

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

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

## Questions for Local School Systems (Superintendents, Curriculum Directors, and Academic Specialists)

### 1. SELECTION OF TEXTBOOKS, SUPPLEMENTARY MATERIALS AND MEDIA

- a. Does your school system have a policy statement for the selection of instructional materials?
- b. Do your instructional materials reflect the ethnic and racial diversity of the United States and the world?

1  2  3  4

1  2  3  4

### 2. CURRICULUM AND ASSESSMENT

- a. Does the school system adopt policies and support programs designed to begin and strengthen second-language study in world languages, and areas of global/international education such as geography, history, literature and the sciences?
- b. Do you establish with existing courses of study at the elementary and secondary level (geography, history, social sciences, second languages, mathematics, science and the arts) a worldwide perspective to assure students an international and cross-cultural perspective?
- c. Are students given the time, resources and techniques to do in-depth study of one world region, nation, culture, issue or global connection?

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### 3. HIRING OF TEACHERS

- a. Does your school system have a hiring policy to promote ethnic and racial diversity in your teaching, administrative and support staff?
- b. Do your staff recruiters make plans to visit geographic areas or colleges where there are higher percentages of ethnic and racial minorities available for teaching positions?

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1  2  3  4

# Global Education Checklist

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## 4. UTILIZING THE DIVERSITY OF YOUR COMMUNITY

- a. Does your school system have a policy of encouraging ethnic and racial diversity in school activities?
- b. Does your school system encourage ethnic and racial groups to participate in school activities?
- c. Are ethnic and racial group members encouraged to assume leadership positions in the school system?
- d. Is the community able to share in the experiences of students and teachers who have engaged in exchange programs with other nations?

1  2  3  4

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## 5. OFFERING A VARIETY OF WORLD LANGUAGES AND THEIR CULTURES

- a. Does the school system encourage exchanges of students and teachers with other nations around the world?
- b. Does the school system offer and encourage the public at large to learn the languages and cultures of the ethnic and racial groups of your community?
- c. Does the school system utilize the resources of higher education to provide knowledge and skills to educators and other community members regarding the ethnic and racial groups in your community as well as about cultures, global connections, and global issues?

1  2  3  4

1  2  3  4

1  2  3  4

## Add A Global Dimension

- 1. Global terrorism has recently changed the world.**
- 2. The global economy has been changing the world for some time.**
- 3. Sustainability of the earth and its inhabitants requires acute attention to the global environment and the means to development.**

These three facts alone—and there are certainly more—are reason enough to ask:

- Are the American people prepared for this new world?
- Are we learning to think globally?

We are beginning to realize how much more we need to know and understand—about the effects of globalization on the economies of the world and the well being of the world's peoples; about the complexities and influences of cultures and religions, and the differing if not conflicting perspectives of our enemies and even our friends. But we have a way to go.

In the aftermath of the September 11, 2001 terrorist attacks, Secretary of State Colin Powell said that Americans must be engaged with the rest of the world more than ever before. Clearly our schools and institutions of higher education must play an important role.