

## Questions about Schools for Principals, Teachers and Community Leaders

Respond using the scale  
1 being the lowest degree and  
4 being the highest degree

**1** **2** **3** **4**

### 1. THE SCHOOL COMMUNITY

- a. Is your school community ethnically and racially diverse? If so, what ethnic and racial groups live in your community?
- b. Do any individuals or groups representing these ethnic and racial groups have a voice in planning your school community activities?
- c. Do any individuals or groups representing these ethnic and racial groups make presentations in, or assist teachers and librarians in teaching and learning about other cultures, global connections, or global issues?
- d. Do your school building and grounds reflect global themes and ideas that connect your students with what they are learning about the world? Are the diversity of your student body and their respective cultures reflected in your buildings and on your school grounds?
- e. Is a global/international focus evident in your extracurricular activities?
- f. To what extent do the interest and involvement of parents in the school enhance global/international learning?

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### 2. THE STUDENT BODY

- a. Is your student body ethnically or racially diverse? If so, what ethnic and racial groups are represented?
- b. How is the ethnic and racial diversity of your student body reflected in your school curriculum, school activities and the development of planned positive student relationships?
- c. Are the cultural mores, global connections, and global issues of these ethnic and racial groups acknowledged in the school community and the school curriculum?

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### 3. THE FACULTY

- a. Does the faculty of your school reflect the ethnic and racial diversity of your community? If not, what attempts have you made create such a faculty or to encourage efforts by others to recruit teachers who reflect this diversity?
- b. If you have little ethnic and racial diversity in your community, do you attempt to recruit staff that reflect the ethnic and racial diversity of your state, or the nation at large, in order to prepare students for life in a diverse national and global society?
- c. Does your school have a teacher or student teacher from another nation as a member of the staff?

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## 4. EXCHANGES AND EXCHANGE STUDENTS

- a. Does your school actively recruit foreign students to provide diverse learning opportunities for your students, faculty and school community?
- b. Do you provide the parents in your community with a variety of exchange opportunities by fostering presentations by approved international exchange groups?
- c. Does your school have a “sister school” relationship with a school outside the United States? If so, is the exchange long-term and meaningful for the students and faculty?

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## 5. INTERNATIONAL TRAVEL PROGRAMS FOR FACULTY AND STUDENTS

- a. Do you provide opportunities for your students and faculty to engage in international exchange programs?
- b. Do teachers receive professional development credit or pay incentives for global travel, study or exchange opportunities with other nations?

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## 6. CURRICULUM

- a. Is ethnic and racial diversity reflected in your school curriculum?
- b. Does your reading program reflect global literature as well as contributions by authors from ethnic and racial groups in the United States?
- c. Does your social studies program for students include the learning of other cultures, how they are connected to the world, and global issues that affect their lives?
- d. Are the art and music programs reflective of the ethnic and racial diversity of the United States?
- e. Do you provide opportunities for learning world languages and their cultures?
- f. Are global issues in health and science part of your curriculum?
- g. Does the school calendar include special days and weeks with a global focus?
- h. In general, does the staff have time for curriculum planning or professional development opportunities so that they can include a global perspective in the school curriculum?
- i. Does your school offer programs that promote contact with other cultures and nations?

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## 7. TEXTBOOKS AND SUPPLEMENTARY MATERIALS

- a. Do your textbooks and supplementary materials, across all subject areas, contain content, illustrations, and activities reflecting ethnic and racial diversity?
- b. Do textbooks and supplementary materials, across all subject areas, cover global issues, global connections and global cultures?

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## 8. LIBRARY

- a. Are your library books, materials and exhibits reflective of the ethnic and racial diversity of your community, your state, and the United States?
- b. Do the books and media in your library provide your students and teachers with a wide array of materials on US cultural diversity, global world history and cultures of the world?
- c. Do the print and non-print materials in your library provide students and teachers with up-to-date materials on global issues related to their lives and global connections between the United States and the world?

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## 9. INTERNET

- a. Does your school engage in any international activities on the Internet?  
If not, are you aware of organizations such as iEARN and e-pals that set up connections between schools in nations all over the world?
- b. If your school is engaged in an international Internet exchange, does the content go beyond personal exchanges of information and deal with substantive content from global issues, culture and connections?
- c. Do you involve the parents of students and the school community in student activities on the Internet?
- d. Are Internet activities aligned with your local and state standards, instruction and assessment?

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