

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

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

## Questions for State Education Agencies (Superintendents, Standards and Assessment Directors, Academic Specialists)

### 1. STATE EDUCATION POLICY AND ADMINISTRATION

- a. Has a policy statement on global/international education been established?  
If a policy already exists, is it reviewed every few years?
- b. Has an individual in your agency been designated who has a primary and full time responsibility for global/international education?

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### 2. TEACHER PREPARATION AND CERTIFICATION OF TEACHERS

- a. Does your state have a policy of promoting global literacy among the teacher training institutions that you certify, i.e., learning about other cultures and languages, world history and geography, global connections and global issues?
- b. Are teachers of world geography, world history, world cultures and world languages certified to teach these subjects?
- c. Are colleges, universities and educational organizations in your state consulted in the review of geography, history, literature, science and second-language entrance and graduation requirements; the availability of courses in infrequently taught languages; and standards for teacher preparation and certification related to geography, history, literature, science, and second languages?

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### 3. EXCHANGE PROGRAMS AND OPPORTUNITIES TO STUDY ABROAD

- a. Does your state encourage local school systems to engage in study-abroad exchange programs for students and teachers?
- b. Does your state encourage local school systems to collaborate with higher education in training teachers about the world, and encourage teachers to participate in international exchange programs sponsored by colleges and universities?
- c. Do you organize and solicit support for exchange programs for state education agency staff and state board members so that they can establish international contacts and access materials, personnel and data on a cross-national basis?

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## 4. STATE STANDARDS, CURRICULUM, AND ASSESSMENT

- a. Do your state standards contain global concepts, connections, ideas, and issues?  
For example, in science: Are global issues in science and the historical contributions of people from all over the world to the advancement of scientific knowledge considered? In art and music, are the contributions of ethnic and racial groups in the United States included as well as a representation of music and art from around the world? Do your foreign language standards reflect the ethnic and racial diversity of your state? In reading and literature, are there works that reflect the diversity in the United States as well as literary perspectives from other cultures around the world? In geography and history, is a global perspective considered to give students an overview of the world as well an opportunity to study other nations and cultures indepth?
- b. Do you establish continuing communication with international assessment organizations such as the International Association for Evaluation (IEA) and the National Assessment of Educational Progress (NAEP), and international cross-cultural comparisons such as the TIMMS science and mathematics study?
- c. Do you attempt to find out about good teaching and learning practices in other nations?
- d. Do you join with federal or international agencies to establish cooperative assessment and evaluation programs of state and local global/international educational and second-language programs?
- e. Do you establish expectations and proficiency in second languages for students completing high school?
- f. Do you work with various levels of the educational system (elementary, secondary, community college, technical schools, colleges and universities) to integrate instruction so that global/international education and second-language study is well connected among levels so that each student's learning is continuous?

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## 5. SELECTION OF TEXTBOOKS, SUPPLEMENTARY MATERIAL AND MEDIA

*If you are a textbook adoption state or recommend textbooks and supplementary materials and media for local school systems:*

- a. Does your state have an instructional materials policy available for local school systems?
- b. Does your instructional materials policy raise questions about materials that reflect the ethnic and racial diversity of your state?
- c. Do you consider ethnic and racial diversity of illustrations, content and student activities in selecting textbooks and other instructional materials?
- d. Do you work with publishers and civic and professional educational associations to ensure international issues and concerns are included in textbooks and other instructional materials?

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# Global Education Checklist

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## 6. STATE AND INTERNATIONAL ORGANIZATIONS AND INSTITUTIONS

- a. Do you identify talent and resources in your state by arranging connections with your Department of Commerce and civic, business, and professional groups with international ties to support curriculum development, teacher training, public information, and evaluation of projects?
- b. Do you establish regular communication with counterpart organizations in other countries and regions of the world to provide information about global/international education and cross-national studies and activities?
- c. Do you establish communication with international organizations that have education and cultural divisions, such as the UNICEF and UNESCO; the US Department of State and USAID; and the World Bank?
- d. Do you create a state forum with professional educational organizations involved in global/international education and second-language study to further program collaboration and information dissemination?
- e. Do you work with other international organizations and higher education institutions in your state to sponsor regular conferences for educational staff in your state on geographic regions of the world?

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This paper is published as part of the **Occasional Papers** series, November 2002.

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