

Global, Creative, and Entrepreneurial: Elements of a World Class Education

Student Autonomy: What			Product-oriented Learning: How			Global Campus: Where	
Voice: Governance and Environment	Choice: Broad and Flexible Curriculum	Support: Personalization and Mentoring	Authentic Products: Meaningful or Useful	Sustained & Disciplined Process: Drafts & Review	Strength-Based: Unique and Local	Global Orientation: International Partners and Opportunities	Global Competence: Foreign Languages and Cultures
<p>To what extent are students involved in the development of rules and regulations in the school?</p> <p>To what extent are students involved in selecting and evaluating staff?</p> <p>To what extent are students involved in decisions about courses and other learning opportunities the school offers?</p> <p>To what extent are students involved in decisions about equipment, library books, technology, or other similar items?</p>	<p>How many different courses, programs, and activities are offered?</p> <p>To what degree can students construct their own courses or programs?</p> <p>To what degree can students learn from outside resources, either in the local community or through online arrangements?</p> <p>To what degree does the school provide resources such as mini grants to support student-initiated activities such as clubs or project teams?</p> <p>To what degree can students be excused from externally imposed upon standards and assessments with good reasons?</p>	<p>Does each student have an adult advisor or coach?</p> <p>To what degree can students choose the adult advisor or have the freedom to change advisors?</p> <p>To what degree are adults available to talk and work with students upon request?</p> <p>To what degree are students provided with opportunities to work with advisors from outside the school?</p>	<p>Is there an infrastructure for students to develop, display, or market products and services?</p> <p>Are relevant policies that govern student products, for example, policies regarding ownership of the intellectual property of student products, in place?</p> <p>What products and services have students created?</p> <p>In what ways have students' products and services been used?</p> <p>To what degree are students engaged in product-oriented learning? Or what percentage of student activities is product oriented?</p>	<p>Is there an established process for reviewing proposals and products?</p> <p>Is there an established process and protocol for product improvement?</p> <p>Is there an established process to engage external experts from the broad community to participate in proposal and product review?</p> <p>Are there established criteria for products and proposal review?</p>	<p>Does the school have unique features that reflect the local community resources?</p> <p>Does the school have unique features that reflect the strengths of its teaching staff?</p> <p>Does the school have an established mechanism for students and staff to explore and express their strengths?</p> <p>Does the school stand out in any other way?</p>	<p>How many international partners does the school have?</p> <p>How frequently are students engaged in international activities?</p> <p>To what degree are students' projects/products oriented to global issues or needs of people from other countries?</p> <p>To what extent does the school utilize international resources?</p> <p>To what extent does the school provide resources to other countries?</p> <p>Are there established channels for frequent international interactions among students and staff?</p>	<p>How many foreign languages are offered in the school?</p> <p>Can students learn a language that is not offered by the school staff?</p> <p>What opportunities are available for students to engage in cross-cultural interactions?</p> <p>What opportunities are available for students to live or study in culturally unfamiliar situations?</p>

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