore the role of culture in shaping our lives today. Students are provided the opportunity throughout K-12 Social Studies to understand the role culture plays in human and societal development, the common characteristics across cultures, and how culture changes and accommodate various belief systems and ideas. Effective citizens and decision makers for a globally interdependent society need to act according to an integrated understanding of the role culture and human behavior plays in society. It is not enough simply to study aspects of various cultures, but students need to engage in an understanding of how humans create, learn, share and adapt to culture and comprehend the impact of human behavior. Decision makers engaged in anthropologic inquiry are equipped to make better choices for themselves and help others act accordingly based on comprehensive study of human behavior overtime. For students, this may be the opportunity to interview individuals about lived experiences, observe individuals and groups, examine case studies of cultures, or conduct fieldwork on everyday behavior. Giving students the opportunities to inquire and act upon the widespread intricacies of culture will help prepare them to become global citizens and leaders of our 21<sup>st</sup> century.</p> <ul style="list-style-type: none"> <li>● Conceptual Units with Global Implications <ul style="list-style-type: none"> <li>○ Continuity and change (over time and in various civilizations, societies, and regions)</li> <li>○ Conflict and cooperation</li> <li>○ Compromise and negotiation</li> <li>○ Migration and population distribution</li> <li>○ Cultural expression/practices and diffusion</li> <li>○ Human-environment interaction</li> <li>○ Trade and economic decision-making</li> <li>○ Societal organization (economic, political, and social systems)</li> <li>○ Technology and innovation</li> <li>○ Quality of life</li> <li>○ Citizenship</li> </ul> </li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Elementary Resources</a></li> <li>● <a href="#">Middle School Resources</a></li> <li>● <a href="#">High School Resources</a></li> <li>● <a href="#">Teaching Sensitive and Controversial Issues</a></li> <li>● <a href="#">Classroom Assessment Examples</a></li> <li>● <a href="#">Global Education Task Force</a></li> <li>● <a href="#">Information Technology</a></li> </ul>
<p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Conference Presentations</a></li> <li>● <a href="#">Professional Development</a></li> <li>● <a href="#">Social Studies Webinar Series</a></li> </ul>

This document contains some global connections found in the *North Carolina Standard Course of Study for World Language Essential Standards* along with supporting resources and tools. This is not an exhaustive list and will be updated as needed.

World Languages	
Global in Standards	<p>The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and, thus, have influenced others by their actions and their words. In recent years, technology tools have brought the world closer and have erased many of the existing borders. As boundaries between countries are dissolving, the need for learning world languages has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's global marketplace.</p> <p>The <a href="#">North Carolina World Language Essential Standards</a> are based on a set of principles governing language education. These tenets are anchored in language education research and supported by practice. They are as follows:</p> <ul style="list-style-type: none"> <li>• All students can learn and experience success in a second or world language.</li> <li>• Any language can be used to teach academic content at any level or within any program.</li> <li>• Language acquisition is a lifelong process. For optimum results, students should have the opportunity to engage in a long, articulated sequence of study.</li> <li>• Language skills increase in the four areas (listening, speaking, reading, writing) as students build mastery or acquire proficiency in the world language.</li> <li>• Students learn in various ways and acquire proficiency in a language at different rates based on:             <ul style="list-style-type: none"> <li>○ time devoted to language learning - both formal instructional hours and informal opportunities;</li> <li>○ access to language programs that offer an extended sequence of courses;</li> <li>○ intensity of language study - continuous and articulated, rather than interrupted;</li> <li>○ type of writing system (alphabet vs. character) used in the language being learned;</li> <li>○ their age, developmental level, motivation, etc.</li> </ul> </li> <li>• Students augment needed skills to be citizens of a global society by learning another language.</li> <li>• Students develop insights into other cultures, as well as their own, when learning another language.</li> <li>• Students make interdisciplinary connections when learning another language, because all other content areas can be incorporated into language lessons, reinforcing skills such as reading, writing, problem solving, hypothesizing, and so on.</li> <li>• Proficiency reflects the students' ability to communicate in a functional way with the new language and can be measured formatively, as with <i>LinguaFolio</i>, and in a summative way with tests designed for that purpose.</li> </ul>

The *North Carolina Basic Education Program (BEP)* presents world languages as a core subject that every student should learn as part of a balanced curriculum. Internationally, most countries require all of their students to study one or more world languages, which parallels the North Carolina State Board of Education’s vision: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

The intent of the [North Carolina World Language Essential Standards](#), along with the American Council for the Teaching of Foreign Language (ACTFL)’s *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C’s or Communication, Culture, Connections, Comparisons, and Communities.

Within the [North Carolina World Language Essential Standards](#), Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, and Presentational) and, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands:

- Connections to Language & Literacy (CLL)
- Connections to Other Disciplines (COD)
- Communities (CMT)

Here is a brief summary of the Culture Essential Standard and the three strands that include aspects of global education:

Essential Standard #4:

**Compare the students’ culture and the target culture.  
(Culture)**

Learning about **culture** means building an understanding of the **practices, perspectives and products of a society**. The practices involve patterns of social interactions, such as how people are greeted or how respect is shown. Perspectives are the values, beliefs, ideas, and attitudes that are an integral part of life. Products are the books, foods, laws, music, games, etc., that are created and used within the society.

**Connections to Language & Literacy – CLL (Comparisons)**

The world language being studied, referred to as the target language, helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

**Connections to Other Disciplines-COD (Connections)**

Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills in these areas are also drawn on, and technology is woven throughout

world languages as a resource for materials and a means of expression and presentation.

**Communities – CMT (Communities)**

Students preparing for success in the 21<sup>st</sup> Century need to access knowledge and information from other communities, and use that information to function well with people from diverse backgrounds.

**WORLD LANGUAGE PROGRAMS:**

**CLASSICAL LANGUAGES, DUAL & HERITAGE LANGUAGES, MODERN LANGUAGES**

Learning any world language involves the development of the skills discussed above, but language programs vary, based on the type of learning environment and the unique aspects of the languages themselves. There is value in studying any of the world languages, and the decision of which language to study is made by the student, based on interest and available offerings.

**Classical Language programs** involve the study of languages like Latin and Ancient Greek, which are sometimes called “dead” or “immortal” languages, since they are no longer a native or first language for any population. The study of Classical Languages builds skills in reading, writing, reciting, and translating. There is no conversation component to Classical Languages, because they are not being used in an everyday way by a society, so Interpersonal Communication is not a focus of study. In North Carolina, two languages are studied as classical languages: Ancient Greek and Latin. Additional classical languages could be added at any time using the *North Carolina World Language Essential Standards*. Classical languages are accessible to 21<sup>st</sup> Century students through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, medicine, and so on.

**Dual & Heritage Language programs** include dual language/immersion programs where students are taught academic content in two languages, English and the target language, as well as Spanish for Native Speaker or other heritage languages taught to native speakers.

In dual language/immersion programs, students are learning math, science, social studies, etc., in two languages and become bilingual and bi-literate as a result. In North Carolina, seven languages are used in dual language/immersion programs: Cherokee, French, German, Greek, Japanese, Mandarin Chinese, and Spanish. Additional modern languages could be added to this list at any time using the *North Carolina World Language Essential Standards*. Research shows that, regardless of background or ability, students in dual language/immersion programs have higher academic achievement than their monolingual peers and demonstrate positive cross-cultural attitudes and behaviors.

For heritage language speakers, such as those who speak Spanish or some other language besides English at home, heritage language programs help build literacy skills in reading and writing, so that they can bridge into advanced language courses.

Heritage language students need instruction that allows them to maintain strengths in their heritage language, while developing new ones, particularly in academic vocabulary and literacy skills or the areas of reading and writing. With such support, they will become knowledgeable global citizens with the skills to be multilingual and multi-literate in a way that honors their need to simultaneously identify and communicate with:

- their heritage, home, or immersion culture(s) and;
- the mainstream culture(s) in which they live and work.

The expansion of the global community and workplace challenges the United States to produce a workforce that not only communicates in many languages, but that also understands the nuances of the many cultures. The educated heritage speaker is an authentic resource who will have expanded career opportunities in the 21<sup>st</sup> Century.

**Modern Language programs** involve the study of languages that are a first or native language for a population somewhere in the world. These programs are the most common and are often what comes to mind when world language or foreign language classes are mentioned. In North Carolina, the following languages are studied as modern languages: American Sign Language (ASL), Arabic, Cherokee, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Mandarin Chinese, Russian and Spanish. Additional modern languages could be added to this list at any time using the *North Carolina World Language Essential Standards*.

Modern language instruction is a vital part of a global-ready curriculum. Proficiency-based instruction is aligned with the characteristics of a 21<sup>st</sup> Century learner, in that it acknowledges that the student may progress from one level to another, independent of the course in which he or she is enrolled, and that proficiency may vary in each of the four skill areas: listening, speaking, reading, and writing.

The Clarifying Objectives in the *North Carolina World Language Essential Standards* are broad enough to allow each World Languages program to address the universal content and skills that are inherent to all language programs in ways that are unique to Classical Language, Dual & Heritage Language and Modern Language programs.

Here is a sampling of Clarifying Objectives, organized by proficiency level, from the [\*North Carolina World Language Essential Standards\*](#) that encompass global concepts and cultural competency:

**Novice Low (NL)**

NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students’ culture.

NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

NL.CMT.3.1 Identify arts, sports, games and media from the target culture.

NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

NL.CMT.4.4 Identify products from the target cultures that are used globally.

**Novice Mid (NM)**

NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.

NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.

NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.

NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.

NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

**Novice High (NH)**

NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.

NH.COD.4.1 Understand cultural practices and perspectives from the target culture.

NH.COD.4.2 Identify the products of the target culture.

NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

**Intermediate Low (IL)**

IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.

IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.

IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.

IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

**Intermediate Mid (IM)**

IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.

IM.COD.4.2 Understand how practices and perspectives impact the target culture.

IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.

IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.

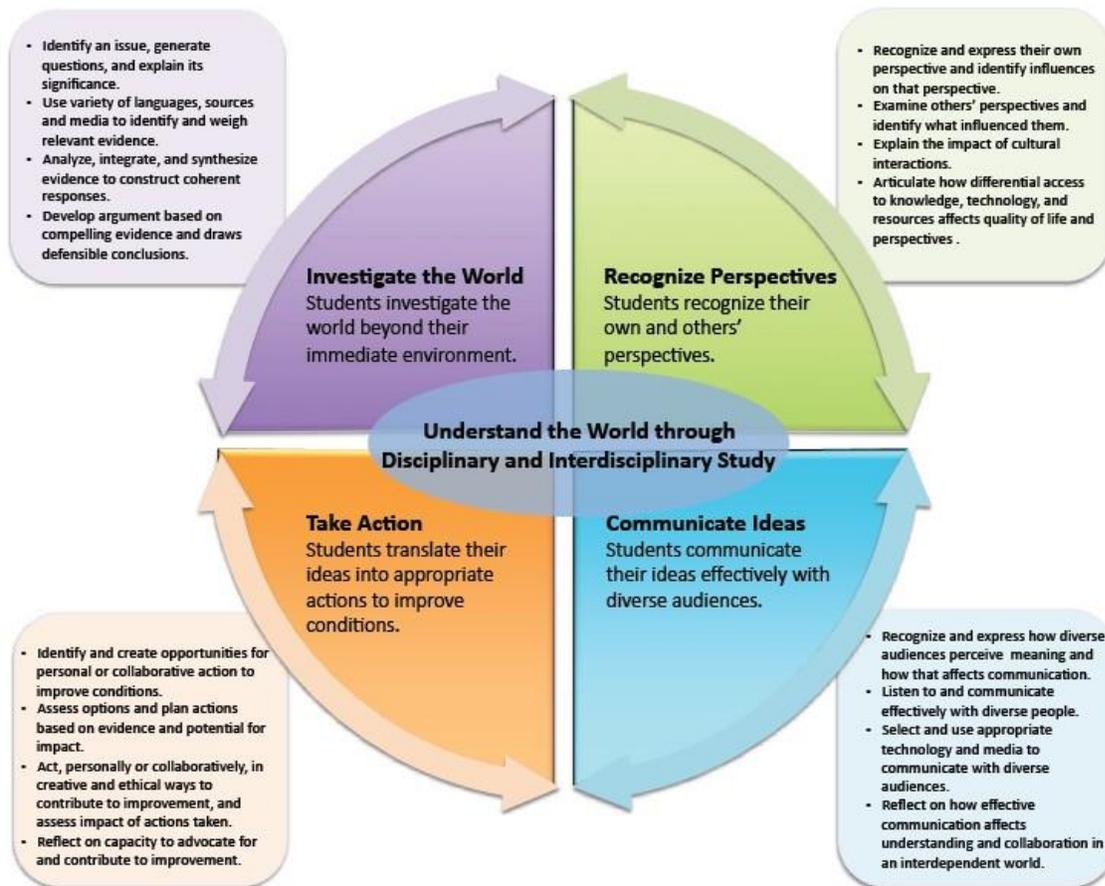
	<p>IM.CMT.4.2 Explain how events in the target culture’s history have impacted contemporary perspectives, practices, and products.</p> <p>IM.CMT.4.3 Evaluate the traditions of the target culture and the students’ culture.</p> <p><b>Intermediate High (IH)</b></p> <p>IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.</p> <p>IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.</p> <p>IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.</p> <p>IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.</p> <p>IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.</p> <p>IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.</p> <p>IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.</p> <p><b>Advanced Low (AL)</b></p> <p>AL.CLL.4.1 Compare dialectical differences in media from various target cultures.</p> <p>AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students’ culture perspectives.</p> <p>AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.</p> <p>AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.</p> <p>AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.</p> <p>AL.CMT.4.2 Differentiate the effect of events in the target culture’s history on its contemporary perspectives, practices, and products.</p> <p><b>Advanced Mid (AM)</b></p> <p>AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.</p> <p>AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.</p> <p>AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.</p> <p>AM.CMT.4.2 Critique the effect of events in the target culture’s history on perspectives, practices, and products of global interest.</p>
<p>Resources</p> <p>§ Classroom exemplars</p>	<p>Here are some examples of Global Education resources provided through the <i>Essential Standards Instructional Toolkit</i>.</p> <p>Classroom exemplars:</p>

<p>§ Problem-Based Learning</p> <p>§ Technology Incorporation</p> <p>§ Formative assessment</p>	<ul style="list-style-type: none"> <li>● Graphic Organizers at <a href="http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers">http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers</a> The World Language Graphic Organizer booklet has packets for each of the eight proficiency levels in the <i>North Carolina World Language Essential Standards</i> (WLES). The packets are comprised of information about the graphic organizers, a mini-lesson with several components including one or more Assessment Examples (AE), and the graphic organizer to be used in and/or modified for the classroom.</li> <li>● Proficiency 101 Lessons at <a href="http://wlnces.ncdpi.wikispaces.net/P101BackwardsDesignLPtemplate">http://wlnces.ncdpi.wikispaces.net/P101BackwardsDesignLPtemplate</a> Information about the backwards design process with applications in the World Language classroom are posted as part of the Proficiency 101 materials, which includes a lesson plan template, example classroom video clips, and an explanation of how to incorporate the components of an Integrated Performance Assessment (IPA).</li> </ul> <p>Problem-Based Learning:</p> <ul style="list-style-type: none"> <li>● Assessment Examples (AEs) at <a href="http://wlnces.ncdpi.wikispaces.net/AEs+for+World+Languages">http://wlnces.ncdpi.wikispaces.net/AEs+for+World+Languages</a> The Assessment Examples were developed to support standards implementation and serve as examples of some ways that standards (or parts of the standards) might be assessed in the classroom. Teachers can combine and/or modify the AEs for problem-based learning in ways that make sense for their teaching situations and best fit the needs of their students.</li> <li>● The 21st Century Skills Map for World Languages and other 21st Century Skills publications at <a href="http://wlnces.ncdpi.wikispaces.net/21stcenturyskills">http://wlnces.ncdpi.wikispaces.net/21stcenturyskills</a> include a variety of ideas, activities and resources.</li> </ul> <p>Technology incorporation:</p> <p>The <a href="#">North Carolina World Language Essential Standards</a> incorporates technology throughout due to the feedback from educators across the state who viewed it as a necessity. Here is an example that shows how students at each proficiency level in the standards incorporate technology into the development of presentational communication skills:</p> <ul style="list-style-type: none"> <li>▪ NL.COD.3.3. Use readily available technology tools and digital literacy skills to present in the target language.</li> <li>▪ NM.COD.3.3. Use readily available technology tools and digital literacy skills to present academic information in the target language.</li> <li>▪ NH.COD.3.3. Use readily available technology tools and digital literacy skills to present academic information in the target language.</li> <li>▪ IL.COD.3.3. Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.</li> <li>▪ IM.COD.3.3. Use readily available technology tools and digital literacy skills to present academic information in the target language.</li> <li>▪ IH.COD.3.4. Use readily available technology tools and digital literacy skills to present academic information in the target language.</li> <li>▪ AL.COD.3.2. Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ AM.COD.3.3. Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.</li> </ul> <p>Technology incorporation is modeled during professional development sessions to help teachers and trainers reflect on how to utilize different online technology tools. The Professional Development page on the World Language wiki is at <a href="http://wlnces.ncdpi.wikispaces.net/Professional+Development">http://wlnces.ncdpi.wikispaces.net/Professional+Development</a> .</p> <p>Technology is also incorporated into the <a href="#"><i>North Carolina World Language Essential Standards</i></a> Graphic Organizers (<a href="http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers">http://wlnces.ncdpi.wikispaces.net/Graphic+Organizers</a>) and shown in 21<sup>st</sup> century documents like the Rosen publication showing ACTFL and technology tools (<a href="http://wlnces.ncdpi.wikispaces.net/21stcenturyskills">http://wlnces.ncdpi.wikispaces.net/21stcenturyskills</a>).</p> <p>Formative assessment: LinguaFolio, a formative assessment tool for language learning, is available for North Carolina educators to access for free. The online version of LinguaFolio is at <a href="http://elinguafolio.org/">http://elinguafolio.org/</a> . LinguaFolio is also available for free from the National Council of State Supervisors for Languages (NCSSFL) and North Carolina registers every year to utilize the materials statewide in training and in K-20 classrooms. A North Carolina Folios wiki (<a href="http://ncfolios.ncdpi.wikispaces.net/">http://ncfolios.ncdpi.wikispaces.net/</a>) is under development, and this virtual space will house all LinguaFolio materials and training resources for North Carolina educators, including the ArtsFolio and CivicsFolio that are under development for those content areas. The LinguaFolio materials and resources for World Languages are also linked on the World Languages wiki under the Materials for Classrooms &amp; Local Curriculum tab: <a href="http://wlnces.ncdpi.wikispaces.net/LinguaFolio">http://wlnces.ncdpi.wikispaces.net/LinguaFolio</a> .</p> <p>Interculturality, or cultural competence, is the interaction between the use of language skills and cultural knowledge. Interculturality can-do statements are written in a similar way as the materials in LinguaFolio for the three communication modes, and these materials have also been shared nationally by NCSSFL and are made available to North Carolina educators on the sites noted above.</p>
Professional Development	<p>A number of professional development presentations and activities that include global education have been created and are posted on the World Language wiki's Professional Development page at <a href="http://wlnces.ncdpi.wikispaces.net/Professional+Development">http://wlnces.ncdpi.wikispaces.net/Professional+Development</a> , including:</p> <ul style="list-style-type: none"> <li>● An overview of the <i>North Carolina World Language Essential Standards</i> (WLES) at <a href="http://wlnces.ncdpi.wikispaces.net/P101OverviewNCSCS">http://wlnces.ncdpi.wikispaces.net/P101OverviewNCSCS</a> ;</li> <li>● Links to the WLES communication modes and assessment practices at <a href="http://wlnces.ncdpi.wikispaces.net/P101ESLinkstoAssessment">http://wlnces.ncdpi.wikispaces.net/P101ESLinkstoAssessment</a> ; and</li> <li>● How to spiral proficiency levels with research from ACTFL compiled in a document showing the proficiency needed be globally competitive in the workplace for different careers at <a href="http://wlnces.ncdpi.wikispaces.net/P101SpiralingProfLevelsFA">http://wlnces.ncdpi.wikispaces.net/P101SpiralingProfLevelsFA</a> .</li> </ul> <p>Additional work is underway on WLES Essential Standard #4 – Culture that will yield professional development relevant to global education.</p>

## Appendix H: Four Capacities/Competencies Handout

### CCSSO FOUR GLOBAL CAPACITIES/COMPETENCIES HANDOUT



Learners are able to:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.



**NORTH CAROLINA SUMMARY RUBRIC**  
 Summary of the Achieve, Inc. Open Education Resource Rubrics\*

The following criteria represent an evaluation system for resources being considered for submission into the North Carolina Instructional Improvement System (Home Base). These rubrics can be applied across all content areas and resource types. However, for English Language Arts and Mathematics, please consult the EQuIP rubrics (<http://www.achieve.org/EQuIP>) when evaluating lesson and unit plans.

**Each resource must achieve a score of 2 or 3 for each category (as applicable to the specific resource) to be considered for submission into Home Base, the North Carolina Instructional Improvement System (IIS).**

		<b>3 = Superior</b>	<b>2 = Strong</b>	<b>1 = Limited</b>	<b>0 = Very Weak</b>	<b>N/A = Not Applicable</b>
<b>REQUIRED</b>	<b>Degree of Alignment to Standards</b>	Content and performance expectations of the identified standard are completely addressed by the learning resource and are the focus of the learning resource.	Content and performance expectations of the identified standard only align to a minor part of the learning resource or minor elements of the standard are not addressed in the	A significant part of the content and performance expectations of the identified standard is not addressed in the learning resource.	The learning resource does not match the identified standard.	
	<b>Opportunities for Deeper Learning**</b>	The learning resource requires at least 3 of the deeper learning skills (as identified), and offers a range of cognitive demand that is appropriate and supportive of the material, with appropriate scaffolding and direction	The learning resource requires 1 or 2 of the deeper learning skills (as identified).	The learning resource requires 1 of the deeper learning skills (as identified), but is missing clear guidance on how to tap into the various aspects of deeper learning.	The learning resource appears to be designed to provide deeper learning opportunities, but is not instructionally useful as presented.	
	**Deeper Learning Skills: think critically and solve complex problems; work collaboratively; communicate effectively; learn how to learn; reason abstractly; construct viable arguments and critique the reasoning of others; apply discrete knowledge and skills to real-world situations; construct, use, or analyze models					

\* Additional rubrics such as the Tri-State Quality Review Rubric and Rating Process and the Revised Publishers' Criteria for the Common Core State Standards were reviewed and taken into consideration in developing the summary.

## NORTH CAROLINA Global Education Resource Requirements

(Adapted with permission from The Asia Society Graduation Performance System Rubrics)

North Carolina educators seeking the State Board of Education Global Educator Digital Badge (GEDB) designation will have demonstrated their ability in developing students' capacity and disposition to understand and act on issues of global significance through disciplinary and interdisciplinary study. In these regards, instructional materials should align to or support global standards by providing students with opportunities to investigate the world, understand perspectives from other cultures including their own, communicate their understanding of the global theme and perspectives, and explore or engage in problem---solving global challenges in global or local communities.

REQUIRED for all Global Ed Resources including the CAPSTONE projects. OPTIONAL for all other resources.		<b>3 = (Superior)</b>	<b>2 = (Strong)</b>	<b>1 = (Limited)</b>	<b>0 = (Very Weak)</b>	<b>N/A</b>
	<b>Opportunities for Global Education***</b>	Instructional materials include the 4 global competencies (as identified) and support building student global awareness through disciplinary or interdisciplinary study.	Instructional materials include 2 or 3 of the global competencies (as identified) and support building student global awareness through disciplinary or interdisciplinary study.	Instructional materials include 1 global competency (as identified) but is lacking guidance on how to build student global awareness through the competency.	Instructional materials have no opportunities for students to demonstrate global competence (as identified).	
	<p>***Opportunities for Global Education: investigate the world; recognize perspectives; communicate ideas; take action                      The four global competencies are from the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning.</p> <p>For more detailed explanation of the above required criteria per grade span and/or level, please reference <i>Global Educator Digital Badge Capstone Project: Global Awareness for Administrator and School/District Review</i>: <a href="http://www.ncpublicschools.org/global/edactions/item1--2">http://www.ncpublicschools.org/global/edactions/item1--2</a></p>					

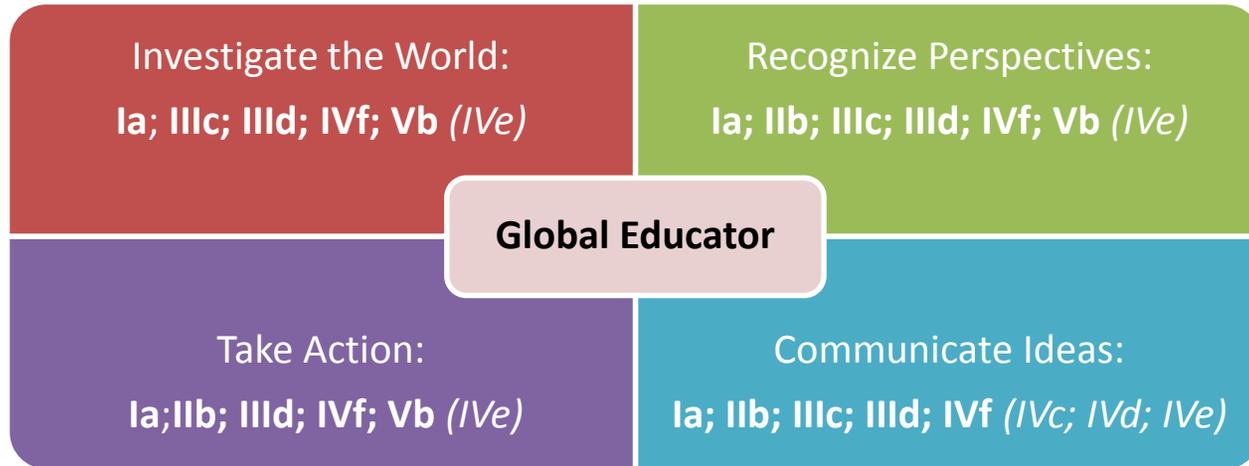
You must choose at least one of the following categories, dependent upon the type of resource.

		<b>3 = Superior</b>	<b>2 = Strong</b>	<b>1 = Limited</b>	<b>0 = Very Weak</b>	<b>N/A = Not Applicable</b>
<b>RESOURCE DEPENDENT</b>	<b>Quality of Explanation of the Subject Matter:</b> recommended for evaluation of text and articles, video and podcasts, lecture materials, learning modules	The learning resource: 1) clearly identifies the main ideas of the subject matter; 2) connects important associated concepts within the subject matter; 3) is comprehensive and does not need to be augmented with additional explanation or materials.	The learning resource explains the subject matter in a way that makes skills, procedures, concepts, and/or information understandable, but does not connect important associated concepts within the subject matter.	The learning resource explains the subject matter correctly, but in a limited way (i.e. explanations are not thorough).	The learning resource features explanations of the subject matter that are confusing or contain errors.	
	<b>Utility of Materials Designed to Support Teaching:</b> recommended for evaluation of lesson plans, unit plans, activities	The learning resource: 1) provides materials that are comprehensive and easy to understand and use; 2) includes suggestions for ways to use the materials with a variety of learners; 3) has all components included and core components function as intended and described; 4) facilitates the use of a mix of instructional approaches (only applicable to unit plans).	The learning resource provides materials that are comprehensive and easy to understand and use, but does not include suggestions for ways to use the materials with a variety of learners and/or some core components (e.g. directions) are underdeveloped.	The learning resource includes a useful instructional approach, but core components (e.g. directions) are missing and/or do not function as intended or described.	The learning resource is confusing, contains errors, is missing core components, or can be deemed as not useful for instruction.	

		<b>3 = Superior</b>	<b>2 = Strong</b>	<b>1 = Limited</b>	<b>0 = Very Weak</b>	<b>N/A = Not Applicable</b>
<b>RESOURCE DEPENDENT</b>	<b>Quality of Assessment:</b> recommended for evaluation of formal and informal assessments	The learning resource: 1) assesses all content and performance expectations of the identified standard, with the most important aspects of the expectations targeted; 2) has assessment modes (e.g. selected response, constructed response) that require students to demonstrate proficiency in the intended concept/skill; 3) has a level of difficulty that is a result of the complexity of the content and performance expectations and of the degree of cognitive demand, rather than a result of unrelated issues; 4) assesses nothing that is not included in the scope of the intended material.	The learning resource assesses all content and performance expectations of the identified standard, but assessment modes (e.g. selected response, constructed response) do not consistently offer the student opportunities to demonstrate proficiency in the intended concept/skill.	The learning resource only assesses some of the content and performance expectations of the identified standard, and/or fails to consistently offer the student opportunities to demonstrate proficiency in the intended concept/skill.	The learning resource features assessments that contain significant errors, do not assess important content and skills, are written in a way that is confusing to students, or are unsound for other reasons.	
	<b>Quality of Technological Interactivity:</b> recommended for learning resources designed with a technology--based interactive component	The learning resource: 1) is purposeful and directly related to learning; 2) is well---designed and easy to use; 3) appears to function as intended on the recommended platform; 4) is responsive to student input in a way that creates an individualized learning experience.	The learning resource is purposeful and directly related to learning, but does not provide an individualized learning experience. The learning resource is well---designed, easy to use, and functions as intended on the recommended platform.	The learning resource features an interactive element that does not relate to the subject matter and detracts from the learning experience (i.e. may increase motivation, but not provide strong support for understanding of subject matter).	The learning resource features an interactive element that is poorly conceived and/or executed.	

<b>RESOURCE DEPENDENT</b>		<b>3 = Superior</b>	<b>2 = Strong</b>	<b>1 = Limited</b>	<b>0 = Very Weak</b>	<b>N/A = Not Applicable</b>
	<b>Quality of Instructional and Practice Exercises:</b> recommended for learning resources designed for practice and strengthening of skills and knowledge	<p>The learning resource:</p> <ul style="list-style-type: none"> <li>1) offers more exercises than needed for the average student to facilitate mastery of the targeted skills;</li> <li>2) offers a variety of exercise types and/or the exercises are available in a variety of formats;</li> <li>3) is clearly written and supported by accurate answer keys.</li> </ul>	<p>The learning resource offers a sufficient number of well--written exercises to facilitate mastery of the targeted skills, and exercises are supported by answer keys, but there is little variety in exercise types or format.</p>	<p>The learning resource offers some exercises, but too few to facilitate mastery of the targeted skills. Exercises are not supported by answer keys, and there is no variety in exercise types and format.</p>	<p>The learning resource offers exercises that do not facilitate mastery of the targeted skills, contain errors, or are unsound for other reasons.</p>	

*Appendix J: GEDB Capstone Project Formative Assessment Guide*



North Carolina educators receiving the Badging designation will have demonstrated their ability in developing students' capacity and disposition to understand and act on issues of global significance through disciplinary and interdisciplinary study. Teaching for global competence occurs in the selection of curriculum content and instructional planning that enables students to meet learning standards, while at the same time providing students the chance to frame, analyze, communicate, and respond to issues of global significance. Global educators engage in activities that build students' global competence and ensure that they have the knowledge and skills to “investigate the world, recognize perspectives, communicate ideas, and take action.” (The Global Competence Task Force, formed and led by the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning.)

NC State Board of Education Policy: Global Educator Badge Criteria for Teachers (TCP-H-001)

A. A candidate for the Global Educator Digital Badge for Teachers must successfully complete both of the following:

- 1) Document goals to address global awareness elements within the North Carolina Professional Teaching Standards as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the
  - a) applicable global awareness elements (Ia, IIb, IIIc, IIIId, IVf, and Vb)\* in the North Carolina Professional Teaching Standards evaluation system;

*b) North Carolina Standard Course of Study for students.*

*2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the teacher's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.*

*B. A candidate for the Global Educator Digital Badge for Teachers must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.*

*C. A state level review team will make the final decision for recommendation for acceptance within Home Base.*

*D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the teacher's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.*

**The rubrics in this formative assessment guide align those of the NCEES rubrics for teachers. As other educators join this initiative, more guides and rubrics may be developed. Until that time, all educators may use these documents as a guideline. Here are the identified policy elements from the NCEES rubric:**

**Element Ia: Teachers lead in their classrooms.** *Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21<sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.*

**Element IIb: Teachers embrace diversity in the school community and in the world.** *Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.*

**Element IIIc: Teachers recognize the interconnectedness of content areas/disciplines.** *Teachers know the links and vertical alignment of the grade or subject*

*they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.*

**Element III d: Teachers make instruction relevant to students.** *Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy and health awareness.*

**Element IV f: Teachers help students work in teams and develop leadership qualities.** *Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.*

**Element V b: Teachers link professional growth to their professional goals.** *Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.*

*(Please note that additional elements from the NCEES rubric that may also be applicable to the indicators in this formative assessment guide have been noted in parentheses and italics).*

Please visit the North Carolina Educators Evaluation System wiki site for more information regarding the NCEES process at <http://ncees.ncdpi.wikispaces.net/NCEES+Wiki>

This Global Educator Guide contains a formative assessment for teachers that can be used for the unit lesson plans in a capstone project that:

- Align to the global awareness elements in the *NC Professional Teaching Standards* evaluation rubrics.
- Demonstrate mastery of learning with engaging activities that build students' global competence. In order to help educators understand what this might look like in their classroom, the guide utilizes the framework provided by the Asia Society Graduation Performance System that resulted from the collaborative work with the Council of Chief State School Officers and EdSteps. The resulting framework is being utilized nationwide by educators to develop an understanding of what it means to understand and act on issues of global significance. The framework provides insight to how the educator global awareness focus can be demonstrated in student learning. Educators should utilize this framework as a guide to help them develop their own capacity to understand how they are building student global competence. The State Board of Education Vision statement reflects this focus:

*“Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.”*

The formative assessment guidance and connections to NCEES can be used multiple times to guide individual reflection, discussion with a peer or mentor, feedback from a professional learning community, etc.

## Definitions:

The four categories reflected in the formative assessment guidance are from the collective work by The Global Competence Task Force, formed and led by the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning. The focus is on learning outcomes for students. Each category is defined as follows (from the Asia Society web page: <http://asiasociety.org/global-competence>):

**Investigate the World:** Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems—problems for which there may not be one right answer, but can be systematically engaged intellectually and emotionally. Their questions are globally significant, questions that address important phenomena and events that are relevant world wide - in their own community and in communities across the globe.

**Recognize Perspectives:** Globally competent students recognize that they have a particular perspective, and that others may or may not share it. They are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as contemporary events. They can compare and contrast their perspective with others, and integrate their own and others' viewpoints to construct a new one, when needed.

**Communicate Ideas:** Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors and that they may perceive different meanings from the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Because it is increasingly the world's common language for commerce and communication, globally competent students in the US and elsewhere are proficient in English as well as in at least one other world language. Communicating ideas occurs in a variety of culturally diverse settings, and especially within collaborative teams. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and participate in diverse groups, and work effectively toward a common goal.

Globally competent students are media and artistically savvy; they know how to choose and effectively use appropriate technology and media to communicate with diverse audiences, including through respectful online social networking. In short, they are technology and media literate within a global communications environment.

**Take Action:** What skills and knowledge will it take to go from learning about the world to making a difference in the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we didn't know we needed. Alone or with others, ethically and creatively, globally competent students can envision and weigh options for action based on evidence and insight; they can assess their potential impact, taking into account varied perspectives and potential consequences for others; and they show courage to act and reflect on their actions.

In order to provide teachers a tool to understand as a framework how they are in fact fostering global awareness in their students, quantifiable indicators used in the formative assessment rubrics are reflective of the percentages of students who are demonstrating global awareness. Teachers should use this guide to reflect on whether they are seeing evidence of global awareness demonstrated in their students. Then teachers should reflect on opportunities to strengthen student growth on these global awareness attributes as they develop their Capstone Projects. The indicators should be used as follows:

*Few:* Up to 25% of students show evidence of global awareness.

*Some:* Up to 50% of students show evidence of global awareness.

*Many:* Up to 75% of students show evidence of global awareness.

*All:* Up to 100% of students show evidence of global awareness.

The formative assessment rubrics are intended to guide individual reflection, discussion with a peer or mentor, and/or dialogues regarding feedback from a professional learning community, etc., as teachers go through the process of developing their Capstone Projects. Note that Element 1a from the NCEES rubric should be reflected in all of these indicators through evidence of the teacher's instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness. Therefore, this element is not highlighted in the following formative assessment guide.

**Formative Assessment for Global Educator (Grades K-5) – Investigate the World: Ia; IIIc; IIId; IVf; Vb (IVe)**

*Essential Question:* What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIIc; IIId: Vb</b> My students can identify a local, regional, and/or global issue. This means that they can tell if an issue is important to people in a specific part of the world.				
<b>IIb; IIId; (IVe)</b> My students can identify evidence from one source that addresses a global question. This means that they can find evidence that address a global question.				
<b>IIIc; IIId</b> My students can summarize evidence related to a global question. This means that they can describe the evidence in their own words.				
<b>IVf (IVe)</b> My students can adopt an existing position on a global question. This means that they can answer a global question with someone else’s ideas.				
<b>Teacher Reflection</b>          				

**Formative Assessment for Global Educator (Grades 6-8) – Investigate the World: Ia; IIIc; IIId; IVf; Vb (IVe)**

*Essential Question:* What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIIc; IIId; Vb</b> My students can identify and describe a local, regional, and/or global issue. This means that they can describe in their own words an issue of importance to people in a specific part of the world.				
<b>I Ib; III d; (IV e)</b> My students can identify evidence from a few international and domestic sources that addresses a global question. This means that they can find evidence that address a global question.				
<b>IIIc; III d</b> My students can analyze evidence related to a global question. This means that they can describe in their own words how their evidence relates to a global question.				
<b>IVf (IVe)</b> My students can develop a single-position on a global question. This means that they can give a response to a global question based on their own point of view.				
<b>Teacher Reflection</b>				

**Formative Assessment for Global Educator (Grades 9-12) – Investigate the World: Ia; IIIc; IIId; IVf; Vb (IVe)**

*Essential Question:* What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<p><b>IIIc; IIId: Vb</b> My students can identify and describe a local, regional, and/or global issue. This means that they can describe in their own words an issue that relates to a local, regional, or global situation.</p>				
<p>My students can frame questions about an issue. This means that they can create questions connected to their issue.</p>				
<p><b>IIb; IIId; (IVe)</b> My students can identify and weigh relevant evidence from international and domestic sources that addresses a global question. This means that they can use sources from different countries to locate and think about evidence that address a global question.</p>				
<p><b>IIIc; IIId</b> My students can analyze evidence related to a global question. This means that they can describe in their own words how their evidence relates to a global question.</p>				
<p>My students can integrate and evaluate evidence to construct a response to a global question. This means that they can respond to a global question in their own words. It also means that they can blend the critical evidence into their response in a clear, consistent, and logical way.</p>				
<p><b>IVf (IVe)</b> My students can develop a position that considers multiple perspectives and addresses counterarguments. This means that they can give a response to a global question that discusses the merits of at least two other points of view. It also means that they can discuss arguments against their position.</p>				
<p>My students can draw reasonable conclusions about their position. This means that they can understand some effects of their position.</p>				
<p><b>Teacher Reflection</b></p>				

**Formative Assessment for Global Educator (Grades K-5) – Recognize Perspectives –Ia; Iib; IVf; Vb (IVe)**

*Essential Question:* What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>Iib</b> My students can describe their personal perspective on a situation, event, issue, or thing. This means that they can describe in their own words how they react to a situation, event, issue, or thing.				
<b>Iib; IVf</b> My students can recognize that other people may have different perspectives. This means that they know that other people may have different thoughts than they do.				
<b>Iib; IVf</b> My students can recognize that perspectives influence people’s reactions. This means that they know that behavior is influenced by what a person believes.				
<b>Iib; IVf; Vb (IVe)</b> My students can understand that their own perspective may affect how they interpret or communicate situations, events, issues or phenomena. This means that they know that their perspective affects how they think about something.				
<b>Teacher Reflection</b>				

**Formative Assessment for Global Educator (Grades 6-8) – Recognize Perspectives –Ia; IIb; IVf; Vb (IVe)**

*Essential Question:* What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb</b> My students can describe their personal perspective on a situation, event, issue, or thing. This means that they can describe in their own words how they react to a situation, event, issue, or thing.				
<b>IIb; IVf</b> My students can identify the perspectives of others. This means that they recognize the perspectives of other people, groups, or ways of thinking.				
<b>IIb; IVf</b> My students can identify how perspectives influence people’s interpretations and reactions. This means that they know when behavior is influenced by a person’s perspective.				
<b>IIb; IVf; Vb (IVe)</b> My students can use their perspective to interpret situations, events, issues, or phenomena. This means that they can describe a situation, event, issue, or thing from their own perspective.				
<b>My students can communicate information about a situation, event, issue, or thing to others based on their own perspectives. This means that they can communicate their perspective to another person.</b>				
<b>Teacher Reflection</b>				

### Formative Assessment for Global Educator (Grades 9-12) – Recognize Perspectives –Ia; IIb; IVf; Vb (*IVe*)

*Essential Question:* What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb</b> My students can defend their personal perspective on a situation, event, issue, or thing. This means that they can use evidence to support how they react to a situation, event, issue, or thing.				
My students can identify influences on their perspective. This means that they can describe what ideas or information help form their thinking.				
<b>IIb; IVf</b> My students can explain the perspectives of others. This means that they can explain in detail and in their own words the perspectives of other people, groups, or ways of thinking.				
My students can identify possible influences on these perspectives. This means that they can describe what ideas or information help form another person's thinking.				
<b>IIb; IVf</b> My students can explain how perspectives influence interaction and understanding. This means that they can describe how and when perspective influences behavior.				
<b>IIb; IVf; Vb (<i>IVe</i>)</b> My students can interpret situations, events, issues, or phenomena from many perspectives. This means that they can describe a situation, event, issue, or thing from many perspectives.				
My students can communicate information about a situation, event, issue, or thing to many different people with different perspectives. This means that they can communicate to several people while keeping their unique perspectives in mind. It also means that they can avoid offending these people while communicating.				
<b>Teacher Reflection</b>				

**Formative Assessment for Global Educator (Grades K-5) – Communicate Ideas –Ia; IIb; IIIc; IIIId;; IVf (IVc; IVd; IVe)**

*Essential Question:* What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb; IIIc; IIIId</b> My students can identify the expectations and perspectives of an audience. This means that they can describe in their own words what an audience is expecting.				
<b>IIIc; IVf (IVc)</b> My students can use verbal and non-verbal communication strategies with some success. This means that they can usually use text and spoken communication strategies, as well as action- and image based strategies, to communicate.  My students can use verbal and non-verbal communication strategies to collaborate with some success. This means that they can usually use text and spoken strategies to collaborate.				
<b>IIb; IIIId; IVf;( IVd)</b> My students can use appropriate technology, media, and/or world languages to communicate with some success. This means that they can usually use the appropriate resources to communicate well with different people.				
<b>IIb; IIIc; IIIId;( IVe)</b> My students can identify an audience’s reaction to my communication. This means that they can think about and describe the audience’s response to their message in their own words.				
<b>Teacher Reflection</b>				

**Formative Assessment for Global Educator (Grades 6-8) – Communicate Ideas –Ia; IIb; IIIc; IIIId;; IVf (IVc; IVd; IVe)**

*Essential Question:* What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb; IIIc; IIIId</b> My students can identify the expectations and perspectives of diverse audiences. This means that they can describe in their own words the expectations and perspectives of different audiences for a specific message.				
<b>IIIc; IVf (IVc)</b> My students can use verbal and non-verbal communication strategies successfully. This means that they can use appropriate text and spoken communication strategies, as well as appropriate action- and image- based strategies, to communicate successfully.				
My students can use verbal and non-verbal communication strategies to collaborate successfully. This means that they can use appropriate text and spoken strategies to collaborate successfully.				
<b>IIb; IIIId; IVf;( IVd)</b> My students can use appropriate technology, media, and/or world languages to communicate successfully. This means that they can use the appropriate resources to communicate well with different people.				
<b>IIb; IIIc; IIIId;( IVe)</b> My students can identify an audience’s reaction to their communication. This means that they can think about and describe the audience’s response to their message in their own words.				
My students can begin to revise their choices of message, strategies, and resources based on audience feedback. This means that they can use feedback to make a few changes to how they communicated their message.				
<b>Teacher Reflection</b>				

**Formative Assessment for Global Educator (Grades 9-12) – Communicate Ideas –Ia; IIb; IIIc; IIId;; IVf (IVc; IVd; IVe)**

*Essential Question:* What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb; IIIc; IIId</b> <b>My students can identify the expectations and perspectives of diverse audiences. This means that they can describe in their own words the expectations and perspectives of different audiences for a specific message.</b>				
<b>My students can meet the needs of an audience. This means that they can communicate in ways that meet the audience’s needs.</b>				
<b>IIIc; IVf (IVc)</b> <b>My students can select verbal and non-verbal communication strategies successfully. This means that they can choose appropriate text and spoken communication strategies, as well as action- and image-based strategies, to communicate successfully.</b>				
<b>My students can select verbal and non-verbal communication strategies to collaborate successfully. This means that they can choose appropriate text and spoken strategies to collaborate successfully.</b>				
<b>My students can describe how they selected those strategies to meet the needs of the audience or collaborators. This means that they can describe the reasons why these strategies helped them communicate or collaborate.</b>				
<b>My students can describe how they applied those strategies to meet the needs of the audience or collaborators. This means that they can describe how they were able to use these strategies to communicate or collaborate.</b>				

Formative Assessment for Global Educators (Grades 9-12) – Communicate Ideas continues on the next page . . .

**Formative Assessment for Global Educator (Grades 9-12) – Communicate Ideas continued...**

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb; IIIId; IVf; (IVd)</b> <b>My students can select appropriate technology, media, and/or world languages to communicate successfully. This means that they can choose the appropriate resources to communicate well with different people.</b>  <b>My students can select appropriate technology, media, and/or world languages to collaborate successfully. This means that they can choose appropriate resources to collaborate well with different people.</b>  <b>My students can apply appropriate technology, media, and/or world languages to communicate successfully. This means that they use these resources to communicate in a strong way with different people.</b>  <b>My students can apply appropriate technology, media, and/or world languages to collaborate successfully. This means that they use these resources to collaborate in a strong way with different people.</b>				
<b>IIb; IIIc; IIIId; (IVe)</b> <b>My students can identify an audience’s reaction to their communication. This means that they can think about and describe in their own words how an audience responded to their message.</b>  <b>My students can revise their choices of message, strategies, and resources based on impact of the communication. This means that they can change how they communicated their message based on how well the audience understood their message.</b>				
<b>Teacher Reflection</b>				

**Formative Assessment for Global Educators (Grades K-5) –Take Action- Ia; Ib; IIIc; IVf; Vb (IVe)**

*Essential Question:* What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb; IIIc; IVf; Vb</b> My students can recognize the need to improve conditions. This means that they know when there is a need to take action for change.				
<b>IIIc; (IVe)</b> My students can plan actions to improve conditions. This means that they can present a basic plan for taking an action to improve conditions. It also means that the plan addresses the potential for success.				
<b>IIb; IIIc; IVf; Vb (IVe)</b> My students can identify when taking an action may improve conditions locally, regionally, or globally. This means that they can see when there is a chance to improve conditions in different places. This also means that this action may be done on their own or with a team.				
<b>(IVe)</b> My students can reflect on parts of their actions to improve conditions. This means that they can describe how successful they were in bringing about improvements.				
<b>My students can reflect on parts of their advocacy for improvement in conditions. This means that they can describe in part how successful they were in arguing for improvement in conditions.</b>				
<b>Teacher Reflection</b>				

**Formative Assessment for Global Educators (Grades 6-8) –Take Action- Ia; IIb; IIIId; IVf; Vb (IVe)**

*Essential Question:* What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb; IIIId; IVf; Vb</b> My students can identify opportunities for individuals to improve a situation, event, issue, or thing. This means they can find an existing opportunity to improve conditions.				
<b>IIIId; (IVe)</b> My students can plan actions to improve conditions. This means that they can present a detailed plan for taking action to improve conditions. It also means that the plan addresses the potential for success.				
<b>IIb; IIIId; IVf; Vb (IVe)</b> My students can act individually to improve local, regional, and/or global conditions in responsible ways. This means that they can act to improve conditions in different parts of the world.				
	<b>My students can act collaboratively to improve conditions. This means that, with the help of others, they can act to improve conditions in different parts of the world.</b>			
<b>(IVe)</b> My students can reflect on their actions to improve conditions. This means that they can describe how successful they were in bringing about improvements.				
	<b>My students can reflect on their advocacy for improvement in conditions. This means that they can describe how successful they were in arguing for improvement in conditions.</b>			
<b>Teacher Reflection</b>				

**Formative Assessment for Global Educators (Grades 9-12) –Take Action- Ia; Iib; IIId; IVf; Vb (IVe)**

*Essential Question:* What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

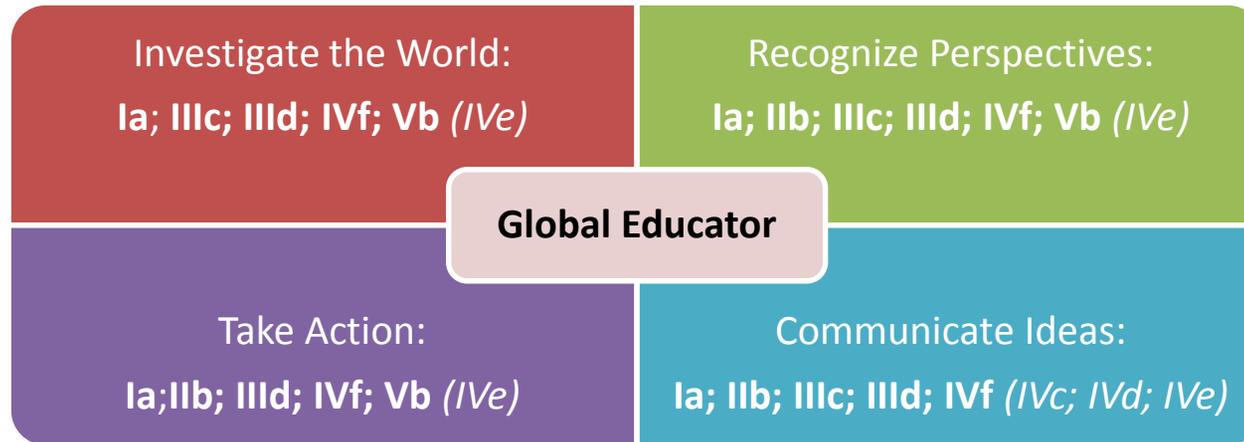
	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb; IIId; IVf; Vb</b> <b>My students can identify individuals from across disciplines and industries to collaborate with. This means that they can find people from different backgrounds to collaborate with.</b>  <b>My students can create opportunities for individual or collaborative action to improve conditions. This means that they can create an opportunity for individuals or teams to improve a situation, event, issue, or thing.</b>				
<b>IIId; (IVe)</b> <b>My students can assess options to improve conditions. This means that they can describe in their own words the advantages and disadvantages of various actions to improve conditions.</b>  <b>My students can plan actions to improve conditions. This means they can present a detailed plan for taking action to improve conditions. It also means that the plan addresses the potential for success.</b>  <b>My students can evaluate previous plans, perspectives, and consequences. This means that they can think about the various factors that will determine the success of their plan.</b>				

**Formative Assessment for Global Educator (Grades 9-12) – Take Action continues on the next page . . .**

**Formative Assessment for Global Educators (Grades 9-12) – Take Action continued...**

	Few (Up to 25%)	Some (Up to 50%)	Many (Up to 75%)	All (Up to 100%)
<b>IIb; IIId; IVf; Vb (IVe)</b> My students can act individually to improve local, regional, and/or global conditions in creative and responsible ways. This means that they can act to improve conditions in different parts of the world. This also means that their actions are responsible and often different than others' actions.  My students can act collaboratively to improve conditions in creative and responsible ways. This means that, with the help of others, they can act to improve conditions in different parts of the world. This also means that their actions are responsible and often different than others' actions.  My students can assess the impact of the action. This means that they can determine if an action was successful or should be revised.				
<b>(IVe)</b> My students can reflect on their actions to improve conditions. This means that they can describe in their own words how successful they were in bringing about improvements to different conditions around the world.  My students can reflect on their advocacy for improvement in conditions. This means that they can describe in their own words how successful they were in arguing for the improvement in local, regional, and/or global conditions.  My students can also describe how their actions or advocacy will affect future change. This means they can describe the parts of their action or advocacy that may lead to other actions or advocacies.				
<b>Teacher Reflection</b>          				

*Appendix K: GEDB Capstone Project Global Awareness Summative Assessment Guide*



North Carolina educators receiving the Badging designation will have demonstrated their ability in developing students’ capacity and disposition to understand and act on issues of global significance through disciplinary and interdisciplinary study. Teaching for global competence occurs in the selection of curriculum content and instructional planning that enables students to meet learning standards, while at the same time providing students the chance to frame, analyze, communicate, and respond to issues of global significance. Global educators engage in activities that build students’ global competence and ensure that they have the knowledge and skills to “investigate the world, recognize perspectives, communicate ideas, and take action.” (The Global Competence Task Force, formed and led by the Council of Chief State School Officers’ EdSteps Initiative and the Asia Society Partnership for Global Learning.)

NC State Board of Education Policy: Global Educator Badge Criteria for Teachers (TCP-H-001)

*A. A candidate for the Global Educator Digital Badge for Teachers must successfully complete both of the following:*

*1) Document goals to address global awareness elements within the North Carolina Professional Teaching Standards as part of the annual professional development plan. The plan will outline any professional development to be completed to address the goals. These goals must be aligned to the*

*a) applicable global awareness elements (Ia, IIb, IIIc, IIIId, IVf, and Vb)\* in the North Carolina Professional Teaching Standards evaluation system;*

*b) North Carolina Standard Course of Study for students.*

*2) Complete a minimum of 100 hours or 10.0 continuing education units (CEUs) of global education professional development and a Capstone Project related to the teacher's global education goals within two years of the documented professional development plan. The Capstone Project must demonstrate the educator's ability to embed opportunities for students to frame, analyze, communicate and respond to issues of global significance through instructional practices that meet the content standards and foster students' global awareness. Global education professional development hours may count towards regular license renewal requirements as general renewal credits. The Capstone Project will include evidence that the teacher's practice leads to increased student competence in this area. The 100 hours or 10.0 CEUs and the Capstone Project are both overseen by the LEA.*

*B. A candidate for the Global Educator Digital Badge for Teachers must complete the Capstone Project and pass the Home Base/Schoolnet review process at the school, district, and state-level to ensure that the Capstone Project exemplifies a strong professional resource for teachers.*

*C. A state level review team will make the final decision for recommendation for acceptance within Home Base.*

*D. Upon the acceptance of the Capstone Project within Home Base/Schoolnet, the teacher's Global Educator Digital Badge designation will be documented in the Home Base Educator's Professional Development Profile.*

**\*Here are the identified policy elements from the NCEES rubric:**

**Element Ia: Teachers lead in their classrooms.** *Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21<sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.*

**Element IIb: Teachers embrace diversity in the school community and in the world.** *Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.*

**Element IIIc: Teachers recognize the interconnectedness of content areas/disciplines.** *Teachers know the links and vertical alignment of the grade or subject*

*they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.*

**Element III d: Teachers make instruction relevant to students.** *Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy and health awareness.*

**Element IV f: Teachers help students work in teams and develop leadership qualities.** *Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.*

**Element V b: Teachers link professional growth to their professional goals.** *Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.*

*(Please note that additional elements from the NCEES rubric for teachers that may also be applicable to the indicators in this evaluation guide have been noted in parentheses and italics).*

Please visit the North Carolina Educators Evaluation System wiki site for more information regarding the NCEES process at <http://ncees.ncdpi.wikispaces.net/NCEES+Wiki>

This Global Educator Guide contains an evaluation rubric for the unit lesson plans in a capstone project that:

- Align to the global awareness elements in the *NC Professional Teaching Standards* evaluation rubrics.
- Demonstrate mastery of learning with engaging activities that build students' global competence. In order to help educators understand what this might look like in their classroom, the guide utilizes the framework provided by the Asia Society Graduation Performance System that resulted from the collaborative work with the Council of Chief State School Officers and Ed Steps. The resulting framework is being utilized nationwide by educators to develop an understanding of what it means to *understand and act on issues of global significance*. The framework provides insight to how the educator global awareness focus can be demonstrated in student learning. Educators should utilize this framework as a guide to help them develop their own capacity to understand how they are building student global competence. The State Board of Education Mission statement reflects this focus:

*“Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.”*

# **Global Educator Digital Badge Capstone Project:**

## **Global Awareness for Administrator and School/District Review**

**Grades  
K - 12**

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

### Definitions:

The four capacities/competencies reflected in the evaluation guidance are from the collective work by The Global Competence Task Force, formed and led by the Council of Chief State School Officers' EdSteps Initiative and the Asia Society Partnership for Global Learning. The focus is on learning outcomes for students. Each category is defined as follows (from Asia Society web page: <http://asiasociety.org/global-competence>):

**Investigate the World:** Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems—problems for which there may not be one right answer, but can be systematically engaged intellectually and emotionally. Their questions are globally significant, questions that address important phenomena and events that are relevant world wide - in their own community and in communities across the globe.

**Recognize Perspectives:** Globally competent students recognize that they have a particular perspective, and that others may or may not share it. They are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as contemporary events. They can compare and contrast their perspective with others, and integrate their own and others' viewpoints to construct a new one, when needed.

**Communicate Ideas:** Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors and that they may perceive different meanings from the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Because it is increasingly the world's common language for commerce and communication, globally competent students in the US and elsewhere are proficient in English as well as in at least one other world language. Communicating ideas occurs in a variety of culturally diverse settings, and especially within collaborative teams. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and participate in diverse groups, and work effectively toward a common goal. Globally competent students are media and artistically savvy; they know how to choose and effectively use appropriate technology and media to communicate with diverse audiences, including through respectful online social networking. In short, they are technology and media literate within a global communications environment.

**Take Action:** What skills and knowledge will it take to go from learning about the world to making a difference in the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we didn't know we needed. Alone or with others, ethically and creatively, globally competent students can envision and weigh options for action based on evidence and insight; they can assess their potential impact, taking into account varied perspectives and potential consequences for others; and they show courage to act and reflect on their actions.

# **Global Educator Digital Badge Capstone Project:**

## **Global Awareness for Administrator and School/District Review**

**Grades  
K - 12**

The Capstone evaluation guidance provides grade level benchmark outcomes within each of the four capacities/competencies of investigate the world, recognize perspectives, communicate ideas, and take action. Under each of the competency/capacity headers you will find a K-5, 6-8 and 9-12 outcomes guidance. These grade-level outcomes are reflective of what students should be able to do as they are developing their global awareness capacities. These are guidelines for global citizenship and not necessarily content specific. Additional content specific resources are available at [www.ncpublicschools.org/globaled](http://www.ncpublicschools.org/globaled).

This evaluation guide was developed to provide additional guidance to the Global Education Requirements for the Capstone Projects for inclusion in Home Base as found on the [NC Summary Rubric \(http://www.ncpublicschools.org/homebase/content/rubric/\)](http://www.ncpublicschools.org/homebase/content/rubric/), which also includes the requirements for standards alignment and depth of learning.

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

**Grades  
K - 12**

### Student Global Awareness Rubric (Grades K-5)– Investigate the World: Ia; IIIc; IIId; IVf; Vb (*IVe*)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grades K-1	Grades 2-3	Grade 4	Grade 5
<b>IIIc; IIId</b>	Restate some elements of a locally or regionally focused issue, but need assistance to do so.	Summarize a local or regional issue and begin to make connections to its global significance.	Identify a local, regional, or global issue.	<b>Identify and describe a local, regional, or global issue.</b>
<b>IIf; IIIc; (IVe)</b>	Begin to examine evidence when given a single source, but need assistance to do so.	Use a single provided source to examine evidence that addresses a previously-identified local or regional question.	Use a single source to identify evidence that addresses a global question.	<b>Use few international or domestic sources to identify evidence that addresses a global question.</b>
<b>IIIc; IIId</b>	Restate some evidence to address a local, regional, or global question, but need assistance to do so.	Restate or begin to summarize evidence to address a local, regional, or global question.	Summarize evidence to address a global question.	<b>Analyze evidence to address a global question.</b>
<b>IVf; (IVe)</b>	<b>Begin to adopt elements of an existing position in response to a global question, but need assistance to do so.</b>	<b>Adopt some elements of an existing position in response to a global question.</b>	<b>Adopt an existing position in response to a global question.</b>	<b>Develop a single-perspective position in response to a global question.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

**Grades  
K - 12**

### Student Global Awareness Rubric (Grades 6-8) – Investigate the World- Ia; IIIc; IIId; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grade 6 – 1 <sup>st</sup> Semester	Grade 6 – 2 <sup>nd</sup> Semester	Grade 7	Grade 8
<b>IIIc; IIId</b>	Summarize a local or regional issue and begin to make connections to its global significance.	Identify a local, regional, or global issue.	Identify and describe a local, regional, or global issue.	<b>Identify and describe a local, regional, or global issue and explore relevant questions about it.</b>
<b>IIb; IIIc; (IVe)</b>	Use a single provided source to examine evidence that addresses a previously-identified local or regional question.	Use a single source to identify evidence that addresses a global question.	Use few international or domestic sources to identify evidence that addresses a global question.	<b>Use multiple international and domestic sources to identify relevant evidence that addresses a global question.</b>
<b>IIIc; IIId</b>	Restate or begin to summarize evidence to address a local, regional, or global question.	Summarize evidence to address a global question.	Analyze evidence to address a global question.	<b>Analyze and integrate evidence collected to construct a response to a global question.</b>
<b>IVf; (IVe)</b>	<b>Adopt some elements of an existing position in response to a global question.</b>	<b>Adopt an existing position in response to a global question.</b>	<b>Develop a single-perspective position in response to a global question.</b>	<b>Develop a position that considers multiple perspectives in response to a global question.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

**Grades  
K - 12**

### Student Global Awareness Rubric (Grades 9-12) – Investigate the World- Ia; IIIc; IIId; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grade 9	Grade 10	Grade 11	Grade 12
<b>IIIc; IIId</b>	Identify and describe a local, regional, or global issue.	Identify and describe a local, regional, or global issue and explore relevant questions about it.	Identify, describe, and frame questions about an issue and explain how that issue is local, regional, and/or global.	<b>Identify, describe, and frame original questions about an issue and articulate how that issue is local, regional, and/or global.</b>
<b>IIb; IIIc; (IVe)</b>	Use few international or domestic sources to identify evidence that addresses a global question.	Use multiple international and domestic sources to identify relevant evidence that addresses a global question.	Use a variety of international and domestic sources to identify and weigh relevant evidence that addresses a global question.	<b>Use a variety of international and domestic sources to analyze, evaluate, and select evidence that addresses a global question.</b>
<b>IIIc; IIId</b>	Analyze evidence to address a global question.	Analyze and integrate evidence collected to construct a response to a global question.	Analyze, integrate, and evaluate evidence to formulate a coherent response to a global question.	<b>Analyze, integrate, and evaluate evidence to formulate a coherent and original response to a global question.</b>
<b>IVf; (IVe)</b>	<b>Develop a single-perspective position in response to a global question.</b>	<b>Develop a position that considers multiple perspectives in response to a global question.</b>	<b>Develop a position that considers multiple perspectives, addresses counter arguments, and draws reasonable conclusions in response to a global question.</b>	<b>Develop a position that considers multiple perspectives, addresses focused counter arguments, and draws defensible and original conclusions in response to a global question.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

### Student Global Awareness Rubric (Grades K-5) – Recognize Perspectives- Ia; I Ib; IVf; Vb (*IVe*)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

**Students are able to:**

	Grades K-1	Grades 2-3	Grade 4	Grade 5
<b>I Ib</b>	Begin to identify some elements of their own perspective on situations, events, or phenomena, but need assistance to do so.	Begin to identify their own perspective on situations, events, or phenomena.	Describe personal perspectives on situations, events, issues, or phenomena.	<b>Describe personal perspectives clearly on situations, events, issues, or phenomena.</b>
<b>I Ib; IVf</b>	Restate or begin to summarize the perspectives of other people, groups, or schools of thought, which are similar to their own, but need assistance to do so.	Summarize the perspectives of other people, groups, or schools of thought, which may be different from their own.	Recognize that other people, groups, or schools of thought have a perspective different from their own.	<b>Identify the perspectives of other people, groups, or schools of thought.</b>
<b>I Ib; IVf</b>	Restate or begin to summarize different people’s reactions to situations, events, issues, or phenomena, but need assistance to do so.	Summarize different people’s reactions to situations, events, issues, or phenomena.	Recognize that perspectives affect how people react to different situations, events, issues, or phenomena.	<b>Identify how perspectives affect how people react to different situations, events, issues, or phenomena.</b>
<b>I Ib; IVf; Vb (<i>IVe</i>)</b>	<b>Begin to identify the role their own perspective plays in interpreting information about situations, events, issues, or phenomena, but need assistance to do so.</b>	<b>Identify the role their own perspective plays in interpreting information about situations, events, issues, or phenomena.</b>	<b>Identify the role their own perspective plays in interpreting or communicating information about situations, events, issues, or phenomena.</b>	<b>Use an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

**Grades  
K - 12**

### Student Global Awareness Rubric (Grade 6-8) – Recognize Perspectives- Ia; Iib; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

**Students are able to:**

	Grade 6 – 1 <sup>st</sup> Semester	Grade 6 – 2 <sup>nd</sup> Semester	Grade 7	Grade 8
<b>Iib</b>	Begin to identify their own perspective on situations, events, or phenomena.	Describe personal perspectives on situations, events, issues, or phenomena.	Describe personal perspectives clearly on situations, events, issues, or phenomena.	<b>Defend personal perspectives on situations, events, issues, or phenomena.</b>
<b>Iib; IVf</b>	Summarize the perspectives of other people, groups, or schools of thought, which may be different from their own.	Recognize that other people, groups, or schools of thought have a perspective different from their own.	Identify the perspectives of other people, groups, or schools of thought.	<b>Identify and describe the perspectives of other people, groups, or schools of thought.</b>
<b>Iib; IVf</b>	Summarize different people’s reactions to situations, events, issues, or phenomena.	Recognize that perspectives affect how people react to different situations, events, issues, or phenomena.	Identify how perspectives affect how people react to different situations, events, issues, or phenomena.	<b>Identify and describe how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.</b>
<b>Iib; IVf; Vb (IVe)</b>	<b>Identify the role their own perspective plays in interpreting information about situations, events, issues, or phenomena.</b>	<b>Identify the role their own perspective plays in interpreting or communicating information about situations, events, issues, or phenomena.</b>	<b>Use an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.</b>	<b>Draw on an understanding of more than one perspective and/ or context in interpreting and communicating information about situations, events, issues, or phenomena.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

**Grades  
K - 12**

### Student Global Awareness Rubric (Grades 9-12) – Recognize Perspectives- Ia; Iib; IVf; Vb (*IVe*)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

**Students are able to:**

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Iib</b>	Describe personal perspective clearly on situations, events, issues, or phenomena.	Defend personal perspective on situations, events, issues, or phenomena.	Defend personal perspective clearly on situations, events, issues, or phenomena and describe influences on that perspective.	<b>Defend personal perspective clearly, fully, and possibly elegantly on situations, events, issues, or phenomena and explain in detail how various influences affect that perspective.</b>
<b>Iib; IVf</b>	Identify the perspectives of other people, groups, or schools of thought.	Identify and describe the perspectives of other people, groups, or schools of thought.	Explain the perspectives of other people, groups, or schools of thought and identify possible influences on those perspectives, including access to information and resources.	<b>Articulate the perspectives of other people, groups, or schools of thought and explain what affects those perspectives, including access to information and resources.</b>
<b>Iib; IVf</b>	Identify how perspectives affect how people react to different situations, events, issues, or phenomena.	Identify and describe how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.	Explain how perspectives influence human interactions, affecting people’s understandings of situations, events, issues, or phenomena.	<b>Articulate how various perspectives influence human interactions and how this affects people’s understandings of situations, events, issues, or phenomena.</b>
<b>Iib; IVf; Vb (<i>IVe</i>)</b>	<b>Use an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.</b>	<b>Draw on an understanding of more than one perspective and/ or context in interpreting and communicating information about situations, events,</b>	<b>Apply an understanding of multiple perspectives and/or contexts in interpreting and communicating information about situations, events, issues, or phenomena.</b>	<b>Integrate an understanding of multiple perspectives and contexts in interpreting and communicating information about situations, events, issues, or phenomena.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

**Grades  
K - 12**

### Student Global Awareness Rubric (Grades K-5) – Communicate Ideas –Ia; IIb; IIIc; IIId;; IVf (IVc; IVd; IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grades K-1	Grades 2-3	Grade 4	Grade 5
IIb; IIIc; III d	Begin to identify some of the expectations of an audience, but need assistance to do so.	Identify some of the expectations and/or perspectives of an audience.	Identify the general expectations and perspectives of an audience.	<b>Identify the expectations and perspectives of diverse audiences.</b>
IIIc; IVf (IVc)	Begin to communicate and collaborate using verbal or non-verbal strategies with limited effectiveness, but need assistance to do so.	Begin to communicate and collaborate with some effectiveness using verbal or non-verbal strategies.	Communicate and collaborate with some effectiveness using both verbal and non-verbal strategies.	<b>Communicate and collaborate effectively using appropriate verbal and non- verbal strategies.</b>
IIb; III d; IVf; (IVd)	Begin to use appropriate resources, such as technology, media, and/or world languages, to communicate with similar individuals and groups, but	Use appropriate resources, such as technology, media, and/or world languages, to communicate with similar individuals and groups.	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals or groups with some success.	<b>Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.</b>
IIb; IIIc; III d;( IVe)	<b>Begin to reflect on some audience response and/or feedback, but need assistance to do so.</b>	<b>Begin to reflect on audience response and/or feedback.</b>	<b>Reflect on audience response and/or feedback.</b>	<b>Reflect on audience response and/or feedback and begin to revise communication choices: message, strategies, and/or</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

Grades  
K - 12

### Student Global Awareness Rubric (Grades 6-8) – Communicate Ideas- Ia; IIb; IIIc; IIIId; IVf (IVc; IVd; IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grade 6 – 1 <sup>st</sup> Semester	Grade 6 – 2 <sup>nd</sup> Semester	Grade 7	Grade 8
IIb; IIIc; IIIId	Identify some of the expectations and/or perspectives of an audience.	Identify the general expectations and perspectives of an audience.	Identify the expectations and perspectives of diverse audiences.	Identify the expectations and perspectives of diverse audiences and apply that understanding to address
IIIc; IVf (IVc)	Begin to communicate and collaborate with some effectiveness using verbal or non-verbal strategies.	Communicate and collaborate with some effectiveness using both verbal and non-verbal strategies	Communicate and collaborate effectively using appropriate verbal and non-verbal strategies.	Communicate and collaborate effectively by selecting appropriate verbal and non-verbal strategies.
IIb; IIIId; IVf; (IVd)	Use appropriate resources, such as technology, media, and/or world languages, to communicate with similar individuals and groups.	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals or groups with some success	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.	Use appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate successfully with diverse individuals and
IIb; IIIc; IIIId; (IVe)	<b>Begin to reflect on audience response and/or feedback.</b>	<b>Reflect on audience response and/or feedback.</b>	<b>Reflect on audience response and/or feedback and begin to revise communication choices: message, strategies, and/or</b>	<b>Reflect on audience response and/or feedback and revise communication choices: message, strategies, and/or resources.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

**Grades  
K - 12**

### Student Global Awareness Rubric (Grades 9-12) – Communicate Ideas- Ia; IIb; IIIc; IIId;; IVf (IVc; IVd; IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grade 9	Grade 10	Grade 11	Grade 12
IIb; IIIc; IIId	Identify the expectations and perspectives of diverse audiences.	Identify the expectations and perspectives of diverse audiences and apply that understanding to address the audience’s needs.	Identify and understand the expectations and perspectives of diverse audiences and apply that understanding to meet the audience’s needs.	<b>Identify and understand the unique expectations and perspectives of diverse audiences and apply that understanding to fulfill the</b>
IIIc; IVf (IVc)	Communicate and collaborate effectively using appropriate verbal and non- verbal strategies.	Communicate and collaborate effectively by selecting appropriate verbal and non-verbal strategies.	Communicate and collaborate effectively using appropriate verbal and non-verbal strategies; describe how strategies are selected and applied to meet the needs of the audience or collaborators.	<b>Communicate and collaborate expertly using appropriate verbal and non- verbal strategies and describe how the communication and collaboration were tailored to meet the needs of the audience</b>
IIb; IIIc; IVf;( IVd)	Use appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.	Use appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate successfully with diverse individuals and groups.	Select and apply appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate effectively with diverse individuals and groups.	<b>Select and adapt appropriate resources, such as technology, media and/or world languages, for a specific audience to communicate and collaborate expertly with diverse individuals and groups.</b>
IIb; IIIc; IIIc;( IVe)	<b>Reflect on audience response and/or feedback and begin to revise communication choices: message, strategies, and/or resources.</b>	<b>Reflect on audience response and/or feedback and revise communication choices: message, strategies, and/or resources.</b>	<b>Reflect on audience response and/or feedback and revise communication choices – message, strategies, and/or resources – based on the impact of communication.</b>	<b>Reflect on audience response and/or feedback and revise communication choices based on evaluation of how message, strategies, and resources impact the effectiveness of communication.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

### Student Global Awareness Rubric (Grades K-5) – Take Action – Ia; IIb; IIIc; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grades K-1	Grades 2-3	Grade 4	Grade 5
IIb; IIIc; IVf; Vb	Summarize how others have identified the need for improvement of a situation, event, issue, or phenomena, but need assistance to do so.	Begin to recognize the need for improvement of a situation, event, issue, or phenomena.	Recognize the need for improvement of a situation, event, issue, or phenomena.	<b>Identify opportunities for individual action to address a situation, event, issue or phenomena.</b>
IIIc; (IVe)	Recognize the need to develop a viable, manageable, and responsible plan of action, but need significant assistance to do so.	Outline a viable, manageable, and responsible plan of action, but need assistance to implement actions.	Identify a plan of action supported by the mathematics that is somewhat viable, manageable, and/or responsible that is somewhat consistent with the argument, conclusion, or decision	<b>Identify a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible that is related to the conclusion, argument, or decision.</b>
IIb; IIIc; IVf; Vb (IVe)	Begin to plan actions, but without the perceived potential for impact and need assistance to do so.	Begin to plan actions based on the perceived potential for impact.	Plan actions based on the perceived potential for impact.	<b>Plan actions based on evidence and the perceived potential for impact.</b>
(IVe)	<b>Begin to reflect on some elements of others' actions and advocacy for improvement, but need assistance to do so.</b>	<b>Begin to reflect on some elements of own actions and advocacy for improvement.</b>	<b>Reflect on some elements of own actions and advocacy for improvement.</b>	<b>Reflect on the whole of own actions and advocacy for improvement.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

**Grades  
K - 12**

### Student Global Awareness Rubric (Grades 6-8) – Take Action- Ia; Iib; IIId; IVf; Vb (IVe)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grade 6 – 1 <sup>st</sup> Semester	Grade 6 – 2 <sup>nd</sup> Semester	Grade 7	Grade 8
<b>Iib; IIId; IVf; Vb</b>	Begin to recognize the need for improvement of a situation, event, issue, or phenomena.	Recognize the need for improvement of a situation, event, issue, or phenomena.	Identify opportunities for individual action to address a situation, event, issue or phenomena.	<b>Identify and create opportunities for individual action to address a situation, event, issue or phenomena.</b>
<b>IIId; (IVe)</b>	Outline a viable, manageable, and responsible plan of action, but need assistance to implement actions.	Identify a plan of action supported by the mathematics that is somewhat viable, manageable, and/or responsible that is somewhat consistent with the argument, conclusion, or decision	Identify a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible that is related to the conclusion, argument, or decision.	<b>Assess options and plan actions based on evidence and the perceived potential for impact.</b>
<b>Iib; IIId; IVf; Vb (IVe)</b>	Begin to plan actions based on the perceived potential for impact.	Plan actions based on the perceived potential for impact.	Plan actions based on evidence and the perceived potential for impact.	<b>Act individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.</b>
<b>(IVe)</b>	<b>Begin to reflect on some elements of own actions and advocacy for improvement.</b>	<b>Reflect on some elements of own actions and advocacy for improvement.</b>	<b>Reflect on the whole of own actions and advocacy for improvement.</b>	<b>Reflect on own actions and advocacy for improvement, and consider implications for future action and advocacy.</b>

*Note: Element Ia can be reflected in all of these indicators through their instructional planning (communicating vision to students, use of data sources, organization and goal setting) that fosters student global awareness.*

# Global Educator Digital Badge Capstone Project:

## Global Awareness for Administrator and School/District Review

Grades  
**K - 12**

### Student Global Awareness Rubric (Grades 9-12) – Take Action- Ia; IIb; IIIc; IVf; Vb (*IVe*)

This evaluation rubric can be used by the educator to reflect on their Capstone Project, assist the supervising administrator on the observations of the Capstone Project, and could assist the school and district teams in the evaluation of the capstone project unit lesson plans developed as a requirement for earning the Global Educator Badge and meeting the Home Base Resource Consortium vetting requirements.

#### Students are able to:

	Grade 9	Grade 10	Grade 11	Grade 12
<b>IIb; IIIc; IVf; Vb</b>	Identify opportunities for individual action to address a situation, event, issue or phenomena.	Identify and create opportunities for individual action to address a situation, event, issue or phenomena.	Identify collaborators across disciplines and industries and create opportunities for individual or collaborative action to improve a situation, event, issue, or phenomena.	<b>Identify collaborators across disciplines and industries and involve others in collaborative action across borders to improve a situation, event, issue, or</b>
<b>IIIc; (<i>IVe</i>)</b>	Identify a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible that is related to the conclusion, argument, or decision.	Assess options and plan actions based on evidence and the perceived potential for impact.	Assess options and plan actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.	<b>Assess options and plan actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and potential consequences, both intended and unintended.</b>
<b>IIb; IIIc; IVf; Vb (<i>IVe</i>)</b>	Plan actions based on evidence and the perceived potential for impact.	Act individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.	Act individually or collaboratively, in creative and responsible ways, to contribute to improvement locally, regionally, and/or globally and assess the impact of the action.	<b>Act collaboratively, in creative and responsible ways, to design sustainable solutions that target local, regional, and/or global improvement.</b>
<b>(<i>IVe</i>)</b>	<b>Reflect on the whole of their own actions and advocacy for improvement.</b>	<b>Reflect on their own actions and advocacy for improvement, and consider implications for future action and advocacy.</b>	<b>Reflect on their own actions and advocacy for improvement and describe implications for future actions and advocacy.</b>	<b>Reflect clearly and realistically on their own actions and advocacy for improvement and describe implications, issues, shortfalls, and remedies for future actions and advocacy.</b>

*Appendix L: The Best of North Carolina: Developed for Teachers by Teachers; Guidelines for Sharing Instructional Materials*



## **The Best of North Carolina: Developed for Teachers by Teachers**

### **Guidelines for Sharing Instructional Materials**

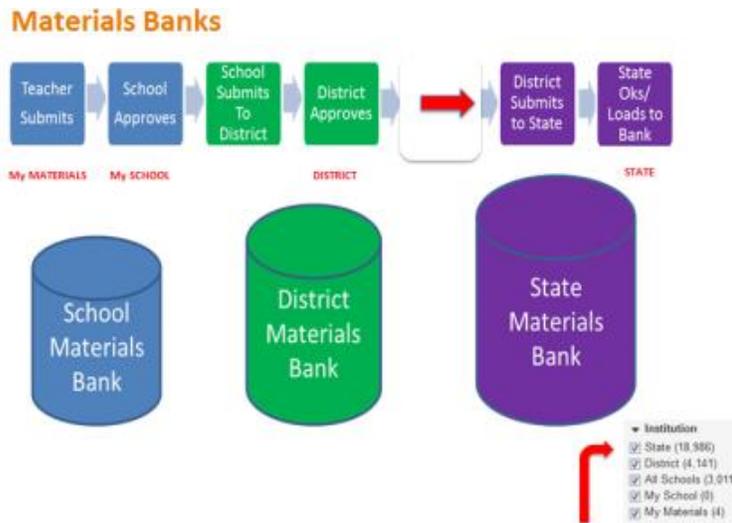
#### **Purpose/Rationale:**

The North Carolina Department of Public Instruction would like to promote and facilitate the sharing of instructional materials (e.g., lesson plans, learning tasks) across the state using Home Base (Schoolnet). Making available the best materials created by North Carolina teachers for teachers, will help build capacity across the state and serve as a means of professional development.

In Schoolnet, functionality exists that allows teachers, schools and districts to share instructional materials across the state. A process for utilizing this functionality for submitting and approving materials should be established at the local level. Specific technical instructions may be found in Schoolnet by searching for **“Submitting Instructional Materials”** or **“Approving Instructional Materials”** in the search box for Instructional Materials in the Classrooms section of Schoolnet.

Below are some guidelines to help in formulating a process for sharing instructional materials in Schoolnet at the local level.

- **Vetting Instructional Materials for Schoolnet:** Instructional materials are vetted at the state level using the [NC Summary Rubric](#) for lesson plans, instructional units, videos, interactives and other resources for Schoolnet. It is recommended that the NC Summary Rubric also be considered to evaluate instructional materials submitted for review and approval at the school and district levels. For ELA and Math, the EQIP rubrics may also be used for evaluating lesson plans and instructional units.
- **Reviewing, Submitting, Approving Instructional Resources for Schoolnet:** Teachers can share instructional materials they have created with others in their school; schools can then share materials with other schools and teachers in their district; and districts can share materials with other teachers across the state by submitting materials to the state bank of instructional materials in Schoolnet.



- At each school and at the district level, a team of reviewers should be delegated to consider and approve the submitted instructional materials. For example, one person at each grade level/content area could be designated as the approver for that grade level/content area.
- In order to approve instructional materials, specific roles must be assigned by the Home Base Coordinator or Powerschool point person for the school or district. Find information about roles and permissions here: <http://www.dpi.state.nc.us/homebase/getting-ready/implementation/category?category=User%20Roles%20and%20Access>

## Roles and Permissions

### Default Roles

1. **Leadership** - A person who has administrative duties at the District or School level.
  - This role is intended for users that serve in a leadership capacity within a District or School
    - Examples: Superintendent, Assistant Superintendent, Principals, Assistant Principals
  - Operations aligned with this role will allow these users to do everything within the system.
    - Review instructional materials (one instance in a much larger list of operations)
2. **Staff** - A person who is not a member of other user roles (Leadership, Teacher, Parent or Student) and who is employed by the school or district.
3. **Teacher** - A person employed by the school district to instruct students.

(Note: Teachers can submit materials for approval without additional roles.)

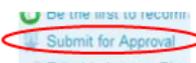
### Additional Member Roles (Note - Users can be permissioned to more than one role.)

#### 4. "Access to Approve Instructional Materials"

- This role is intended for a user who might be designated by the School or District to approve materials created by teachers.
  - Operations aligned with this role will allow these users to:
    - **Review Instructional Materials** Allows users to approve materials (lessons, resources, units, assessments) submitted for approval to the public bank of their primary institution and submit for approval materials to the bank of the tier above them.
- Establish a local process for assigned or volunteer staff to bring content forward for review and promotion at the school and district levels. To the extent possible, utilize curriculum teams or professional learning communities that are currently responsible for creating or reviewing local materials.
    - Get buy-in from the school level.

- Provide clear roles and responsibilities as well as workflow paths.
- The “Review Instructional Materials” role and permission is needed to review and approve materials up to the next level.
- Determine timelines for submission and review.
  - Establish time for the designated approvers to review materials that have been submitted to them so the materials can be approved or returned with comments and when appropriate submitted to the next level.
- Ensure that instructional materials are aligned to the *NC Standard Course of Study* and meet the guidelines outlined in the NC Summary Rubric before being submitted to the next level.
- Submit materials for approval into Schoolnet and monitor contributions.

1. Teacher locates the desired content and clicks “Submit for Approval.” This starts the workflow for review by an approved reviewer.



2. A dialog box appears indicating that you are about to submit content for review. If approved by reviewer, the item's status will change from *Private to Pending*. Click *OK*.



3. After the materials reviewer has reviewed the teacher submission, the teacher will receive an email indicating that the content is now:
  - A. *Public* and available to others at your school in the School's Material Bank
  - B. Still *private* and may require revisions. You can access your material in ["My Materials"](#)

4. Once content has been approved at the school level, this process can be repeated to submit the material for approval at the district level. The district may then submit the material to the state level. The state will review submitted materials on a periodic schedule.

- **Other suggestions:**

- Establish a communication plan at the district level on sharing instructional materials across the state.
  - Promote and support the process by highlighting teacher contributions through newsletters, memos, district meetings, etc.
  - Remind teachers that they will continue to be "the creator" as materials are shared upward, thus maintaining original authorship as a way to encourage sharing. Adding instructional materials to school, district and state banks may further professional development and work done in professional communities.
- Conduct training for district staff and teachers on the vetting and submission process and on the use of the NC Summary Rubric to vet instructional materials.
  - Utilize Regional PD Leads for training sessions.
  - Use “Home Base Training” documents in Schoolnet for submitting and approving materials as supplemental training materials.

- Establish time for the designated approvers to review materials that have been submitted to them so the materials can be approved or returned with comments and when appropriate submitted to the next level.

*Appendix M: Professional Development Plan Template*

**Professional Development Plan**

School Year: \_\_\_\_\_ Year: 1  2  3  4  Career Status   
 Lateral Entry: 1  2  3

Name: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_ School: \_\_\_\_\_  
 Mentor: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_ School: \_\_\_\_\_

(Required in the first three years for all beginning teachers)

<p><b>A. NC Professional Teaching Standards</b></p> <ol style="list-style-type: none"> <li>1. Teachers Demonstrate Leadership</li> <li>2. Teachers Establish a Respectful Environment for a Diverse Population of Students</li> <li>3. Teachers Know the Content They Teach</li> <li>4. Teachers Facilitate Learning for Their Students</li> <li>5. Teachers Reflect on Their Practice</li> </ol>	<p>Standard(s) to be addressed:</p>  <p>Elements(s) to be addressed:</p>
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**B. Teacher's Strategies**

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				

Teacher's Signature: \_\_\_\_\_ Mentor's Signature: \_\_\_\_\_ Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Plan: Individual  Monitored  Directed

Professional Development Plan – Mid-Year Review to be completed by (date) \_\_\_\_\_

Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_

C. Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

--

D. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
<p>Teacher's Signature: _____</p> <p>Date: _____</p>	<p>Mentor's Signature: _____</p> <p>Date: _____</p>	<p>Administrator's Signature: _____</p> <p>Date: _____</p>

Professional Development Plan – End-of-Year Review to be completed by (date) \_\_\_\_\_

Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_

E. Evidence of Progress toward Specific Standards or Elements to be Addressed/Enhanced

--

F. Goal 1 was successfully completed    YES     NO

Goal 2 was successfully completed    YES     NO

G. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
Teacher's Signature: _____  Date: _____	Mentor's Signature: _____  Date: _____	Administrator's Signature: _____  Date: _____

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*Specific*

*Measurable*

*Achievable*

*Relevant/Results-Oriented*

*Time-bound*

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**SMART Goal Setting Worksheet:**

Educator \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**Issue/Question/Need to be addressed:**

**SMART Goal #2**

To: \_\_\_\_\_ so that \_\_\_\_\_ will \_\_\_\_\_ by \_\_ (completion date) \_\_ as measured by \_\_\_\_\_.

**Rational (data indicating need) for this goal:**

**Benefits of achieving this goal:**

<b>Specific Action Steps:</b>	<b>Expected Completion Date</b>	<b>Completed</b>
1.		
2		
3.		

---

*Specific*

*Measurable*

*Achievable*

*Relevant/Results-Oriented*

*Time-bound*

---

**SMART Goal Setting Worksheet:**

**Educator** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Issue/Question/Need to be addressed:**

**SMART Goal #2**

**To:** \_\_\_\_\_ **so that** \_\_\_\_\_ **will** \_\_\_\_\_ **by** \_\_\_\_\_ **(completion date)** \_\_\_\_\_ **as measured**  
**by** \_\_\_\_\_.

**Rational (data indicating need) for this goal:**

**Benefits of achieving this goal:**

<b>Specific Action Steps:</b>	<b>Expected Completion Date</b>	<b>Completed</b>
1.		
2		
3.		

---

*Specific*

*Measurable*

*Achievable*

*Relevant/Results-Oriented*

*Time-bound*

---

**SMART Goal Setting Worksheet:**

**Educator** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Issue/Question/Need to be addressed:**

**SMART Goal #3**

**To:** \_\_\_\_\_ **so that** \_\_\_\_\_ **will** \_\_\_\_\_ **by** \_\_\_\_\_ **(completion date)** \_\_\_\_\_ **as measured**  
**by** \_\_\_\_\_.

**Rational (data indicating need) for this goal:**

**Benefits of achieving this goal:**

<b>Specific Action Steps:</b>	<b>Expected Completion Date</b>	<b>Completed</b>
1.		
2		
3.		

*Appendix O: Schoolnet Lesson Plan Template*

**Schoolnet Lesson Plan Template - GEDB**

Title:

Subject:

Unit Topic:

Grade Range:

**Description of lesson plan and how it fits into curriculum:**

**Duration of lesson:**

**Content Standards, Clarifying Objectives, and Information and Technology standards:**

***NC Essential Standards***  
***Common Core State Standards***  
***Career & Technical Education Standards***

**Student Engagement/Motivation**

Why would the student be interested in this lesson? What is the connection to the material?

**Learning Targets/Criteria for Success**

Subparts of the objective or standard. Measurable achievement expectations of what a student can do. (i.e. "I can" statements.) Identify what students need to do during the learning process to meet the learning targets. Provide an understanding of what quality work looks like.

Learning Target(s)

-

Criteria for success identify what students need to do during the learning process to meet the learning targets. (i.e. "I will..." statements)

Criteria for Success

-

**Supplies/ Resources**

Materials used by both the teacher and student.

**Learning Tasks and Practice**

Includes in and out of class activities, as well as individual and group learning opportunities.

**Technological Engagement**

Technology used by both the teacher and student including active and passive uses. Includes possible technological alternatives.

**Collecting/Documenting Evidence of Learning**

Collecting evidence of learning involves using strategies that allow students to show what they have learned based on the learning target(s) and criteria for success.

*(e.g., student presentations, individual whiteboards, clock appointments, questioning, numbered heads together, observation, etc.)*

Documenting evidence of learning involves using strategies to record evidence of student learning based on the learning target(s) and criteria for success. *(E.g. checklists, mental notes, symbolic indicators on seating charts or rosters, audio/video recordings, conference notes, etc.)*

**Summative Assessment(s).** Quizzes or summative activities that will follow instruction.

**Student Self-Reflection and Action Steps**

What opportunities are students given to reflect on their learning in relation to the set learning targets?  
What steps are taken when students have not met instructional goals? What steps are taken for students who have met instructional goals?

**Feedback/Instructional Adjustments**

What opportunities for insight into feedback are evident in the lesson? How is the lesson adjusted based on the feedback?

**Extended/Remedial Learning Opportunities**

Includes enrichment, remediation, or extension learning opportunities.

**Teacher Reflection of Learning**

A process that helps teachers think about what happened, why it happened, and what else could have been done to reach the goals during and after instruction.

**Keyword(s):**

## Section 5

### Identity Organizers

#### Focus Area(s)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Advanced Placement        | <input type="checkbox"/> Exceptional Children           | <input type="checkbox"/> ESL/LEP            |
| <input type="checkbox"/> AIG                       | <input type="checkbox"/> Global Education               | <input type="checkbox"/> Reluctant Learners |
| <input type="checkbox"/> Concept Based<br>Planning | <input type="checkbox"/> International<br>Baccalaureate | <input type="checkbox"/> STEM               |

#### Revised Bloom's Taxonomy

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> I. Remembering    | <input type="checkbox"/> III. Applying | <input type="checkbox"/> V. Evaluating |
| <input type="checkbox"/> II. Understanding | <input type="checkbox"/> IV. Analyzing | <input type="checkbox"/> VI. Creating  |

**Appendix P: Major Components for Review of Instructional Materials****Major Components Identified for the Review of Instructional Materials**

- Content alignment as evaluated by the NC Summary Rubric criteria
  - Lessons must be aligned correctly to standard(s) in one or more content area(s).
    - All major aspects of the lesson should be aligned to a standard.
    - All listed standards must be addressed by the lesson.
    - Standards should be written in standard dot notation as demonstrated at <http://center.ncsu.edu/standards/search.php>.
- Overall structure and composition inherent in comprehensive, quality curriculum, including:
  - Detailed explanation of all components of the complete lesson plan, especially as related to the provided template.
  - Use and description of a variety of instructional strategies in order to engage students and meet the needs of diverse learners.
  - Structured lessons that allow all content and instructional activities to be reasonably completed in the given time frame.
  - Lesson narrative that is detailed, so that the lesson could be easily replicated by anyone who uses it.
  - Use of common writing practices for curriculum such as using third person narrative (“Students will...”), and proofreading and editing their own work before submitting and/or using peer editing practices. Other examples such as use of formal language (not slang) and writing for a general audience should also be addressed.
- Adherence to copyright and attribution policies and protocols (per DPI), including those for the use of images and references to or inclusion of materials/multimedia that are under copyright protection, and including crediting materials they have authored themselves.
  - Lessons should feature mostly original authored material.
    - Authorship and ownership of all materials should be confirmed by adding a statement at the end of each document stating that \_\_\_\_\_ authored/created these materials, DATE.
  - Material that is taken from other sources can be freely used and incorporated into the lesson if:
    - A direct link is provided to the material on a source site, and the material is not taken in part or whole from the site.
    - The material is found in the public domain or has a Creative Commons license for Commercial Use.
    - Written documentation has been received from the owner / creator providing permission for use for commercial purposes.
  - Any material that is not original authored should follow the below guidelines (if permission has been granted for its use):
    - No references to be specific textbooks or workbooks.
    - Resources found on subscription sites cannot be used (such as Discovery Education).
    - If specific software, technology applications or other materials such as kits are referenced and/or used in the lesson, examples or alternates should be provided. Also, directions on how to use these resources and materials should be provided

within the lesson. For example, if the lesson uses Google Earth, a detailed description of how to locate, navigate, and use the Google Earth website should be provided with the lesson.

- If specific learning strategies or methods are used and referenced in the lesson, they should be described fully so that those unfamiliar with that particular strategy or method can replicate it and also described in generic terms so as not to infringe on the creator's copyright.