

# Global School Design AT A GLANCE

## 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.