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Global Ready Schools
Designation Renewal Guide



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NC State Board of Education Global Education Task Force Goal 4.2

Global-Ready School	<i>Preparing Students for the World: Final Report of the State Board of Education's Task Force on Global Education</i> (January 2013) provides a set of recommendations for ensuring that every student who graduates from our public schools is “prepared to be a globally engaged and productive citizen.” Recommendation 4.2 states: “Institute a Global-Ready designation for schools and districts that provides a process and incentives for K-12 world language opportunities for all students; pathways for teachers to achieve State Board of Education recognized badging and career ready-employer requirements, among others”.
Global-Ready Designation	The NC Global-Ready School Implementation Rubric is built around the North Carolina Department of Public Instruction’s (NCDPI) “Global-Ready School Attributes,” which describe characteristics of a high-quality Global-Ready School. The rubric articulates a common language for Global-Ready School implementation strategies and establishes a continuum describing beginning-to-great global schools. The rubric can guide schools or other organizations in the design and/or implementation of Global-Ready leading and learning efforts. The rubric may be used to reflect on the characteristics of a school model and to plan action steps for the future. NCDPI uses this rubric as the “NC Global-Ready School Designation” application framework.

Application Submission Process

1. **Submit Online**
PDF your completed application and submit to NCGlobalEducation@dpi.nc.gov
2. A Global Education Steering Committee provides the infrastructure for sustaining the ongoing work of Global Education in NC Public Schools. Please direct any questions regarding the Global Ready application to:
e-mail: NCGlobalEducation@dpi.nc.gov

Designation Status Length and Renewal

Schools and Districts receiving the Global-Ready designation of “Prepared” or “Model” Level of Achievement possess their status for **three** years. After three years, schools/districts may apply to renew their Global-Ready designation.

Application Guide and Directions

Requirements for Designation

Schools that have earned the “Prepared” or “Model” designations can seek the renewal designation at the same level or move to the “Model” level.

Rubric Terms and Organizational Structure

Each Overarching Principle has a set of **Attributes**. Key Elements define each Attribute. Levels of Achievement measure each Key Element. The Levels of Achievement indicators are as follows:

- **Early:** There is awareness for school-wide for global education. The school has a few systems and structures in place to support global education and needs to identify and integrate systematic support for these efforts. Limited practices show little impact on students.
- **Developing:** The school occasionally implements systems and structures to support global readiness. The school recognizes the need for global connectivity and has some components of global connections. An opportunity exists for refining systems and structures. Inconsistent practices show some positive impact on students.
- **Prepared:** The school effectively implements systems and structures (processes) to support global readiness. Many components of global education are embedded school-wide. Sound, well-embedded practices show a positive impact on students.
- **Model:** The school consistently implements systems and processes to support global readiness. The school is a leader for other schools to replicate or model. Global readiness is embedded in the school’s culture. Well-developed, cutting-edge practice showing consistent, high-level student impact.

Please remember that the renewal application is for schools seeking to maintain their current Prepared or Model designation level or move from prepared to model. Renewal applications will be evaluated for the 10 Attribute Statements:

- **PREPARED:** Eight Attributes at the Prepared or Model level of achievement. Two Attributes may be at the Developing level of achievement.
- **MODEL:** Eight Attributes must be at the Model level of achievement. Two Attributes may be at the Prepared level of achievement.

Applicants will complete a self-assessment for each Attribute rating. Narratives for reflection questions will be at the Overarching Principle level only for the renewal process. The major change for the renewal process is in Form B. The school responds to the questions reflecting the Overarching Principles in this form. The three short narratives (approximately 500 words each) should give the evaluator a clear picture of how the school has maintained and improved its status and commitment to global education. *Note: Evidence that schools provide may include links to data, documents, video clips (less than 2 minutes), web pages, etc.* On Form B, the applicant should note the artifacts and provide a link for each one.

Renewal Process

To renew the Global-Ready School (GRS) Designation, schools must complete the following forms:

- (Form A) GRS Application Cover
- (Form B) GRS Renewal Self-Assessment Form, which includes the three Overarching Principles and the Ten Attributes of Global-Ready Schools. For each Attribute listed, please self-assess your current level of achievement, whether it is “Developing,” “Prepared” or “Model.” See page 4 to determine criteria for each renewal designation. For each overarching principle, complete a narrative (approximately 500 word) to address the summative question(s). Include links to evidence that support the renewal application narrative. Evidence that schools provide may include links to data, documents, video clips (less than 2 minutes), web pages, etc.
- (Form C) GRS Signature Page

Review Process

Each application will be reviewed to ensure it is complete (Forms A-C) and submitted according to the directions.

Renewal application forms can be found on pages 6-10 of this document. Schools will be notified of their application status.

Tips for Completing the Renewal Application

- Designate a point person who will complete the self-assessment form and questions related to each Overarching Principle. Please remember that question responses should not exceed 500 words and should reflect the Overarching Principle.
 - Include artifacts and/or videos in your responses to the Overarching Principle section. Be sure to provide links to artifacts that are accessible without password and/or account restrictions. Hard copies of artifacts will not be accepted.
 - Establish a timeline for completing the renewal application, including the time for district-level review and approval as determined by the superintendent.
 - Remember the rubric is a roadmap; it is not intended to restrict a school’s ability to make adjustments in the process of achieving its goal.
 - Complete Forms A, B, and C and submit all 3 forms.
-

FORM A: NC GRS Application Cover

School Name: _____

School District (LEA/Charter): _____

Date Application Submitted: ____/____/____

Main Point of Contact Information

Name: _____

Title: _____

Email: _____

Phone: ____ - ____ - ____

SELECT ONE:

- ☐ K-5
- ☐ K-8
- ☐ 6-8
- ☐ 9-12
- ☐ Early College/Cooperative Innovative High School
- ☐ Other grade combination: **(List):** _____

SELECT ONE:

- ☐ Public School
- ☐ Charter School

Sustaining Designation at:

- ☐ Prepared
- ☐ Model

FORM B: North Carolina Global-Ready School Renewal Application

{GRS Renewal Self-Assessment and Narrative Form}

NC Global-Ready School Overarching Principles and Attributes

Developing	Prepared	Model	Overarching Principle: A Global-Ready School demonstrates its commitment to prepare students for the world through sustainable strategic planning.
			1. A site-based global education strategic plan is in place that addresses students, faculty, parents, and local and global communities.
			2. A site-based global education committee or advisory council is in place to address the goals of the global education strategic plan.

Please respond to the following: The response should not exceed 500 words and should reflect the Overarching Principle.

What action steps or accomplishments demonstrate your Global-Ready school's commitment to prepare students for the world through sustainable strategic planning? Describe any changes in policies or procedures to improve global education management in your school.

Note: Responses can be supported with additional information, which includes links to data, documents, video clips (less than 2 minutes), web pages, etc.

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Response:

Developing	Prepared	Model	Overarching Principle: A Global-Ready School demonstrates teaching and learning practices by integrating global themes throughout curriculum, aligned with state, national and international business/industry standards.
			3. Professional development on embedded global education curriculum.
			4. Embedded global themes and problem-based learning throughout the curriculum.
			5. Global experiential learning experiences (face-to-face and virtual) for each student and teacher.
			6. Alignment of student global competency development with career and/or postsecondary pathways.
			7. Leading-edge language instruction.
			8. Authentic assessment and demonstration of global competence.
Please respond to the following: The response should not exceed 500 words and should reflect the Overarching Principle. A. How has your school's curriculum, teaching, and learning demonstrated the integration of global themes? B. How have the global initiatives of your school/district impacted student achievement?			

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- C. Please share any global experiential learning highlighting your continuous commitment to the integration of global themes throughout the curriculum.

Note: Responses can be supported with additional information, which includes links to data, documents, video clips (less than 2 minutes), web pages, etc.

Response:

Developing	Prepared	Model	Overarching Principle: A Global-Ready School initiates and sustains local, national, and international community and business/industry partnerships.
			9. Global education strategic plan is communicated.
			10. Business/industry, nonprofit and community partnerships for Global Education opportunities that extend the classroom walls.

Please respond to the following: The response should not exceed 500 words and should reflect the Overarching Principle.

What steps has your school taken to sustain and/or expand partnerships to support your global education initiatives?

Note: Responses can be supported with additional information, which includes links to data, documents, video clips (less than 2 minutes), web pages, etc.

Response:

FORM C: NC GRS Renewal Signature Page

Signatures below indicate that the school renewal application has been developed, reviewed, and deemed ready for state level review for maintaining the “Prepared” or “Model” Level of Achievement by the school and district level staff.

School Name: _____

School District (LEA/Charter): _____

Superintendent Name: _____ **Email:** _____

Signature: _____

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Principal Name: _____ Email: _____

Signature: _____



Appendix A: Rubric Designation Guide

The Global-Ready School Designation is awarded at either the “**Prepared**” or “**Model**” Level of Achievement. The “**Early**” and “**Developing**” levels of achievement provide the school with a roadmap for reaching the next levels.

Matrix Ordered by Number of Elements within Attribute

K-12	Key Elements within an Attribute (ordered by number of elements within Attribute)	Prepared	Model
Rating Per Key Element	Attribute #: 2, 6 Number of Key Elements: 2	All Key Elements must be ‘Prepared’ or higher	All Key Elements must be ‘Model’
	Attribute #: 4, 8, 9, 10 Number of Key Elements: 3	All Key Elements must be ‘Prepared’ or higher	All Key Elements must be ‘Model’
	Attribute #: 3, 5 Number of Key Elements: 4	Three Key Elements must be ‘Prepared’ or higher. One Key Element may be ‘Developing’	Three Key Elements must be ‘Model’. One Key Element may be ‘Prepared’
	Attribute #: 7 Number of Key Elements: 5	Three or more Key Elements must be ‘Prepared’ or higher. Two Key Elements may be ‘Developing’	Three or more Key Elements must be ‘Model’. Two Key Elements may be ‘Prepared’
	Attribute #: 1 Number of Key Elements: 6	Four or more Key Elements must be ‘Prepared’ or higher. Two Key Elements may be ‘Developing’	Four or more Key Elements must be ‘Model’. Two Key Elements may be ‘Prepared’
Designation Rating	There are 10 Attributes	Eight or more of the Attributes must be at ‘Prepared’ or higher. Two Attributes may be ‘Developing’	Eight or more of the Attributes must be at ‘Model’. Two Attributes may be ‘Prepared’

Matrix Ordered by Attribute Number

K-12	Key Elements within an Attribute <i>(ordered by Attribute number)</i>	Prepared	Model
Rating Per Key Element	Attribute #: 1 <i>Number of Key Elements: 6</i>	Four or more Key Elements must be 'Prepared' or higher. Two Key Elements may be 'Developing'	Four or more Key Elements must be 'Model'. Two Key Elements may be 'Prepared'
	Attribute #: 2 <i>Number of Key Elements: 2</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 3 <i>Number of Key Elements: 4</i>	Three Key Elements must be 'Prepared' or higher. One Key Element may be 'Developing'	Three Key Elements must be 'Model'. One Key Element may be 'Prepared'
	Attribute #: 4 <i>Number of Key Elements: 3</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 5 <i>Number of Key Elements: 4</i>	Three Key Elements must be 'Prepared' or higher. Two Key Elements may be 'Developing'	Three Key Elements must be 'Model'. Two Key Elements may be 'Prepared'
	Attribute #: 6 <i>Number of Key Elements: 2</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 7 <i>Number of Key Elements: 5</i>	Three or more Key Elements must be 'Prepared' or higher. Two Key Elements may be 'Developing'	Three or more Key Elements must be 'Model'. Two Key Elements may be 'Prepared'
	Attribute #: 8 <i>Number of Key Elements: 3</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 9 <i>Number of Key Elements: 3</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'
	Attribute #: 10 <i>Number of Key Elements: 3</i>	All Key Elements must be 'Prepared' or higher	All Key Elements must be 'Model'

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K-12	Key Elements within an Attribute <i>(ordered by Attribute number)</i>	Prepared	Model
Designation Rating	There are 10 Attributes	Eight or more of the Attributes must be at 'Prepared' or higher. Two Attributes may be 'Developing'	Eight or more of the Attributes must be at 'Model'. Two Attributes may be 'Prepared'

Glossary

Attributes:	Describe components of a high-quality Global-Ready School specific to one of the three overarching principles central to 21 st Century Skills.
Evidence:	Refers to support for the narrative, including links to data, documents, video clips less than 2 minutes, web pages, etc.
Experiential Learning:	Includes investigative, collaborative learning within a community that can be face-to-face and/or virtual.
Global Citizenship:	Indicates that as citizens of the world, we have responsibilities to each other and to the earth itself.
Global Community:	Includes culturally and ethnically diverse communities in the local area and across the globe.
Global Competency:	Denotes the capacity and disposition to understand and act on issues of global significance.
Global Education Committee:	Part of the existing school-level site-based management structure, such as the School Improvement Team.
Inquiry-based Assessment:	Includes performance-based learning, project-based learning, project-based problem-based learning, design cycle, performance-based assessment, etc.
Job-embedded:	Includes action research, evidence of learning, peer observation, peer review, critical friends feedback, lesson study, etc.
Key Elements:	Refers to the 2-6 key components of each of the Attributes.
Levels of Achievement:	Refers to varying depths of implementation as represented by: • Early • Developing • Prepared • Model
Overarching principles:	Refers to the three essential elements or concepts evident in a Global-Ready School.
Quality Indicators:	Describes the critical nature of a school's implementation of a specific Key Element