The Global School Design: Six Domains of Global School Planning

How can leaders marshal the school’s resources toward achieving fully engaged, academically prepared, and globally competent graduates?

The Global School Design serves as a framework to help ensure that all aspects of the school community are designed to support a global focus. Use it to support strategic planning, change management, results benchmarking and tracking, and program development to establish a firm foundation for global competence education. On the next page you’ll find a list of the six domains of the Global School Design along with an essential question and some examples of how schools can incorporate global competence through each domain.
Mission, Vision, and Culture
What is the evidence that the school’s vision and mission integrate global competence with college and/or career readiness for all students? For example:

- The school’s mission/vision statements articulate a commitment to the development of global competence for college/career readiness.
- Students are engaged by the work of becoming globally competent, and thus attend school regularly and exhibit high levels of expected school conduct.

Student Learning Outcomes
What is the evidence that the school achieves student learning outcomes that are aligned with the GPS Performance Outcomes? For example:

- All students graduate from school globally competent based on the Four Domains of Global Competence.
- Students progress on an academic program that meets or exceeds benchmarks for academic performance.

Curriculum, Instruction, and Assessment
What is the evidence that the school’s curriculum, instruction, and assessment align with GPS Performance Outcomes and the Four Domains of Global Competence? For example:

- The school’s curriculum is interconnected across disciplines, aligned with academic benchmarks, and explicitly addresses the development of global competence.
- The school’s curriculum provides students with multiple opportunities to engage in complex, inquiry-based projects and investigations designed to support mastery of global competence.

School Organization and Governance
What is the evidence that the school actively engages faculty, staff, students, and parents—both current and prospective—in organizing and governing the school around a global focus? For example:

- A diverse staff whose knowledge and/or life experiences reflect their interest in global competence is recruited, hired, and retained.
- Decision-making structures function efficiently and assure effective involvement of stakeholders from the school community.

Professional Development
What is the evidence that the school’s globally focused professional development programs are available to all faculty and staff, and are implemented across the school community? For example:

- School leaders, faculty, and staff are continuously focused on understanding and implementing global competence.
- Collaborative analysis and reflection on existing instructional practices is enabled through the structured sharing of teacher and student work.

Partnerships
What is the evidence that the school seeks out, cultivates, and nurtures partnerships with students’ families and with community individuals and organizations that can support and enhance a focus on global competence? For example:

- Parents, families, and guardians are actively engaged in the school’s work.
- The school develops key partnerships with organizations and institutions that enhance its focus on global competence.