International Student Teaching: A Multi-case Study about the Intercultural Competence of

Pre-service Teachers

A Capstone Project

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Executive Summary

Schools are increasingly becoming more diverse (National Center for Education Statistics, 2013). According to the National Center for Education Statistics (NCES), in the 2010– 2011 school year, 48% of the public school student population were considered ethnic minorities (23% identified as Hispanic, 16 % Black, 5 % Asian, 1% American Indian/Alaska Native, less than 1% Native Hawaiian or Other Pacific Islander, and 2% two or more races) (NCES, 2012). However, according to national test data, ethnically diverse students do not perform as well as their White counterparts in American schools (Darling-Hammond, 2010).

In order to better meet the needs of this population of students, the United States Department of Education made it a national goal to identify best practices in working with culturally diverse students (US Department of Education, 2013). Studies on methods to help culturally diverse students' succeed have shown the use of culturally responsive teaching practices to be very effective (Gay, 2000). A main pillar of being culturally responsive is being interculturally competent. Studies on traditional methods, such as coursework and domestic field placements, of preparing teachers to develop overall as being more culturally responsive and specifically to develop in their level of intercultural competence, are inconsistent. Intercultural competence is thought of as a prerequisite to culturally responsive teaching (Hammer, 2009; Marx, 2008). Fortunately, there is an increasing body of evidence that international student teaching experiences help to develop these intercultural competence skills. However, there is a need for more evidence about these types of programs, the outcomes of these programs, and the ways that these programs can influence teacher education.

Purpose

The purpose of the capstone project was to explore the level of intercultural competence, the ability to act in interculturally appropriate ways, of pre-service teachers that completed an international student teaching program. The capstone was structured as a multiple-case study in which the goals and outcomes of the international student teaching program were analyzed. The purpose of this capstone was also to provide information to help the program directors make informed decisions about the design of the program moving forward.

Methodology

This capstone project was structured as a multi-case study of participants in an international student teaching program. Data were collected over 8-weeks in the fall of 2014. Data sources included blog posts, an intercultural competence inventory (the Intercultural Developmental Inventory), and interviews. These data collection methods were chosen in order to provide a rich description of each of the cases and to provide details about their level of intercultural competence. Considerations about trustworthiness, credibility, transferability, dependability, and confirmability were addressed through triangulation, anecdotal memos, a reflexive journal, expert editors, and a peer reviewer.

Findings

The three findings of the case study are as follows:

Finding 1	The intended objectives of the international student teaching program	
	aligned to program outcomes	
Finding 2	Participants had a well-developed definition of intercultural competence	
Finding 3	All Participants described the international student teaching experience as	
	being the most influential intercultural experience	

Based on these findings, I determined specific recommendations for the international student teaching program.

Implications and Recommendations

Based on my research questions and the corresponding findings, my three recommendations for this and possibly other international student teaching programs and the respective program directors and stakeholders are:

- Recommendation 1 Continue to collect evidence about the program, specifically about the coursework and experiences of the teachers and the context in which they complete their international student teaching.
- Recommendation 2 Include activities in future programs where participants receive more cultural information about the country that is to be visited and suggested ways of how to address and interact when there are cultural differences.
- Recommendation 3 Offer more opportunities for diverse field placements and intercultural experiences for pre-service teachers in the teacher education program.

Summary

There was evidence collected as a result of this multi-case study on the intercultural competence of pre-service teachers that completed an international student teaching program, that participants demonstrated significant signs of intercultural skills, knowledge, attitudes, and awareness. However, this study was conducted to describe intercultural competence and not to determine growth or change before and after the experience. Further research should be done to explore international student teaching programs and whether they are a catalyst in the process of developing intercultural competence.

DEDICATION

This capstone project is dedicated to my grandfather, Wesley Liebtag. He is the hardest working, most honest and giving man I have ever met. He also has the most beautiful blonde hair I have ever seen.

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Chapter One: Introduction

The cultural diversity of students in classrooms across the United States has been increasing over the past two decades and is projected to continue to grow (National Center for Education Statistics, 2013). According to the National Center for Education Statistics (NCES), in the 2010–2011 school year, 48% of the public school student population were considered ethnic minorities (23% identified as Hispanic, 16 % Black, 5 % Asian, 1% American Indian/Alaska Native, less than 1% Native Hawaiian or Other Pacific Islander, and 2% two or more races) (NCES, 2012). By 2050, minorities are projected to make up 55% of the U.S. public school student population (U.S. Department of State: Census Bureau, 2012). Not only are there an increasing number of students from diverse cultural backgrounds, but the number of languages that students speak is notable as well. As indicated in the American Community Survey that is administered by the U.S. Census Bureau, as of 2011 about 21% of the U.S. population over the age of five speak a different language at home (U.S. Department of State: Census Bureau, 2012). According to national test data, such as National Assessment of Educational Progress (NAEP) test results, ethnically diverse students are not performing as well as their White counterparts in American schools (NAEP, 2014). For example, the 2013 NAEP results indicated that white 4th graders perform over 20 scale score points higher than black 4th grade students in mathematics. Similar discrepancies in NAEP results exist in both mathematics and reading for not only black students, but also Hispanic students compared to white students.

Understanding how to better meet the needs of the growing population of culturally diverse students has become a national goal of the United States Department of

Education (US Department of Education, 2013). Since research has shown that the teacher is one of the most significant factors in student success, many efforts have been made to focus on what can be done to improve teacher effectiveness with students from culturally diverse backgrounds (Hattie, 2009; Marzano, 2003; Sanders, Wright, & Horn, 1997). There is a growing body of evidence that teachers that are most effective in helping culturally diverse students to achieve are culturally responsive. Culturally responsive is defined as teachers who, "use the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them" (Gay, 2000, p. 1). The majority of the U.S. teaching force and students studying to be teachers are White females (NCES, 2013; Zumwalt & Craig, 2005). There is evidence that many of these teachers have limited intercultural experiences and understanding of how culture is a part of teaching and learning, which can lead to negative educational experiences for culturally diverse students (Delpit, 1995; Gay, 2002; McAllister & Irvine, 2003; Nieto, 1999; Sleeter, 2011; Zeichner & Gore, 1993).

Fortunately, there is also evidence that teachers can be trained to become more culturally responsive (Hanley & Noblit, 2009). Several studies have shown that culturally responsive teachers positively impact diverse student learners — both on their academic achievement and other factors such as resiliency and sense of identity (Hanley & Noblit, 2009). Significant improvement in school achievement of "marginalized African, Latino, Native, and Asian American students" is "most evident in learning 'spaces' where culturally relevant content, teacher attitudes and expectations, and instructional actions converge" (Gay, 2010, p. 213).

As a result of the changing demographic makeup of schools in the United States and the evidence that teachers can be trained to become more culturally responsive, the demand to equip future educators with the skills and knowledge to meet the needs of their future students is intensifying (Finley, 2014; Ladson-Billings, 2002). This has been a focus for quite some time, as over two decades ago the American Association of Colleges of Teacher Education stated, "Institutions of higher education and the schools, colleges, and departments of education should be committed to ensuring that the education of all prospective teachers is culturally relevant to the needs of all youngsters and is more focused towards their aspirations, and culturally influenced learning styles" (American Association of Colleges of Teacher Education, 1990, p. 10). Many teacher education programs are in fact committed to this cause but are still grappling with how to best implement training and preparation (Cochran-Smith, 2004). Before exploring different preparation methods and what is being attempted in teacher education programs to prepare teachers, it is first necessary to discuss what it means to be culturally responsive.

Defining Culturally Responsive Teaching

There are many definitions for culturally responsive teaching, but the most widely accepted and cited definition comes from the work of Geneva Gay. According to Gay (2002), culturally responsive teaching is "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106). Effective, culturally responsive teachers consistently exhibit such characteristics as: (a) acknowledging different cultural heritages of groups and incorporate that knowledge into formal curriculum; (b) encouraging students to be proud of their own cultural heritage and be curious about others; (c) using a variety of

instructional strategies that are inclusive of different learning styles; and (d) building bridges between cultural experiences outside of school and in the classroom (Gay, 2002, p. 29). Furthermore, culturally responsive teachers think about designing instruction to meet their students' needs and providing their students with an equitable environment (Artiles et al., 2004; Banks, 1997; Banks & Banks, 2004; Darling-Hammond, 2004; Delpit, 1992, 2006; Garcia, 2005; Ladson-Billings, 1994; Nieto, 1999). Strategies used by culturally responsive teachers include confronting stereotypes, fostering the mindset that multiple perspectives are important and valued, discussing issues of social justice (power, discriminations, injustice, etc.), and providing opportunities for students to experience cross-cultural events, materials, and groups (Merryfield, 1994).

All of these skills, strategies, and dispositions are based on the premise that teachers are aware of culture. Gay (2000) proposed that the body of pedagogical knowledge and skills that serve as a basis for culturally responsive teaching are founded on the idea that a teacher is interculturally competent. To be culturally responsive one must start by becoming aware of cultural screens and recognizing and respecting cultural differences that exist. For example, in order to respect and incorporate a students' culture in a lesson or respect their beliefs, a teacher would need to be aware of his/her students' cultures and how these cultures may vary from his or her own. Another example is that a teacher would first need to be aware of existing cultural heritages in his/her classroom before being able to use that information and integrate it into instructions. This awareness that cultural differences can influence interactions and that shifting cultural perspectives and adapting behaviors to cultural differences and commonalities is important is called intercultural competence (Hammer, 2009). Intercultural competence is thought of as a

prerequisite to culturally responsive teaching (Hammer, 2009; Marx, 2008). Teachers that demonstrate a high level of intercultural competence and possess these skills are more readily able to address the learning needs of diverse students appropriately (Gay & Kirkland, 2001). Similar to culturally responsive teaching, which is multidimensional, intercultural competence is dynamic; being interculturally competent requires a unique set of skills, understandings, and abilities.

Intercultural Competence Development

Teachers that demonstrate a high level of intercultural competence are often effective at culturally responsive teaching (Cushner, 2011). Intercultural competence focuses on interactions between individuals. Bennett (2011), a leading scholar in the field of intercultural competence — especially as it relates to education and teachers, describes the skills, understandings, and abilities one may have if they are what he describes as being very interculturally competent (see Table 1).

Table 1

Intercultural Competence Skills, Understandings, and Abilities				
Skill(s) and Understanding(s)	Skills	Ability to		
1. acceptance of an identity that is not primarily based in any one culture	1. empathy	1. view oneself as being in the process of learning intercultural competence		
2. cross-cultural humor	2. risk-taking	2. exercise role and identity flexibility		
3. cultural differences	3. cross-cultural communication	3. facilitate constructive contact between cultures		
	4. culturally sensitive sense of humor	4. use multiple cultural frames of reference		
	5. act in culturally appropriate ways	5. consciously shift perspective into alternative cultural worldview		

Development of these skills, understandings, and abilities, as Bennett believes, is best achieved by experiencing other cultures. Bennett has tested this theory over two decades and through multiple empirical studies (Hammer, 2011; Hammer, Bennett, & Wiseman, 2003; Bennett, 1993). Bennett's model, called the Developmental Model of Intercultural Sensitivity (DMIS), is rooted in the personal construct theory of George Kelly (1963). The idea that experience is a function of our own construing of events and is built up through a series of categories is also called cognitive constructivism (Brown (1972) in Bennett, 1993). This theory has been validated across multiple cross-cultural studies and with thousands of people (Hammer, 2009).

In Bennett's DMIS, there are six different stages of intercultural competence: denial, defense, minimization, acceptance, adaptation, and integration. The DMIS provides a framework to understand a person's stage of intercultural competence at any given time, which relates to how that respective person constructs ideas about cultural differences and groups. This constructivist model assumes that as one experiences more outside of their own 'home' culture, their competence and understanding of cultural differences will increase. Within these six individual stages, there are unique behaviors, skills, and dispositions one would demonstrate if they were at that level of progression, or best identifying with that worldview. The first three stages (denial, defense, minimization) are all representative of an ethnocentric mindset, or when one views their own culture as "central to reality" and superior while avoiding cultural differences. The later three stages (acceptance, adaptation, integration) are representative of an ethnorelative mindset, or when one views their own culture "as one of many equally complex worldviews" and seeks out cultural differences. To best measure where one's mindset is based on the DMIS theory, the Intercultural Development Continuum was developed. According to Hammer (2011), the IDC "is the theoretical framework that is assessed by the IDI." The IDC represents recent modifications, based on Intercultural Development Inventory (IDI) research results, of the DMIS. The IDI is the instrument used to identify where specifically on the continuum one is in their level of intercultural competence. While the IDI is a widely accepted tool to use in intercultural competence assessment, scholars in the field do suggest that using multiple tools to gauge a full understanding of ones intercultural competence is important (Deardorff, 2006). More details on the IDI will be discussed later in this section.

The developmental level of a teacher according to the IDC has proven to translate to one's ability to practice culturally responsive teaching and demonstrate intercultural competency skills in the classroom (Bennett, 1993). Before discussing the IDC in detail, it is important to take note of the two most immediate differences between the DMIS and the IDC. First, minimization in the IDC is not considered to be a monocultural or an ethnorelative mindset, but rather a transitional stage between the two. Secondly, the IDC only includes five stages (Hammer, 2011), or what are referred to as orientations: denial, polarization, minimization, acceptance, and adaptation. The sixth stage of the DMIS, integration, is not included as it related more to construction of intercultural identity than to development of intercultural competence.

Aside from these two differences, the orientations themselves do not vary significantly from those in the DMIS. Denial reflects a mindset that has limited "capability for understanding an appropriate response to cultural differences in values, beliefs, perceptions, emotional responses, and behaviors" (Hammer, 2011, p. 4).

Individuals in the denial orientation avoid cultural differences and often do not even see these differences as being attributable to culture. Individuals that are in denial often have limited experiences with other cultural groups. Polarization, still a monocultural mindset, is an "evaluative mindset that view cultural differences from an, 'us versus them' perspective" (Hammer, 2011). A person in this mindset views his/her culture as superior and is *defensive* of their culture, or another culture as with *reversal* polarization mindset. Minimization, the transitional mindset in the IDC where one moves from egocentric thinking to having more of a worldview mindset, is the orientation where most people are (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003; Hammer, Bennett, & Wiseman, 2003; Hammer, 1999). A person in this mindset views cultures as similar and believes that everyone wants the same things in terms of their needs and values in life. Often this means that a person in this orientation tries to do well by everyone but does not actually understand the differences in a group and how to address them.

In acceptance, the first stage of being more intercultural or ethnorelative (Bennett, 1993), individuals recognize and start to understand cultural difference and are aware of their own culture, but they may not yet know how to navigate those differences. They often ask questions of others to understand more. Teachers that fall into the acceptance phase exhibit more culturally responsive teaching skills than those whom have not progressed as far on the spectrum (Cushner, 2011). Adaptation, or the most advanced level of intercultural competence on the IDC, is when an individual can shift both cognitive frame (shift one's own cultural perspective) and behavior code (change behavior in authentic and culturally appropriate ways). These individuals are able to make "cultural bridges" between groups and communities (Hammer, 2011).

Bennett believes that people need an opportunity to become aware of their own cultural self, as it has been shown that preexisting beliefs can inhibit one from progressing in cultural understanding and awareness. If these beliefs are not addressed with, for example, immersion experiences where the individual truly feels as "the other," then cultural understandings can be impeded (Merryfield, 2000; Bennett, 1993). Before students of education can be expected to engage in culturally responsive teaching practices, they should be given these opportunities to develop their intercultural competence and to examine their own culture, explore cultural differences, and experience feeling like "the other". This focus will "provide(s) the most relevant concepts to consider in the preparation of educators in an increasingly culturally diverse and interdependent global society (Cushner, 2011, p. 606)." Many teacher preparation programs are still figuring out what the most effective opportunities are to develop intercultural competence as well as other qualities of culturally responsive teachers, and how to provide them to their pre-service students.

Teacher Education to Develop Intercultural Competence

A review of the literature on teacher education programs revealed that there have been different degrees of success in training pre-service teachers to be more interculturally competent and to be culturally relevant educators (Zeichner, 1996). A more in-depth discussion of this literature will be in Chapter Two. Many teacher education programs across the United States prepare teacher students about cultural issues by implementing multicultural education coursework and diverse field placements (Cochran-Smith, 2004). However, teaching someone to be interculturally competent through traditional coursework and activities is difficult because perceptions and beliefs are learned from experiences, not a book (Cushner, 2011). In addition to the fact that there is great variance in what the typical coursework and placements look like, it is also not known as to whether or not these methods aid in the development of intercultural competence. Some research on using traditional methods to prepare pre-service teachers has shown improvement in the pre-service teacher's ability to recognize cultural differences, but others have not (Greenberg, Pomerance, & Walsh, 2013; Lenski, Crawford, Crumpler, & Stallworth, 2005; Cushner & Mahon, 2002).

Rodriquez refers to an alternative approach to developing skills like intercultural competence by offering international experiences when he states: "This task requires educators to transcend physical geographies and to understand the way in which nations, people, and communities around the globe are interrelated and shaped by relations of power at the local, national, and international level" (Rodriquez, 2011, p. 562). Many teacher education programs are following this idea and are offering international student teaching programs, which *have* consistently shown to aid in the development of intercultural competence (Haugen, 2014; Stachowski & Frey, 2003).

International Student Teaching Experiences

International student teaching programs *have* consistently shown that, upon return to the United States, participants have developed intercultural competency skills (Rodriquez, 2011). Stachowski, at Indiana University, has collected over three decades of data on students of education that participate in an international teaching or service experience— all of which indicate development of intercultural competency skills (2014). International student teaching programs are defined as a program, offered at or sponsored by a School or College of Education, in which pre-service teachers complete a student teaching placement in an international setting (Educators Abroad, 2014). Typically these programs place students with a mentor or supervisor in international schools for several weeks. International student teaching programs usually replace or contribute to the students' completion of field experience hours that are used toward completing their teaching licensure (Educators Abroad, 2014). International student teaching options are offered at many institutions across the nation. For example, the Consortium for Overseas Student Teaching (COST), a collaboration of 15 colleges and universities across the United States, provides opportunities for member university students to have an international student teaching experience (Cushner, 2011).

Existing international student teaching programs, some of which have been running for almost four decades, have demonstrated success in training teachers to be more interculturally competent (Educators Abroad, 2014). Even short-term experiences, between four to six weeks, have helped pre-service teachers to become more aware of their own perceptions, understand the importance of practicing culturally relevant teaching, and instill this attitude in their own students (Willard-Holt, 2001)

In a study of 60 pre-service teachers by Stachowski and Brantmeier (2002) (30 in seven different countries overseas (England, Wales, Scotland, the Republic of Ireland, India, Australia, New Zealand, Taiwan, Kenya, and Costa Rica) and 30 on a Navajo reservation), over 278 changes in perceptions about participants' "home culture" were reported at the end of their experiences. Student reflections and assignments were collected and analyzed, and general and specific themes reflecting positive or negative changes in attitudes or perceptions were identified. Many participants indicated that they

had never thought about their own culture and were challenged to think about how their home culture impacted their experiences and encounters with their host families.

Stachowski and Brantmeier (2002) also found that there are several specific positive outcomes that relate to intercultural competence as defined previously by Bennett. Among other benefits, participants' noted positive gains in areas such as selfawareness, understanding of other cultures, and realization of multiple perspectives (see Table 2 for a complete list of benefits), which are all at the core of intercultural competence.

Table 2

Identified Benefits from Overseas and Cross-Cultural Experiences (Stachowski, 2011)

Personal Growth	Professional Growth	
Improved relationships with people	Improved adaptability in classroom	
<u> </u>		
Stepping outside their comfort zones	Comparison of educational systems	
Increased self-awareness	Ability to work with more colleagues	
More savvy traveler	Increased skill developing class resources	
Growth in confidence	Passion for teaching	

In a six-year, qualitative case study of 49 pre-service teachers that completed a short-term study abroad program as part of an international field experience, Malewski, Phillion, and Sharma (2012) examined the students' daily journals and found that these students had increased cross-cultural awareness, engagement with diverse learners, and understanding of themselves and how to teach culturally diverse learners. The students reflected in the journals on their experiences in the schools, their interactions with people in the host country and the people in the communities they were living in, and their understanding of their own identity in comparison to others.

In addition to written reflections, pre-trip, on-site, and post-trip interviews were conducted and recorded. Conversations during dinner and class discussions were recorded and used as a part of data analysis. Data were analyzed through codes about ethnicity, race, class, and gender. The researchers looked for descriptions provided by the pre-service teachers of feelings of being culturally different to try to see if the experience changed or had an impact on their beliefs in anyway.

According to prominent scholars in the field, international student teaching programs are effective because they challenge pre-service teachers to look outside of and at their own culture, as well as any biases or assumptions they have about other cultures. They are forced to step outside of their comfort zones and understand what it is like to be an outsider, which is something they may not be able to experience in a traditional student teaching experience (Garnett, 2012; Cushner, 2011; Stachowski, 2006; Stachowski & Sparks, 2003; Blair, 2002; Zeichner, & Hoeft, 1996). Merryfield (2000) describes this separation as being the "other," or when one feels different, and what it feels like to have less economic or political power. International student teaching placements allow for these experiences.

Merryfield (2000) worked with the Association of Teacher Educators (ATE) to identify leaders in the field of intercultural competence whom are successful in preparing teachers in both multicultural and global education. She identified these educators by writing to 730 member institutions of the American Association of Colleges for Teacher Education (AACTE) and asked for nominations from their deans and directors of teacher education programs (Merryfield, 2000). She identified 80 people to be participants in the study. In addition to providing feedback and insights, they also shared example curricula, syllabi, and assignments that they have used in multicultural and global education work and teacher training. She found in her work with the 80 educators that the majority of them indicated experiences in different cultures than their own in which they felt truly as an "other" as the most significant thing in shaping their awareness and understanding of diversity. This resembles the feeling that students can have when entering classrooms where they may feel the "other" (Cushner, 2011). Willard-Holt states:

International student teaching experiences may potentially change beginning teachers' thinking about themselves, curriculum design, and teaching strategies (Mckay & Montgomery, 1995); enhance skills and abilities of effective teachers; force examination of personal beliefs, habits and values; and encourage commitment to open mindedness (Mahan & Stachowski, 1992). (2001, p. 506)

However, similar to traditional coursework and field placements, these international student teaching programs vary in many ways (such as the length, context, and work requirements of the experiences) and are difficult to compare. Existing findings about the outcomes of these programs are promising, but due to the variation in programs, many scholars call for additional information (Mahon, 2007). This capstone study was designed to add to the growing body of evidence about intercultural competence and pre-service teachers that have an international teaching experience.

Capstone Description

In this capstone project, I described the level and understandings about intercultural competence of the participants of an international student teaching experience. The international student teaching program was created based on the belief that international teacher experiences *do* help students of education become more interculturally competent and better prepared to work in 21st century schools. However, there was no evidence to date of the outcomes of the program and whether it was accomplishing these goals.

The Intercultural Development Inventory (IDI) is a widely used measure in studies of intercultural competence and is also frequently used in work with students that have completed international student teaching experiences (Cushner, 2011; Paige, 2004). I used the IDI with participants. In the rest of this chapter, I provide a statement of the problem, the capstone setting, the purpose, and the conceptual framework that will drive this study. Following are terms that will be used throughout this paper.

Definition of Terms

- *Ethnocentrism* is the idea that the experience of one's own culture is "central to reality" and that the beliefs and behaviors that people receive in their primary socialization are unquestioned; they are experienced as "just the way things are" (Hammer, 2009).
- *Ethnorelativism* is the idea that the experience of one's own beliefs and behaviors
 is just one organization of reality among many viable possibilities. According to
 Bennett, ethnocentrism is on the far end of the IDC (denial of other cultures),
 while ethnorelativism is on the integration end of the spectrum (seeking out
 cultural differences).
- *International education* refers to the study of or activities aimed at gaining knowledge of world cultures, which can include but is not limited to: conflicts and differences, communication styles, cultural norms, and history of those cultures.
- *International student teaching program* refers to a program in which pre-service teachers complete a student teaching placement in an international setting.

- *Pre-service teacher* is the period of time in which teacher education students are learning about the teaching profession, which may include applying those skills through an apprenticeship or internship in a school setting.
- *Student teaching* refers to an internship experience where a pre-service teacher is practicing teaching with guidance from a mentor or an experienced in-service teacher.
- Intercultural sensitivity refers to the ability to discriminate and experience relevant cultural differences. In this capstone, this ability will be assessed using Bennett's Intercultural Development Continuum.
- *Intercultural competence* refers to the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities (Hammer, 2009).
- *Intercultural Development Inventory (IDI)* is a cross-culturally valid measure of intercultural competence adapted from the DMIS. It consists of 50 items that are administered to a participant via paper or computer.
- Intercultural Development Continuum (IDC) refers to the scale developed by Hammer (2009) that is based on the work of Bennett (1993). The scale has six stages that can be used to analyze a person's level of intercultural sensitivity. The stages are: (a) denial; (b) polarization; (c) minimization; (d) acceptance; and (e) adaptation. On the far left of the continuum, denial is a stage reflective of an extremely monocultural mindset. On the far right side of the continuum, adaptation is reflective of a very intercultural mindset.

Statement of the Problem

Research has shown that teachers are a significant factor in regards to student achievement in schools, and the most effective teachers of diverse learners practice culturally responsive teaching (Hanley & Noblit, 2009). Since this has proven to be important, teacher education programs are seeking how to train teachers to be culturally responsive. This is especially important as students in schools are becoming more and more diverse but still being taught by predominately White teachers. Many of these teachers have had very different cultural experiences than their students, causing a cultural gap in understanding between teacher and student (Gay, 2000). Therefore, teachers need to help develop their skills at being culturally responsive and increase their level of intercultural competence, a main element of being culturally responsive.

Developing intercultural competence skills often occurs when one is placed in a setting where one experiences cultural difference (Bennett, 1998). Teachers need the opportunity to understand their own cultural identities, learn about culture and the way it impacts teaching and learning, examine their own beliefs, and use all of this newly gathered information to better understand their future students. While students in Schools of Education have varying cultural histories, backgrounds, and experiences, many teach within their own state and are White (Zeichner, 2003). Teacher education programs can only influence the experiences pre-service teachers have while they are in their respective programs but not those they had prior to it. As a result, many programs look for ways to provide opportunities for students to experience cultural differences. One way that has shown to be effective and help in the development of intercultural competence is international teaching experiences (Stachowski, 2011). Interestingly, at the time of this

study, the number of students that had an international experience while at an institute of higher education, were the highest they had ever been. However, these increases were not reflected in the percentage of experience abroad for students enrolled in schools of education (Institute of International Education, 2013; Schneider, 2007). In 2009, the most masters degrees conferred were in education and it was the 4th most popular major, yet only 4.1% of those students had completed an international experience during college (Institute of International Education, 2013). According to the most recent Open Door Report from the Institute for International Education (2013), this put education at 8th in comparison to the top 12 other major fields of study for number of students that study abroad (2013). Thus, Schools of Education are among the least internationalized of discipline-specific schools (Merryfield, 2000). This may be due to the barriers to offering experiences abroad, or the fact that there is more research needed to show international experiences can be an effective way to develop the desired dispositions, skills, and knowledge in future teachers.

Capstone Setting

The participants in this study attended a state university in the Mid-Atlantic region that had approximately 23,000 students. About 73%, of the student population at the university in the 2013–2014 academic year identified as being in state students. The School of Education at this University was comprehensive in that it offered both undergraduate degrees in elementary and secondary education, as well as graduate degrees in over 20 various specialized areas of education. In this study, I studied preservice teachers that completed an international student teaching program within a program offered by the School of Education. Participants in the teacher education

program are either completing a five-year Bachelor of Arts and a Master of Arts in Teaching program, or completing a one-year masters program. At the time of this study, the program did not require multicultural courses or diverse field settings, although these courses are available to candidates. The demographics of the teacher education program were even less diverse than the university overall as 84% of the students are White and 80% of them are considered in-state residents.

For the international student teaching placement, the pre-service teachers taught for ten weeks in Belfast, which is located in Northern Ireland. Belfast is a city known for industry, arts, higher education, and business. All of the pre-service teachers in the study taught at for the ten-week period at a school. The pre-service teachers lived at a university that was located near the center of Belfast. Additional details the classrooms each of the respective teachers taught in while abroad is provided in Chapter Four.

The purpose of the international student teaching experience was for pre-service teachers to gain the intercultural skills necessary to be an effective teacher in 21st century classrooms. Intercultural skills are described as being responsive to all students' needs, including those students from a diverse backgrounds or different cultures. The mission statement of the international student teaching program reflects many of the identified benefits of international student teaching programs, such as increasing ability to work in diverse and global environments and developing cultural awareness and understanding of cross-cultural communication. The international student teaching program teaching program description also emphasizes that international education experiences are a benefit in training teachers to be more comfortable in diverse environments and more likely to have the ability to use/demonstrate cross-cultural communication, critical thinking, empathy, and tolerance.

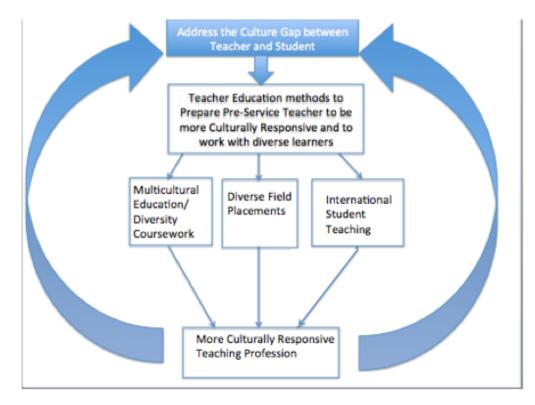
Purpose of the Study

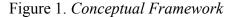
The purpose of this study was to describe the level of intercultural competence of pre-service teachers that completed an international student teaching experience. At the time of this study, there were no measures in place to collect data on the outcomes of the program. In the program description, it was stated that the goal of the program was to help develop the teacher candidates' ability to work in a diverse and global education environment. In addition, it was stated that international student teaching experiences enhance cultural awareness and cross-cultural skills. The intent was for findings from this study to be used by program directors.

I assessed the current level of intercultural competence after participants had completed an international student teaching experience using several sources of data, such as blog posts, interviews, and instructional observations. I used the IDI, which is an offshoot of the DMIS developed by Bennett. This instrument has six stages of intercultural competence that fall on a continuum spanning from very ethnocentric (denies there are cultural differences) mindsets to ethnorelative (seeking out cultural differences) mindsets (Hammer, 2009). The findings from the results of the IDI helped to gauge where participants in the study are in their level of intercultural competence, as well as to inform stakeholders about program outcomes.

Conceptual Framework

A conceptual framework, or the approach to ideas and concepts that emerge, is important to define so conclusions drawn by the researcher are contextually understood (Ravitch & Riggan, 2011). The following conceptual framework was derived from my review of the literature on culturally responsive teaching, the development of intercultural competence, teacher education, and international student teaching experiences (see Figure 1).





My framework reflects a constructivist approach, which proposes that people construct their own understanding and knowledge of the world through experiencing things and then reflecting on those experiences (Crotty, 1998). Using what is learned from those experiences, one must then reconstruct, incorporate, or abandon beliefs, ideas, or knowledge (Creswell, 2012). I believed the pre-service teachers in this study would use what they learned while in their teacher education program, both domestically and abroad, and incorporate it into their prior understandings and construct a new view on culture.

The ideas in my framework are reflective of the ideas of the DMIS. As preservice teachers experience more situations in which they need to practice being interculturally competent, they will progress in their level of intercultural competence. Throughout their teacher education program, there were various factors that may have contributed to progression of intercultural competence. More specifically, students in the teacher education program in this study took coursework, participated in field placements, and completed a student teaching experience— all of which may have been contributing factors. I believe that as students have more experiences with cultural differences in their program, one of the catalysts being student teaching internationally, the more they will progress in their intercultural competence. However, it is important to reiterate in this study I only sought to describe the level of intercultural competence when the teacher candidates return from the international experience; not to make pre and post comparisons. In addition, these experiences and factors are related to one another, as one experience with culture or cultural differences may lead to another.

My framework is based on the idea that experiences influence one's level of intercultural competence and that this level of competence is cumulatively constructed over time (Bennett, 1993). While an overwhelming percentage of the pre-service teachers in this international student teaching program and in the study are in-state, White females, they will still have had unique experiences with cultural differences in their lives. To best describe the level of intercultural competence of the pre-service teachers' in this study, it was important to try to understand the different family backgrounds, cultural experiences, and upbringings of each of the participants.

In sum, the more experiences a pre-service teacher has, the more he/she will progress in their intercultural competence. The research questions I used in this study were:

Research Questions

1. What are the intended outcomes of the international student teaching program and to what degree do these align with the intercultural attitudes, skills, knowledge, and awareness of participants?

2. How and in what ways do participants in an international student teaching program describe their perceptions of intercultural competence?

3. How do participants describe the experience of student teaching internationally and to what degree do they perceive that the experience shaped their perceptions, believes, and attitudes about intercultural competence?

The literature review that follows was conducted to deepen understanding, inform my study design of intercultural competence, teacher preparation programs, international student teaching experiences, and culturally responsive teaching. From this review I found that many teacher education programs are starting to focus on how best to train their students to develop their intercultural competence but are still determining the best method to do so. In the literature, I found that international student teaching experiences thus far have shown to be an effective method.

Chapter Two: Literature Review

The unprecedented change in the demographics of student populations in U.S. public schools over the past decade calls for a corresponding shift in how teachers are trained (Sleeter & Owour, 2011). Teachers entering schools today need to be equipped not only with current best instructional practices and content knowledge, but also the skills and understandings that regardless of ethnicity, identity, or background, all learners can and should achieve success (Gay, 2010). Students learning to be educators need ample opportunity to develop these skills and understandings, as teachers' knowledge, awareness, and attitudes toward diverse students influence teaching and student learning (Ladson-Billings, 1994; Sleeter, 2001).

In order to make the most informed decisions for this study, I completed a review of the literature on effective teaching strategies for diverse learners and how teachers are prepared to be effective at those strategies. I found that culturally responsive teaching is prevalent in the literature. This chapter will discuss the literature on culturally relevant teaching and intercultural competency skills, how teacher preparation programs have tried to prepare students, and what we know about international teaching experiences for pre-service teachers and the impact they have on participants.

This literature review was conducted over a period of about 11 months. Documents that were reviewed included, but were not limited to, opinion/perspective pieces, peer-reviewed journal articles, press releases, personal correspondences, webinars and workshops. I began my review by using EBSCO Host, which searched seven databases for information on the topics of interest (Education Full Text (H.W. Wilson); Education Index Retrospective: 1929-1983 (H.W. Wilson); Education Research Complete, ERIC; Psychology and Behavioral Sciences Collection; SPORT Discus with Full Text; Academic Search Complete).

Key terms that were used for my initial search were "pre-service," "international education," "teacher education programs," "international student teaching," "culturally responsive teaching," and "teacher preparation for diversity." As I familiarized myself with the literature on these terms, "intercultural competence," "intercultural sensitivity," "student achievement," and "global education" were all added to this list. I then consulted with several scholars of education interested in this topic to help identify gaps in my review and other possible sources of pertinent information. As a result of these consultations, I became active in several international education groups and discussions. Several of these correspondences are highlighted in the following review.

Culturally Responsive Teaching and Culturally Diverse Classrooms

Over 80% of U.S. public school teachers are White; most grew up and attended school in middle-class, English-speaking, predominantly White communities and received their teacher preparation in predominantly White colleges and universities (Gay, Dingus, & Jackson, 2003). Thus, many White educators simply have not acquired the experiential and education background that would prepare them for the growing diversity of their students (Ladson-Billings, 2002; Vavrus, 2002; Zeichner, 1993). Currently, the most prominent practice in attempting to prepare White teacher candidates is culturally responsive teaching (Gay, 2000) and training in practices of culturally relevant pedagogy (Ladson-Billings, 1994).

Culturally responsive teaching according to Gay (2010) is, "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically

diverse students to make learning encounters more relevant and effective for them" (Gay 2010, paragraph 1). Gay's definition is frequently cited in the literature on culturally responsive teaching. These ideals are often infused into teacher education courses and/or emphasized in field placements of pre-service teachers (Zeichner, 1993), as will be discussed later in this review. While there are many different models of what culturally responsive teaching looks like and other identified benefits to culturally responsive teaching, such as increased sense of identity and resiliency (Hanley & Noblit, 2009), this section of my literature review will focus on culturally responsive teaching as it is defined by Gay.

Practices of Culturally Responsive Teachers

Today's classrooms require teachers to educate students that vary in culture, language, abilities, and many other characteristics (Gollnick & Chinn, 2002). Culturally responsive teaching is congruent with these requirements, as effective culturally responsive teachers are knowledgeable about students' home cultures, language, and needs. Another core idea of culturally responsive teaching is that educators need to be able to provide experiences and support that are congruent with the high expectations they have for their students. (Darling-Hammond, 2004; Banks & Banks, 2004). Edwards (2011) found eight dispositions commonly demonstrated by effective culturally responsive teachers that are similar to Gay's definition. Edwards describes practices such as: including culturally responsive materials, using culturally responsive assessments and behavior management strategies, and being an active participant in the community and with students' families (2011). Many of these dispositions are built on the basic pillar that teachers are aware that there are in fact differences and important cultural knowledge to be learned. For example, how would one acknowledge the legitimacy of cultural heritage if they did not know of specific traditions that a cultural group practiced? Culturally responsive teachers are effective at cross-cultural communication and at establishing meaningful relationships with their students because they are aware of the aspect of culture and the role it plays in the classroom (Gay, 2002). This awareness is at the crux of what it means to be interculturally competent.

Therefore, those pre-service teachers that have positive personal beliefs about minorities, can engage in multicultural practices. They also know the importance of establishing these relationships and that communications with students are the most significant factor in preparing interculturally competent teachers to teach in diverse settings (Blair, 2003; Jennings & Smith, 2002). Darling-Hammond agrees that if the most important aspect of schooling has been identified as the interactions and relationships between teachers and students, then promoting equity in school must mean students enter classrooms with the best prepared teachers possible (2004). Findings from studies in over 6,000 pre-kindergarten through fifth grade classrooms using the Classroom Assessment Scoring System (CLASS), an instrument used to assess effectiveness of interactions between teachers and students, indicates that higher levels of emotional support and effective interactions lead to improved social and academic outcomes for students (Pianta, LaParo, & Hamre, 2008; Pianta, Belsky, Vandergrift, Houts, Morrison, & NICHD-ECCRN, 2005).

Culturally Responsive Teaching and Student Achievement Outcomes

Research studies have shown that culturally diverse student achievement improves if students have culturally responsive teachers that address their culture, language, and social status with appreciation (Gay, 2010; Grant & Tate, 1995). Specifically, culturally diverse students that have culturally responsive teachers demonstrate an increased level of engagement, motivation, academic achievement and resiliency (Ball & Tyson, 2011, Banks & Banks, 2004; Delpit, 1992).

Unfortunately, there is not as much research discussing what helps to develop culturally responsive teachers and the longitudinal effects of effective culturally responsive teachers as is needed (Sleeter, 2011). In addition, many studies use varying terms and descriptions for other types of teaching and instruction that have some of the same core principles as culturally responsive teaching, such as equity pedagogy, multicultural education, and teaching for social justice, which are relevant but not included in this review in order to maintain consistency. With that said, the small body of literature that does exist on culturally responsive teaching strongly supports the positive impacts of culturally diverse students.

Jones (2008) conducted a mixed methods study looking at the results of the standardized California Test for students at a school in the Los Angeles Unified School District. The students at this school received Culturally Responsive Standards Based Instruction (CRSBI), a curriculum focused on the aforementioned components of culturally responsive teaching as defined by Gay (2010), as well as a focus on the California Standards. The study specifically looked at the English Language Arts and Math scores of African American students in grades 2-8 (2008). Jones found that the African American students at the school utilizing CRSBI were 53% more likely to pass English Language Arts and 65% more likely to pass Math on the California Standards Test than a student not in the same school but in another school in the Los Angeles Unified School District (Jones, 2008). Even more resounding, in comparison to students overall, those that received Culturally Responsive Standards Based Instruction in the state of California, were 58% more likely to pass English Language Arts and 72% more likely to pass Math.

Bishop, Berryman, Cavanagh, and Teddy (2009) studied the impact of a professional development model called Te Kotahitanga, which focuses on mentoring, support, and establishing relationships with students; all practices reflective of ideas for culturally responsive teaching. They studied teachers who went through the professional development in New Zealand. The professional development is focused helping teachers provide a culturally responsive context for learning, especially for Maori students, which his the indigenous population in New Zealand. In their study they found that the 422 teachers that employed these strategies had Maori students achieve higher results on their academic evaluations and were more prepared to enter a university.

Sleeter (2011), in a review of her own ethnic studies curricula at California State University, Monterey Bay, in which she uses a culturally responsive pedagogy, found that there was a positive academic influence on the diverse student participants in almost all instances (15/16 of her analyses). While this study is based on students at the higher education level, it is helpful to understand that culturally responsive teaching practices illustrate positive outcomes for students of different ages.

Cammarota and Romero (2009) found a strong correlation between the achievement and graduation of low-income Latino students when taught culturally relevant material. They developed, taught, and evaluated the Social Justice Education Project (SJEP). The SJEP is offered in three high schools. Students took traditional classes, such as U.S. government, but as they learned about traditional subject matter, they also were learning social science research techniques like how to conduct interviews and an ethnographic observation. The students were then to analyze what was being learned and apply it to critique social injustices in their own cultural situations and contexts (Cammarota and Romero, 2009). They introduced it in a town where over 40% of the Chicano student population left before completion of high school. The curriculum infused with culturally relevant ideas was aimed at improving learning for this particular population. Findings showed significant progress for this population, as the Chicano students involved in the SJEP curriculum outscored their White peers on state reading, writing, and math exams. In addition, their graduation rates exceeded those of the White students at the respective sites in which they attended school. This study demonstrates how culturally responsive teaching is not isolated to benefitting one particular age group, cultural group, or race; it has positive implications for many types of students.

In a study on the impact of cultural relevant pedagogy on the literacy performance of 29 eight-grade students in a Chicago public school, Tatum (2000) found significant improvement in almost all aspects of their literary skills. In the study, Tatum used Ladson-Billings (1995) approach to culturally responsive teaching, which states that students must experience academic success and develop cultural competence, teachers should attend to students' academic needs, students culture should be made a vehicle for learning, and students should be talking about issues of culture in the classroom. In the classroom in the study, teachers were talking to students about their personal value, the collective power, and political consequences of choosing academic achievement. Community norms of the group of students were incorporated into the classroom and cooperation was lauded over competition (Tatum, 2000). Students went from being several years below grade level to meeting the 8th grade requirement of obtaining a score of a 7.9 on the Iowa Test of Basic Skills in order to enter a Chicago High School.

In sum, culturally responsive teaching can have positive impacts on student achievement across all ages and cultural backgrounds. Gay found that even infusing *minimal* cultural relevant content helped improve student learning, scores, and concepts of self (2010, p.173). While a more comprehensive and large-scale study of student outcomes would add to the field, the existing literature consistently supports culturally responsive teaching efforts (Sleeter, 2011).

Knowing that culturally responsive teaching can positively impact the outcomes of diverse student achievement, it is important to understand how to foster a more culturally responsive workforce. As previously discussed, there are many different characteristics that culturally responsive teachers possess (Gay, 2010). One of the most critical preliminary steps in becoming a culturally responsive teacher is becoming aware of cultural differences, both of your own and of those differences in others (Marx, 2008). This awareness is at the crux of what it means to be intercultural competent. Therefore, examining the literature on interculturally competence is necessary to better understand how teacher education programs may approach training teachers to gain these skills.

Development of Intercultural Competence

Theories of culturally responsive teaching are allied with theories of intercultural competence; it can be assumed that the development of intercultural competence skills is essential to developing culturally responsive teachers (Marx, 2008, p. 27). As Marx states, "To teach in culturally responsive ways, teachers must be interculturally competent (2008, p. 10)."

There are many similar terms used to in the field to discuss intercultural competence; therefore it is important to be precise about what intercultural competence means to this study. 'Intercultural' focuses on the "penetration and interaction of an individual from one culture into another" (Cushner, 2011, p. 606). Intercultural competence is when one can understand and navigate cultural differences and are aware of their own cultural identity (Hammer, Bennett, & Wiseman, 2003). Hammer, Bennett, and Wiseman (2003) provide a distinction between intercultural competence and intercultural sensitivity; their definition of intercultural sensitivity is "the ability to discriminate and experience relevant cultural differences" and intercultural competence is "the ability to think and act in interculturally appropriate ways" (p. 422). This definition was chosen, as it is one of the most commonly cited in intercultural competence related to education.

The ability to be aware of one's own perceptions and beliefs is the first step in moving towards recognizing those differences within others hence the importance this competency has when thinking about the preparation of culturally responsive teachers (Cushner, 2011; Lenski, Crawford, Crumpler, & Stallworth, 2005). The remainder of this section will focus on the characteristics of interculturally competent individuals as discussed in literature, as well as what is known about the level of intercultural competence of pre-service teachers.

Intercultural Competence Skills

According to Bennett, an intercultural mindset is more ethnorelative (thinking about incorporating others cultures into their own) and not ethnocentric (or avoiding and not seeing differences) (1993). His Developmental Model for Intercultural Sensitivity (DMIS) provides a spectrum of stages one may be in their level of intercultural mindset; denial, defense, minimization, acceptance, adaptation, and integration. It is important to note that the DMIS uses the term 'intercultural sensitivity', but as mentioned in Chapter One there is a slight difference between how this is defined in comparison to intercultural competence. The instrument designed by Hammer, which is reflective of the DMIS, works from the definition of intercultural competence.

On the DMIS, corresponding with each stage are specific skills and traits a person may possess when they are at a specific level. In the Denial/Isolation stage, people stay in homogeneous cultural groups and fail to generate either the opportunity or motivation for noticing and interpreting cultural differences (Bennett, 1993). In the most advanced two stages, Adaptation and Integration, individuals demonstrate that they have culturally specific knowledge, cognitive flexibility, knowledge of other cultures, contextual knowledge of their students' cultures, respect for other's values and beliefs, and tolerance of ambiguity, (Bennett, 1998).

This spectrum and corresponding skill set has been studied and vetted numerous times, and consistently supports the DMIS and corresponding IDI as a valid measure of intercultural competence (Stuart, 2009). In a comprehensive empirical analysis of 353

high school students, college students, and instructors in intercultural related education courses, Paige, Jacobs-Cassuto, Yershova, and DeJaeghere (2003) found the IDI to be a valid and reliable way to measure intercultural sensitivity according to Bennett's definition (1993). Due to the wide range in use with educators, having been deemed reliable and valid, amongst other tools used to assess intercultural competence the IDI was used for this capstone project.

Deardorff (2006) found from her consultation with intercultural experts, that there were 22 different dimensions of intercultural competence, such as awareness, understanding, and valuing cultural differences (see a comprehensive list in Table 3). Her findings almost parallel the skills that Bennett outlines. Different studies cite diverse competencies as essential, but several competencies are consistent throughout the literature, including: cultural understanding and knowledge, self-awareness, openness, respect for different cultural norms and practices, and positive feelings about interacting with persons from different cultures.

Table 3

A	wareness, understanding, and valuing cultural differences
E	Experience other cultures
S	elf-awareness of one's culture
C	Complexity-of global community, of world's problems, of cultural differences
C	Open-mindedness - including openness to learn from others who are different
Iı	nterdependence - of global society
F	ffectiveness- through Interacting, serving, and problem-solving across cultures
R	esponsibilities - personal, social, and as global citizens

Intercultural Competence Skills (Deardorff)

Knowing what intercultural competence means and what specific skills are reflective of a person demonstrating a high level of competence, understanding how it relates to development of culturally responsive teachers may be quite valuable within the context of this study.

Studies on Intercultural Competence

Unfortunately, while culturally responsive teaching and the connected intercultural competence skills are recognized as more important than ever for teachers to have, the literature indicates that teachers entering the work force do not have the appropriate knowledge and skills (Merryfield, 2000). According to Cushner, "today's classroom teachers and teacher education students are stuck on the ethnocentric side of the scale" and may not have the skills or dispositions to help others develop intercultural competence (2011, p. 6). Many of the studies on assessing intercultural competence, especially those that pertain to education, are students that use the IDC developed by Bennett.

Using Bennett's' IDC, Grossman and Yuen found that of 107 classroom teachers in Hong Kong, over half were in denial and defense and only 2% were on the ethnorelative side (2006). Mahon's study of 155 teachers in the Midwest revealed all were at minimization or below. A follow up of 88 teachers found that teachers in the western US that 84% of them were at minimization or below. In a similar study by Yuen and Grossman (2009), who looked at the level of intercultural sensitivity of student teacher's in three cities, found that of the 107 teachers, 55% were in denial or defense and 43% in minimization (2009). A study by Bryk, Sebring, Allensworth, Luppescue, and Easton (2010) reinforced that intercultural competence is an important skill when working with diverse students. They studied 22 elementary schools in Chicago that primarily served low-income students of color for 6 years and found that of the five factors that mattered most, teachers' cross-cultural competence was most important for the ability to engage with parents and communities, tap into students' prior knowledge and cultural, and engage students in their work (2010).

According to Bennett, an intercultural mindset is more ethnorelative and not ethnocentric (1993). His Developmental Model for Intercultural Sensitivity (DMIS) provides a spectrum of stages one may be in during their level of intercultural mindset; Denial, Defense, Minimization, Acceptance, Adaptation, and Integration. In order to become interculturally competent, a shift must occur from the ethnocentric to ethnorelative side of the continuum, which is when diversity is something sought out and not avoided (Hammer & Bennett, 2003). To do this, one must be able to recognize people live in different contexts and seek ways to adapt within these contexts (Hammer & Bennett, 2003). However, people often need an opportunity to become aware of their own cultural self, as it has been shown that these preexisting beliefs if not addressed can inhibit the growth of one's cultural understanding and awareness (Merryfield, 2000)]. In order to prepare teachers, these skills must be taught and pre-service teachers must be given opportunities to examine their own culture. Therefore, I chose to analyze the literature on what is being done to prepare pre-service teachers in order to better understand what is effective and what might be done to make training more effective in promoting the development of intercultural competence.

Measuring Intercultural Competence

There are several different ways to measure intercultural competence. The use of the Intercultural Development Inventory (IDI) is frequently used tools in intercultural competence assessment (Lombardi, 201).

DMIS

The DMIS is rooted in the personal construct theory of George Kelly (1963). This idea that experience is a function of our own construing of events and is built up through a series of categories is also called cognitive constructivism (Brown, 1972). The DMIS provides a framework to understand the level of intercultural competence of a person at any given time, which ties to how that respective person constructs ideas about cultural differences and groups. This constructivist model assumes that as one experiences more outside of his or her own "home" culture, competence and understanding of cultural difference will increase. The model details six different stages: denial, defense, minimization, acceptance, adaptation, and integration. Within these individual stages, there are unique behaviors, skills, and dispositions one would demonstrate if they were at that level of progression, or best identifying with that worldview.

The first three stages (denial, defense, minimization) are all representative of an ethnocentric mindset — or when one views their own culture as "central to reality" and superior, avoiding cultural difference. The latter three stages (acceptance, adaptation, integration) are representative of an ethnorelative mindset — or when one views their own culture "as one of many equally complex worldviews" and seeks out cultural differences. To best measure where one is in their mindset based on the DMIS theory, the Intercultural Development Continuum (IDC) was developed. Furthermore, the IDI helps

identify specifically on the continuum where one is in their level of intercultural competence. The IDI will be discussed in further detail later in this section.

The IDC, a revised version of the DMIS framework, is the work of Milton Bennett (1993). The developmental level of a teacher, according to the IDC, has been associated with the ability to practice culturally responsive teaching and to demonstrate intercultural competency skills in the classroom (Bennett, 2003). Before discussing the IDC in detail, it is important to note the two most immediate differences between the DMIS and the IDC. First, minimization in the IDC is not considered to be a monocultural or an ethnorelative mindset; rather, it is a transitional stage between the two. Secondly, the IDC only includes five stages (Hammer, 2011), or what are referred to as orientations: denial, polarization, minimization, acceptance, and adaptation. The sixth stage of the DMIS, integration, is not included as it relates more to construction of intercultural identity and not to development of intercultural competence (see Figure 2).

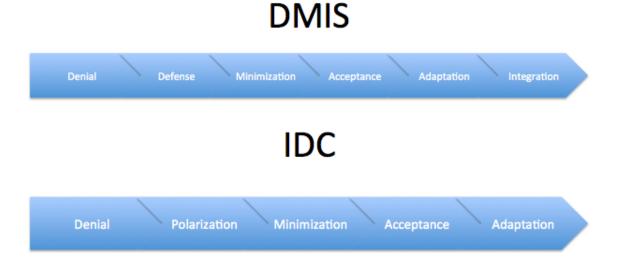


Figure 2. Stages in the DMIS and the IDC

Aside from these two differences, the orientations themselves do not vary much from those in the DMIS. Denial reflects a mindset that has limited "capability for understanding an appropriate responding to cultural differences in values, beliefs, perceptions, emotional responses, and behaviors" (Hammer, 2011, p. 4). Individuals in the denial orientation avoid cultural difference and often do not even see these differences as being attributable to culture. Individuals in denial often have limited experiences with other cultural groups. Polarization, still a monocultural mindset, is an "evaluative mindset that view cultural differences from an 'us versus them' perspective" (Hammer, 2011). A person in this mindset views their culture as superior (they are defensive of their culture) or another culture as superior (or a reversal polarization mindset). Minimization is the orientation stage that research shows that most people are at (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003; Hammer & Bennett, 1993). A person in this mindset views cultures as similar and identifies the needs and values of the other people as similar to their own. Often this suggests that a person in this orientation attempts to do well by everyone, but does not understand the differences within a group nor how to address him or her.

In Acceptance, the first stage of being more intercultural or ethnorelative (Bennett, 1993), individuals begin to recognize and understand cultural difference and attain an awareness of their own culture, but may not yet know how to navigate those differences. They often ask questions of others to understand more. Adaptation, the most advanced level of intercultural competence on the IDC, is when an individual can both cognitive frame-shift (shift one's own cultural perspective) and behavior code-shift (change behavior in authentic and culturally appropriate ways). These individuals are

able to make "cultural bridges" between groups and communities (Hammer, 2011). As stated by Cushner, who has been involved in the field of intercultural teacher research and training for over two decades, "Individuals in the ethnorelative stage recognize that people live in culturally different contexts and search for ways to adapt to differences" (Cushner, 2011, p.604).

IDI

In order to measure the intercultural competence orientation of an individual according to the IDC, the Intercultural Development Inventory (IDI) was developed. The results from the 50-item questionnaire and the optional qualitative contextual questions given by a Qualified Administrator of the IDI are used to determine in what worldview/orientation a person is operating from at that time. The respondent receives both a perceived orientation (where they believe themselves to be) and a developmental orientation (where they actually are on the IDC). It is important to note that a person is able to progress on the IDC, which is typically a result of more cultural experiences and engagement.

This instrument has been used with thousands of participants from cross-cultural samples and consistently has strong validity and reliability (Paige, 2011). Based on results from the IDI, when used with multicultural samples pooling over 10,000 individuals using Confirmatory Factor Analysis, coefficient Alpha levels were 0.80 or better (perceived orientation 0.82, developmental orientation 0.83). These coefficients meet or exceed the standard reliability criterion for an individual measure (Nunnally, 1978). In a separate study with 4,763 respondents in 2009, measuring the overall reliability from the analysis of individual levels as measured on the IDI, the following

coefficients were reported: Denial (0.66), Defense (0.72), Reversal (0.78), Minimization (0.74), Acceptance (0.69), Adaptation (0.71), Disengagement (0.79). Furthermore, a high inter-rater reliability has been demonstrated, based on interview analysis and correlational analysis (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003). From the same study of 4,763 participants, as well as findings from multiple rigorous studies including a wide range of international and domestic cultural groups, the IDI has strong content and construct validity (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003). Unfortunately, some studies using the IDI show that many teachers are not interculturally competent.

Teacher Preparation for Diverse Classrooms

Before discussion of how teacher preparation programs have tried to prepare teachers for diverse learners and to become more interculturally competent, it is important to first better understand why this is a focus. Aside from trying to address the current status of student academic achievement and follow educational trends, most U.S. schools of education use standards to guide the design and frameworks for their programs. The most widely used teacher education standards are those put forth by the Association for Teacher Educators (ATE), the Council of Chief State School Offices who wrote the Interstate New Teachers Assessment and Support Consortium (InTASC), Teacher Education Accreditation Council (TEAC) and the National Council for Accreditation of Teacher Education (NCATE) (Cushner & Mahon, 2009). In June 2014, NCATE and TEAC merged to form the Council for the Accreditation of Educator Preparation (CAEP). These standards all address the need for teachers to be prepared to teach *all* learners. For example, one of the five key themes in the 2013 InTASC Standards is "Personalized Learning for Diverse Learners" (InTASC, 2013). A more specific example of what this looks like can be found in Standard #2, which states: "Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards."

The proposed CAEP standards require teacher education programs to show evidence of how their curriculum addresses issues of diversity (CAEP, 2014). Within the CAEP standards, specific performance targets (including curriculum, field experiences, and clinical practice focused on helping student teachers acquire the knowledge, skills, and dispositions necessary to appropriately meet the needs of their future students) are provided (CAEP, 2014). Although these standards certainly point toward training future teachers to be prepared for diverse learners, standards alone do not ensure diversity will be addressed in the classroom (Ziechner, 1996). However, there are still many teacher education programs that do not require sufficient coursework in diversity issues to prepare teachers for classrooms today (Ball & Tyson, 2011; Valentin, 2006; Ladson-Billings, 2005).

Therefore, the question for departments of education remains: How can we prepare teachers to be ready for the challenges ahead of them? There is a great deal of literature on teacher preparation; however, the articles discussed in this review are more narrowly focused on the findings as to what traditional teacher education programs are providing students to prepare them to meet these standards and work in diverse settings and what the outcomes of those programs are.

Traditional Teacher Program Preparation for Diverse Learners

It is typical that students in schools of education take coursework and have field experiences that aim at preparing them to teach in diverse classrooms and to make them aware of their own existing perceptions and beliefs (Zeichner, 1996). Teacher education courses that focus on diversity and multicultural education usually incorporate some type of reflection or field experience to serve as a catalyst and platform for this process to occur (Barnes, 2006). However, there is a call for more research on specific courses, specific course content, and types of training in diversity that is offered in teacher education programs (Walsh, 2011). The comprehensive and controversial report by the National Council on Teaching Quality (*Teacher Prep Review: A Review of the Nation's Teacher Preparation Programs*) showed that while diversity was a supposed standard for evaluating programs; it was not reported on and was put off until the next report.

Programs also offer field placements, which are short practicums in school settings. These can be offered as part of a content methods course or as stand-alone courses. Research strongly suggests the benefits of field assignments that place students in culturally diverse settings, allowing teachers to experience cultures other than their own (Hollins & Guzman, 2005; Pohan, 1996; Ladson-Billings, 1995). In sum, this research demonstrates that many pre-service teachers often form their beliefs and understandings of other cultures based on prior experiences; unfortunately, many have limited intercultural experiences during their teacher education program. In addition, due to the fact that many placements are within 100 miles of the town in which a student attends university, it is not always possible to place students in diverse settings (Greenberg, Pomerance, & Walsh, 2011).

Another aspect of nearly all teacher education programs is student teaching, which is a longer and more intensely supervised field placement (Greenberg, Pomerance, & Walsh, 2011). Coupled with the fact many programs credit students as meeting the standard of understanding diverse students through completion of this student teaching experience, it is an ideal place to focus when thinking about how to best train teachers.

In 2011, approximately 200,000 teacher candidates at 1,400 institutions of higher education were enrolled to complete what is known as student teaching (Greenberg, Pomerance, & Walsh, 2011). Aside from an increase in time spent in coursework before placements, time spent in placements, and the amount of supervision required by the teachers' preparation program; the experiences that these student teachers have is relatively similar to that which teachers in the mid-1800's experienced in "normal" schools (Guyton & McIntyre, 1990). In a report on the status of student teaching experiences in the United States, Greenberg, Pomerance, & Walsh (2011) found only three studies that reported the effectiveness of student teaching programs specifically on student performance. In a sample of 134 institutions, only 32 met their five standards, which included things such as the placement being no less than 10 weeks, students' must have a cooperating teacher that has at least 3 years of teaching experience, and the cooperating teacher must be able to mentor the student teacher.

In this sample of 32 institutions, 99% required full-time student teaching; 75% of those also required it to be near their campus. While there are individual state regulations for teacher education programs, across the nation there are no sets of consistent standards regulating time period for student teaching or evaluation tools among programs. According to the report, many states determine a certain number of hours that a student teacher must spend supervised in a classroom, for example Virginia requires 300 supervised classroom hours and one hundred fifty of those to be student teaching, "but no state has what could be termed a comprehensive set of regulations or even guidelines for student teaching programs" (Greenberg, Pomerance, & Walsh, 2011, p. 8). This variance in requirements also applies to the types of schools and students with whom pre-service teachers work. Due to vastly varying types of settings and coursework it is not surprising that the findings about effectiveness of coursework, field placements, and student teaching to prepare teacher candidates for diverse settings are inconsistent (Zeichner, 1993).

Studies on Traditional Teacher Preparation Programs with Promising Findings

Positive results from coursework and field placements include changes such as an increased desire to teach in more diverse settings (Walker-Dalhouse & Dalhouse, 2006). In a study by Barnes (2006) of 24 pre-service teachers on the use of culturally responsive teaching during reading instruction in an urban elementary school, it was found that the pre-service teachers have a more positive view of minorities' ability to read and that they could use individualized attention and positive verbal feedback to help students succeed.

In a pretest–posttest study of 92 White elementary school pre-service teachers, Walker-Dalhouse and Dalhouse (2006) found that completion of a diversity seminar and a field experience in a diverse setting had an impact on awareness, strategies, and pedagogy. Walker-Dalhouse and Dalhouse asked questions about beliefs concerning diverse families, awareness of culture, cultural communications, and teaching in multicultural classrooms to the pre-service teachers. Teachers responded to the questions, which were on a five-point Likert scale. The pre-service teachers in the study were required to teach two lessons that incorporated multicultural components as well as to assist the classroom teacher and observe him/her teaching. Prior to the experience, perceptions included feelings that racial minorities in the classroom would have higher discipline problems, would be less talented, and would have less parental support. Postsurvey results showed that after the seminar and practicum teachers were more culturally aware and sensitive and were better able to understand that cultural differences should not be thought of as deficits. For example, they were less likely to refer students to testing (based on their ethnicity or culture) and to use ethnic jokes in their instruction (2006).

Siwatu, Polydore, and Starker (2009) examined the self-efficacy of pre-service teachers that completed two courses in diversity as well as a field placement in regards to culturally responsive teaching; they found that the pre-service teachers were able to create responsive learning environments and foster positive relationships that were reflective of a culturally responsive classroom.

However, despite these findings, there is great inconsistency among not only international student teaching program offerings, but also in the results that they achieve. In addition, there are many contextual pieces of information missing from these studies, such as what were the other courses students took in conjunction with these courses? Many education programs are now offering courses that address issues of diversity, but rarely do they reach all students in a teacher preparation program (Longview Foundation, 2006). In addition, many of these studies do not yet indicate if the teachers will then actually address diversity in their classrooms (Sleeter & Owuor, 2011). However due to the new CAEP standards, over the next couple of years, it is likely that teacher education

programs will be evaluated on implementation of this standard and student understanding of diversity issues, as well as their ability to work with diverse learners.

Studies on Teacher Preparation Programs with Inconsistent or Negative Findings

McDiarmid (1993), in a four-year longitudinal study (which is part of the larger "Teacher Education and Learning to Teach" study of the National Center for Research on Teacher Education, 1988) of teachers in the Los Angeles Unified School District (LAUSD) that were in the Teacher Trainee Program (TTP), looked at the impact of just having a multicultural education course on beliefs and perceptions. He found that after 15 sessions on information about working with diverse students, interviews with program participants actually revealed that stereotypes were taught or reinforced and overall attitudes did not change (1992). For example, when given a scenario that presented a stereotype that Native-Americans were "shy," only 40% of the trainees rejected this stereotype. After nine months of working in the sessions and in schools, when presented with the same stereotype, only two additional trainees rejected it.

Hollins and Guzman (2005) found coursework had no significant influence on pre-service teachers' understanding of diversity issues, engagement in the development of equity pedagogy, or integration of culturally diverse perspectives. Sleeter (2008) found that short experiences with minimal teaching would not provide White pre-service teachers enough perspective to change their beliefs or stereotypes in order to make necessary connections with diverse students. Many failed to connect relationships between culture and teaching.

For example, many candidates who are aware of diversity still fail to apply this knowledge to their teaching or state they are not comfortable teaching in diverse settings

(Ladson-Billings, 1995). In a yearlong self-study of five teacher candidate interns in a suburban school district, Bates and Rosaen found that interns were consistently aware of academic achievement and ability, but often overlooked other forms of diversity in the classroom (2010). Bates and Rosaen interviewed participants in the fall (before their internship) and in the spring (after their internship.) Participants were asked about their experience, their perception of how well they did, and their understanding of diversity (Bates & Rosaen, 2010). Other data, such as observation notes, emails, and seminar agendas were collected for analysis as well. To code this data, they used the program's description of diversity to code each document and to look for signs of talk about diversity.

One of the main themes revealed in their analysis was that two interns still treated language and culture as topics that were not related to specific learning needs or differences. In addition, all of the interns had a "persistent propensity to conceive of and respond to diversity" as being related to individual students' academic achievement or ability (p. 29).

Recommendations for Teacher Preparation Programs

While some domestic cross-cultural experiences have a positive effect on some pre-service teachers' attitudes toward working with diverse student populations, the findings are mixed and there is a consensus that more or something different is needed by way of preparation in order to change teacher candidates beliefs (Sleeter, 2008; Barnes, 2006; Lenski, Crawford, Crumpler, & Stallworth, 2005; Cook & Van Cleaf, 2000). Overall, the finding from multicultural courses in education tends to reinforce the idea of color-blindness, which is a view of equality and sameness; and not that of equity or seeing differences and appreciating them (Cochran-Smith, 2004). True intercultural competence is a focus on understanding differences and how to work with them, not seeing those differences and treating everyone the same (Bennett, 1998). Furthermore, many domestic cross-cultural field placements do expose students to the realities of the diverse student population; students still do not feel the "Other" (Marx, 2008). Feeling as "the Other" can truly transform perceptions and beliefs. One of the most effective ways to feel as "the Other" is through an immersion or international cross-cultural experience (Malewski, Phillion, & Sharma, 2012).

In sum, infusing multicultural coursework and cross-cultural field placements into teacher education programs is not enough to change beliefs; especially with the inconsistent findings on efforts thus far (Marx, 2008; Zeichner & Hoeft, 1996; Cochran-Smith, Davis & Fries, 2005). These inconsistent research findings have made it difficult for schools of education to identify the appropriate and effective strategies to use in their teacher education programs to change teachers' beliefs and perceptions about culturally diverse students (McAllister & Irvine, 2002). One transformative way that is supported by research to have positive impacts on the beliefs, knowledge, and skills of participants is an international student teaching experience as part of a teacher education program (Cushner & Mahon, 2009).

International Student Teaching Experiences and Programs

International student teaching experiences and programs have been offered for decades, but it has only been since the 1980s that a movement in the field of teacher education accelerated the inclusion of these types of offerings into their teacher preparation programs (Cushner & Mahon, 2009). This notable increase in opportunities

and interest for international student teaching programs in the United States may be attributable to the pressure to develop culturally responsive teachers (Merryfield, 2000). It also may be the result of a growing desire to live and work abroad and the ability to more readily communicate and connect with other cultures. According to preliminary findings from a survey performed by Caitlin Haugen at Global Teacher Education, there are significantly more opportunities to student teach abroad than ever before (Global Teacher Education, 2014). Despite this increased interest, at most institutions *general* education courses are still 50–75% of teacher candidates course load (Longview Foundation, 2006).

International student teaching experiences have proven to be transformative and powerful in shifting perspectives about teaching diverse learners and effective in bridging the gap between coursework and teaching (Stachowski & Sparks, 2006; Cushner & Mahon, 2001; Stachowski & Mahon, 1998). Unlike traditional student teaching, where pre-service teachers often become consumed with getting acquainted with the children they are teaching rather than with assessing themselves (Zeichner, 2006), the international student teaching experience forces pre-service teacher to assess their own identity and value systems (Marx, 2008; Stachowski & Brantmeier, 2002). Some of the main benefits of international student teaching programs are focused around how effective they are at changing participant's perspectives, awareness, ability to look beyond their own worlds and to become sensitive to others, and helping teachers develop cross-cultural skills (Cushner & Brennan, 2007).

In addition, it has been found that to maximize the potential of these programs to develop intercultural competence they need to provide pre-departure orientation, clear set

expectations, support for cross-cultural engagement while abroad, and activities that provide a connection or ability to apply to what was learned (Longview Foundation, 2008).

The remainder of this review will focus on what international student teaching opportunities exist and the ways in which international student teaching experiences have been shown to impact positively on pre-service teachers; specifically, their awareness, skills, knowledge, and level of intercultural competence (Cushner & Mahon, 2002). It is important to note that there is variation in the length of programs, what requirements they fulfill for the home university (some fulfill student-teaching, while others are just abroad experiences), as well as what they are called. Dissecting these specifics is not the main interest of this study or literature review, but is a worthwhile future study.

Existing international student teaching opportunities

While some international student teaching programs have been around for more than 30 years (Stachowski & Sparks, 2007; Sleeter, 2001), many universities are just beginning to offer student teaching abroad (Haugen, 2014). I looked to find a comprehensive listing of international student teaching program offerings, but there is no collective place in which these are listed. Due to the fact there is not a comprehensive database of these types of programs, I reviewed the top public and private university teacher education programs, those that have been in existence for the longest period of time, as well as those mentioned in the international student teaching abroad literature located across the United States. A survey of existing programs and offerings is another piece of data that would allow for comparison across programs and potentially to understanding of the impact international student teaching programs. The following is samplings of some of the schools I researched that have international student teaching programs.

Indiana University has an award-winning program that offers placements all over the world, including but not limited to: China, Costa Rica, England, India, Ireland, and Kenya (Stachowski, 2011). North Carolina Teaching Fellows at Elon University are required to study in London or Costa Rica and to complete a practicum in the public schools. The University of North Carolina offers programs in South Africa, Germany, and Norway. These opportunities are also available to students attending schools that have no formal programs through organizations such as Educators Abroad (UNC-Chapel Hill, 2013; Educators Abroad, 2013; Longview Foundation, 2006). The University of Pennsylvania allows international student teaching after having some experience domestically (Greenberg, Pomerance, & Walsh, 2011).

Some institutions are even starting to require these types of programs, such as the University of Wisconsin-Madison, which has instituted a three-credit global perspectives course for all prospective teachers, where future teachers learn about different cultures and schooling abroad. At William Patterson University teacher candidates must take 12 credits in global or international education (Longview Foundation, 2006). The University of Minnesota-Morris requires that teacher candidates do their student teaching in a cultural setting that is different than that with which they are familiar. These requirements mark a positive shift toward more internationalized teacher education programs, infused with the ideas of developing intercultural competency. According to *U.S. News World Report* (2013), the number of institutions that offer a teacher education program is around 1,130.

After conversations with deans of education, teachers, global educators and professionals, and teacher educators, the Longview Foundation proposed a *Framework for Internationalizing Teacher Preparation* (Longview Foundation, 2008). Two of their recommendations focused on providing cultural experiences and education for preservice teachers.

In addition, Merryfield (from her work with 80 teacher educators who were shown to be effective at educating pre-service teachers to be prepared for issues of global education) adds that programs must provide students with immersion experiences in a cultural context other than their own and that this is essential in developing intercultural competence. The study also suggests that feeling like "the Other" or being totally outside the comforts of one's own home for an extended period is very impactful on intercultural competence (2000).

Impacts and Outcomes of International Teaching Experiences

International student teaching experiences correlate to an increase in pre-service teacher cultural awareness, cultural ideas about self, intercultural skills, globalmindedness, and self-efficacy in regards to working with diverse learners (Stachowski, 2007; Cushner & Mahon, 2002) These particular outcomes are indicators of potential in developing teachers who are committed to being culturally responsive in their classrooms (Marx, 2008; Sleeter, 2001; Merryfield, 2000).

Awareness. A common goal of placing pre-service teachers in diverse classrooms for field experiences is to provide them a chance to learn and teach in a setting that may be unfamiliar to them. This can lead teachers to develop a deeper understanding of themselves and their own cultural beliefs, which in turn can promote better relations with the students they teach (Malewski, Sharma, & Phillion, 2012). This cultural disequilibrium, or amount of unfamiliarity, is notably heightened when teacher's study abroad, as there is an even greater possibility pre-service teachers will realize their cultural unconsciousness and how it potentially could influence their understandings and perceptions (Bennett, 1998). This awareness of their own level of cultural knowledge allows for growth and development, as teachers can more readily identify knowledge and skills required to best meet the needs of their students of diverse backgrounds.

In a qualitative study of 50 student teachers abroad, participants reported that the experience challenged their beliefs and exhibited an expanded worldview and recognized the time investment required for cultural learning to take place (Cushner & Mahon, 2002). In their six year collective case study of 49 pre-service teachers that completed a student teaching experience in Honduras, Malewski, Sharma, and Phillion found that participants felt their international experience led them to better understand how unprepared they actually were to teach in a diverse setting, and to allow them to develop their skills of understanding (2012).

In a study of 60 pre-service teachers by Stachowski and Brantmeier (2002) (30 were overseas and 30 on a Navajo reservation), over 278 changes in perceptions about participants' "home culture" were reported at the end of their experiences. Many had never thought about their own culture and were challenged to think about how their home culture impacted their experiences and encounters with their host families. Again, this reinforces that cross-cultural experiences are powerful in developing that basic cultural awareness needed to begin more advanced development of intercultural competence. However, one could argue that this awareness of their own culture may not directly

translate to an understanding of teaching students.

Marx (2008), in her research on a pre-service teacher who completed a semesterlong teacher education study abroad program in London, found that the experience had positive impacts on the intercultural sensitivity development of the participant. Using a qualitative case-study design, the research that took place over the course of a year included observations and in-depth, informal interviews. Bennett's Developmental Model of Intercultural Sensitivity was used. At the beginning of the study, the participant had limited cultural consciousness and superficial approaches to diversity. At the end of the study, she was seeking out, accepting, and recognizing the influence of cultural difference and was no longer expressing an ethnocentric view of the world. She had more sophisticated cultural constructs, was exploring her own cultural identity, and was seeking out intercultural experiences. Her experience abroad provided her with an appropriate intercultural challenge and offered her the role of cultural outsider, which enabled her to realize this growth. While this is a single case study, the changes in perceptions are similar to those found in other studies.

Skills. International student teachers have shown an increase in understanding of culturally responsive teaching as well as intercultural competence skills (Mahon & Cushner, 2007; Cushner & Mahon, 2002). In a study of 60 student teachers that travelled overseas with the Consortium for Overseas Student Teaching (COST), findings on an open-ended questionnaire given to participants upon their return to the United States suggested that international teaching experiences can promote cultural awareness and skills of intercultural competence. Some of the identified culturally responsive and

intercultural understandings gained were increased cultural curiosity, improved selfefficacy, and a greater sense of global-mindedness (Cushner & Brennan, 2007).

Stachowski has presented her research and work on student teaching placements that are part of Indiana University's Cultural Immersions Projects. Across all of her studies of participants in programs that Indiana University offers as part of the Cultural Immersions Project, Stachowski reports that former program participants state they developed leadership, cross-cultural communication, and problem-solving skills as a result of their international teaching experiences.

In Stachowski's research on participants whom completed an overseas experience in 2004–2005, there were more identified positive outcomes that relate to intercultural competence. In her study of 66 students from 2004–2005, participants on average rated the experience a 6.3 on a 7-point scale that was measuring the negatives compared to the benefits (1 being negative and 7 being positive) (Stachowski, 2008, p. 13). Among other benefits, they noted things such increased self-awareness, understanding of other cultures, and realization of multiple perspectives. One thing missing from her research is how participants ranked other educational teaching experiences and how they compared to the cross-cultural experiences they had.

Despite this fact, her work adds to the growing body of literature that supports the idea that pre-service teachers begin to develop global competency skills when they have meaningful experiences abroad or are pushed outside of their cultural comfort zones (Haugen, 2013). In addition to self-awareness and cultural skills, pre-service teachers also gain personal confidence and professional competence as a result of international experiences (Mahon & Cushner, 2007; Haugen, 2013).

The findings from studies on intercultural competence development as a result of participant experiences in international teaching experiences are positive. Due to the fact there is yet to be enough longitudinal studies on the ability of participants to effectively demonstrate the characteristics of culturally responsive teaching in their classrooms, there are clear indicators in the literature that this would be the case.

Summary

Teaching professionals need to be prepared to teach any type of learner, regardless of background or culture. This preparation and training has proven difficult, as changing perceptions and beliefs often take more than a course or a short-term domestic field experience. As Cushner and Mahon (2009) stated in their book, <u>Intercultural Student</u> Teaching:

Developing intercultural sensitivity and competence is not achieved in the cognitive-only approach to learning that is common in most classrooms... culture learning develops only with attention to experience and the affective domain that is linked to cognition. It is through impactful experiences, where people are challenged to make sense of their new environment and accommodate to the difference, where they ultimately gain more sophisticated knowledge about other people and a feeling of being at home in a new context. (p. 316)

In many ways a response to the current lack of prepared teachers and the increasingly monocultural profession, international student teaching experiences have started to become more prevalent in teacher education programs (Haugen, 2013). Quezada (2004) supported that these overseas student teaching experiences are key in creating a teaching workforce that is prepared to meet the challenges and needs of students.

There is an existing body of literature that supports that experiences abroad positively impact perceptions, attitudes, and dispositions of pre-service teachers when it

comes to working with diverse learners. However, there is still a call for more research to be done on the longitudinal effects of international student teaching experiences. For example, research is needed on whether there are lasting changes in perspectives of teachers that complete an international experience; specifically, whether or not they end up being culturally responsive in their instruction (Sleeter & Owuor, 2011). In my review of the literature, I did not find any studies on the transition back to domestic classrooms for these teachers and whether they were positive or not. In addition, the length, requirements, and specifics of programs vary. Also, this review did not focus on the barriers that teacher education programs face when trying to offer or implement international teaching programs. This review and study aims to better understand whether or not there is a desirable level of intercultural competence, which may contribute to the investigation of what a good teacher education program looks like that develops intercultural competence.

The purpose of this study is to collect more information in order to understand what a good teacher preparation program that supports intercultural competence would look like. While the conceptual frame for this study acknowledges that there may be other contributing factors to the level of intercultural competence of pre-service teachers, such as the context and coursework of participants, an analysis of the weight and impact of those factors will not be conducted. Rather, this study will utilize what we know about the development of intercultural competence through international teaching experiences as the motivation to describe what can be learned from a cohort of pre-service teachers who were participants in an international student teaching program.

Chapter Three: Methodology

In this chapter, I discuss the methods of the study and the justification for those choices. In this chapter, I define the purpose of the study, the study approach, data sources and collection methods, data analysis methods, trustworthiness and credibility, ethical considerations, and researcher biases and assumptions.

Purpose and Research Questions

The purpose of the study was to collect information about the intercultural competence of participants in the international student teaching program and about their experiences so that recommendations can be made for program directors. The questions for this study were:

1. What are the intended outcomes of the international student teaching program and to what degree do these align with the intercultural attitudes, skills,

knowledge, and awareness of participants?

2. How and in what ways do participants in an international student teaching program describe their perceptions of intercultural competence?

3. How do participants describe the experience of student teaching internationally and to what degree do they perceive that the experience shaped their perceptions, believes, and attitudes about intercultural competence?

In this study, I focused on describing the intercultural competence of pre-service teachers that attended a large, public university in the Southeast Region of the United States after they returned from an international student teaching experience.

Research Approach

For a study to be rigorous, Creswell (2003) suggested that the study design and methodology should be consistent with best practices in research. The axiology, ontology, and epistemology of the research should be aligned with the overall research approach. A paradigm (axiology) is a way to view the world, ontological assumptions refer to the nature of reality, and epistemology refers to how reality can be perceived and known (Guba & Lincoln, 1994). These elements of the approach will be discussed in this section.

In this study I sought to describe the intercultural competence and not to try to interpret all of the contributing factors of the participants intercultural competence. Because of this, the paradigm through which this work was viewed was a postpositivist lens (Guba & Lincoln, 1994). A paradigm provides a conceptual framework for seeing and making sense of the world, and is a prerequisite to perception itself (Kuhn, 1970). Post positivism is a belief that causes or effects can be identified and that to examine those causes is to understand influences on outcomes. Postpositivists believe, similarly to positivists, that a reality does exist, but it can be known only imperfectly because of human limitations (Maxwell, 2004). The logic of a postpositivist is deductive, in that from certain observable behaviors and experiences, we can conclude certain truths. However, unlike positivists, postpositivists believe that within a certain realm of probability we can find truths but cannot prove a theory; rather, we can only make it stronger by eliminating alternative explanations (ontology). Postpositivists do not reject any notion of realism but believe that we cannot observe the world as totally objective

and disinterested outsiders and find that most things are somewhat predictable or explainable (Tashakkori & Teddlie, 1998).

This study was descriptive and focused on multiple cases within the cohort of participants. Descriptive case studies are used to describe a phenomenon and the real-life context in which it happened (Yin, 2003). These types of studies help to provide evidence about conditions and situations that occur in the present (Creswell, 2009). Case studies will be used to better understand the interactions that individuals have and their development of intercultural competence. Case studies are most appropriate for this study because I sought to understand experiences in different and highly contextual intercultural settings (Yin, 2014). In addition, I was seeking to answer questions of describing "what" happened while the participants were overseas, as well as explain "how" well the program met the intended goals; both are ideal questions to explore when using case studies (Yin, 2014).

Each of the participants had unique experiences prior to the student teaching experience, as well as unique interpretations and constructions of meaning within the experience, none of which I can control. This further justified the use of case studies. Lastly, case studies allow the researcher to make observations and collect data in natural settings, which is one of the aims of this study (Yin, 2014). This study was bound by time and place, as it was conducted in the fall of 2014 in only two contexts: the school settings overseas in which the participants taught and at the university at which they were full-time students (Creswell, 2003).

Research Site, Participants, and Access

I conducted this study at a large public university located in the southeast United States. The degree program in which participants in this study were enrolled was offered through the teacher education program within a school of education. Students that completed the program earned both Baccalaureate and Master of Teaching degrees, and earned licensure in elementary education. In the 2014 cohort, of the 91 students enrolled in the overall Teacher Education program, 83% identified as being White, 84% as females, and 80% as in-state residents.

Ten students within the teacher education program applied to complete a 10-week international student teaching experience in the United Kingdom. All of them were graduate students, as they were working towards a master's degree. Students that were accepted completed the international student teaching experience in the fall, and then returned and finished coursework at the university in the spring semester. According to the international student teaching program director, participants only needed to get advisor and endorsement area supervisor approval to be accepted for international student teaching. Participants also had to clear a criminal history background check and have had the funds to afford to go overseas, which are incurred by the student. There were ten applicants that applied and all were accepted. Of the ten, there were nine females and one male, and all identified themselves as being Caucasian. Two decided to drop out due to financial and athletic commitment reasons so there were eight participants selected for the 2014 cohort. One of the students declined to participate, which resulted in a total of seven participants to select cases from.

This international student teaching program was chosen for this study for two reasons: (a) the desired program outcomes include developing intercultural competence,

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so it directly relates to the purpose of this study; and (b) the program is in the third year of existence, but no data has been collected on its impacts or outcomes.

Pre-Service Teacher Case Selection

A maximum variation sampling design was used to select the cases in this study (Yin, 2003). In order to best describe to stakeholders the level of intercultural competence of the participants in the international student teaching program, three cases that ranged from less competent to more competent were chosen from the seven participants. These three cases were chosen using results from the IDI (see Figure 3 for sampling design).

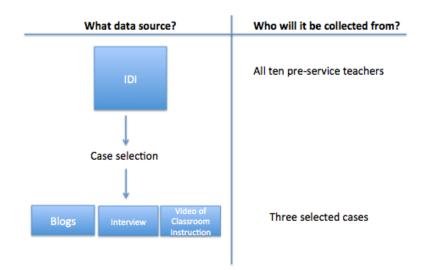


Figure 3. Pre-Service Teacher Case Sampling Design

The results from the IDI indicated to me the intercultural competence level of each of the participants, according to the IDC. The IDC aligns with the DMIS and indicated where on the continuum the participant was, denial, defense, acceptance, adaptation, or integration. I chose the participant cases based on the results on the IDI and who was at the lowest, the median, and the highest points. The participant's scores on the IDI ranged from denial to the high end of minimization. The participants, who will be called Olivia, Sydney, and Harry, were chosen as cases (see Table 8 for scores).

Table 8

IDI Scores

Perceived	Developmental	Continuum Stage	Case
Orientation Score	Orientation Score		
108.357	56.635	Denial	Olivia
113.770	76.005	Polarization – Defense/Reversal	
113.511	76.588	Polarization – Defense/Reversal	
119.516	85.963	Minimization	Sydney
120.544	92.449	Minimization	
123.294	97.909	Minimization	
123.781	99.165	Minimization	Harry

Upon receiving the IDI results, I made an anecdotal memo, as I was surprised that the pre-service teachers had not scored higher on the IDI (memo, November 2014). However, these results aligned to previously mentioned studies about IDI results on practicing and in-service teachers (Grossman & Yuen, 2006). I also noted that without more information, these results might have been misleading. However, after I analyzed the rest of the data collected in this study I found more signs of displayed intercultural competence.

Data Sources

In this study there were multiple data sources. This served to help me more deeply explore the questions in the study and to triangulate my data. Yin (2003) recommended using multiple sources of data to ensure reliability of reporting in the study. I collected a course documents, an inventory, archival records, and interviews. More specifically, I collected the course handbook, the IDI inventory responses, student blog posts, and conducted interviews with the three cases I selected.

Program Director

My first research question was to explore the intended goals of the international student teaching program. To better understand whether these goals also align with the program directors' intent for the international student teaching program, I interviewed the program director that supervised the participants while they were overseas and collected the student teaching handbook that was given to the participants before their departure. In addition, this interview helped to inform the findings for the third research question, which pertained to recommendations for the international student teaching program moving forward.

Pre-Service Teachers

The primary data source in this study was the pre-service teachers. I conducted brief interviews, collected blog posts participants write while abroad, and administered the IDI to all pre-service teachers that were completing the international student teaching program.

IDI. One of the strengths of using a survey is that they are normally unobtrusive and can be done from afar if necessary. Surveys are also replicable because they have a structured set of questions. As aforementioned, I used the results from the IDI to determine my sample of three cases. The 50-item inventory takes approximately 30 minutes to complete, including an introduction that should take roughly 10 minutes. In addition to the 50 questions, there are open-ended contextual questions at the end of the inventory. In this section of the inventory, participants are to recall or describe a particularly challenging situation they experienced in regards to culture difference in culture with or within a group of people.

Interviews. I conducted structured post-trip interviews. The interviews included questions about basic demographic information, their understanding of intercultural competence, and their perceived level of intercultural competence. In addition, participants were asked if anything in particular from their experience affected them in regards to intercultural competence (see Appendix A for the participant interview protocol and Appendix B for the program director interview protocol). I conducted the interviews using Skype and then transcribed the recorded audio into word documents. These were then analyzed using Atlas.ti software. Skype was used instead of face-to-face interviews for several reasons. Novick (2008), states that face-to-face interviews are the most attractive, but that there are some reasons why telephone or teleconferencing interviews can be advantageous. Novick states that interviews conducted via telephone or teleconferencing allow respondents to feel relaxed and able to disclose sensitive information (2008). I wanted to capture the participant's feelings about the experience as proximally as I could to the time they were overseas. Scheduling face-to-face interviews for their return would delay this process, as they all were returning to their home when getting back to the United States for the semester holiday and not to the University.

Blog posts. Participants were required to write reflective blog posts while they are student teaching abroad. Participants were required to write at least seven posts that were to focus on the educational/teaching experiences they had, but they were also encouraged to write about other activities that occurred outside of their teaching. These had valuable information and insight into the participants' beliefs and perceptions of intercultural competence, or reflections on intercultural experiences.

Documents from Data Sources

I collected information from each of the aforementioned data sources.

IDI. The IDI was administered to all of the pre-service teachers that agreed to partake in the study. From the results on the IDI, three cases were chosen to explore more in-depth. The IDI is a theory-based test, based on the DMIS that meets criteria for a psychometric instrument (Hammer & Bennett, 2001). The IDI was stored electronically on the IDI site. Once the IDI was complete, I downloaded and saved each of their respective reports, which contained information about their level of intercultural competence on the IDC. The respondent received both a perceived orientation (where they believed they were in their level of intercultural competence) and a developmental orientation (where they actually scored on the IDC).

Interviews. I securely kept documents of the program director responses as well as anecdotal notes I took about the interview on my password protected computers. I recorded the phone call so I was able to refer back to it. I sent the protocol before the phone interview via my secure university electronic mail address in a Word document.

Blog posts. I copied each blog post from the three cases in the study and saved them in a folder for that respective teacher. I checked weekly to see if they had made a blog post. I used my coding scheme with each blog post wrote down any anecdotal memos as I coded.

Instrumentation

Interview protocols

These questions were structured, but the respondents were able to elaborate on any items. I provided information about confidentiality and the consent forms. I asked the director to share with me their responses to the questions. She sent me her responses back via electronic mail.

Researcher as instrument

In this study, my role as a researcher was also an instrument. My role was more as an outsider because I was not a part of the program, nor have I met the participants before; however, I was involved in education and have been for over ten years. I have received two degrees, Bachelor of Arts and a Masters, both in Elementary Education. I did not complete an international student teaching experience. I taught at an elementary school for four years that was in a culturally diverse community. In addition, I took several years of additional coursework pertaining to educational research, issues, and theories. During the time of this study, I also worked on several educational research projects. I am a former supervisor in the teacher education program in which this particular international student teaching program is a part. I kept a journal with personal reflections and thoughts, as well as anecdotal memos for each piece of data collected to address the concern of dependability.

Lastly, I am passionate about international education and feel teachers will benefit from intercultural experiences. This bias I feel is generated from personal experiences as well my professional experiences. As a former teacher, I had several intercultural experiences that I feel transformed my teaching in positive ways and helped me to work with culturally diverse students'. As a teacher, I traveled internationally to work in schools and feel these experiences have led to development in my intercultural competence, skills, and beliefs. I had also been a student of multicultural education and diversity issues in education courses and did not feel they greatly influenced my perceptions or beliefs. I also taught in a school that had a diverse student population and teaching staff. I believe these experiences have influenced my desire to understand this topic better and I was confident that it is important to train teachers to become interculturally competent.

Data Collection Process

A process for how and when data is collected is part of good research design (Creswell, 2003). In qualitative case study research, interviews, observations, and document analysis are common pieces of data to collect. A plan for how these data will be collected is necessary to ensure credibility (see Table 4 for data collection frequencies) (Yin, 2003).

Interviews

I interviewed the program director and the pre-service teachers. While the only formal source of data about the program director for this study was an interview, it is important to report all of my involvement and interactions with her. Prior to pursuing this study, I approached the program director to determine if there was an interest in me conducting this work. She both verbally and electronically communicated about the need to collect evidence about the outcomes of this program. She indicated to me that there were not formal courses required prior to this trip and that the preparation consisted of several meetings to familiarize the students with what to expect and logistical information. The director indicated to me that the students would take a class at a local university while in Ireland, which would cover Irish history and culture. Over the course of our verbal and electronic exchanges, she provided me with the handbook for the program, as well as her support for my research. I contacted the program director using my university email address and provided a brief background of my study, as well as a consent form. I asked her if she would be able to meet in person to interview, but she was overseas with the pre-service teachers. Therefore, I indicated that I would send her them via electronic mail and follow-up on the telephone with any questions or points that needed clarification. The interview protocol with the program director was sent online before the interview.

Interviews with the participants helped me to better understand the participants' score on the IDI, as well as to reveal more evidence about their level of intercultural competence. Interviews help to corroborate facts, add to evidence about a existing findings, and to provide the respondent an opportunity to provide counter evidence or explanations (Yin, 2009). In the interviews, I asked questions pertaining to past experiences and about their beliefs and perceptions of intercultural competence (see Appendix A for the interview protocol). In order to determine the interview questions, I first looked at my research questions and purpose of my study. I then referred to studies I read in my literature review to look for questions that might align to my questions. In particular, I referred to Williams' questions in her Reflective Model of Intercultural Competency, which include demographic, previous travel, program evaluation, and program experience questions (Williams, 2009). I also asked them about their cultural background and academic experiences in life thus far. I contacted pre-service teachers using my university email address. I asked them to provide me with an ideal time to chat on the phone to go over their responses to these questions. The interviews occurred in December of 2014.

IDI

All protocols for the IDI were followed during the administration of the survey. All seven participants took the inventory online and submitted their responses online. Inventories were completed in December of 2014. To avoid any influence or pressure on the participant, I was not present when the participant responded to the IDI. The participants were overseas when they completed the IDI. They received a unique username and password from IDI to complete the inventory, which eliminated the threat of security being compensated. From these responses, I chose the sample of three cases.

After participants completed the IDI, I confirmed online through my administrator's login, that IDI received each of the participant's inventories. Upon receiving the detailed Intercultural Development Profile (IDP) from IDI, I read them myself was sure I was clear on the results (see Appendix B for IDI orientation definitions).

Blogs

I checked the participants' individual blog posts weekly. I copied and pasted the blog, as well as the unique URL, and saved this in a Word document. These were analyzed using a coding sheet that is discussed further in Chapter Four.

Table 4

Data Collection Methods	
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Source	Collection Frequency	Notes
Interview with the program	1 time in the fall of 2014 —	Sent electronically
director	Approximately 20 minutes to	
	complete the interview	
Interview with participants	Approximately 30 minutes in	
	December 2014	
Intercultural development	1 time for approximately 40	Participants were able to
inventory	minutes with each participant in	designate a time that worked best
	fall 2014	for them.
Participant blogs	Collected 1 time in the fall of	Documented and cataloged
	2014	

Data Analysis Methods

Data analysis helps the researcher go beyond initial thoughts, perceptions, and frameworks (Miles & Huberman, 1994). I used the DMIS as my theoretical framework to which I related my findings. The DMIS is a theory that states that the more intercultural experiences an individual has, the more interculturally competent he/she will become. In the DMIS, there are specific stages one progresses through in becoming interculturally competent: denial, defense, minimization, acceptance, adaptation, and integration.

To code the data, I used ATLAS.ti to code blog entries of the three cases. I used the same coding scheme that I used for the other data sources, which lists attitudes, skills, knowledge, and awareness of intercultural competence (see Appendix D for code sheet). This code sheet and codes were inputted into ATLAS.ti. I followed a cyclical process. I started by reading over the blog transcripts and looked for one category, such as knowledge. I then reread to see if there were instances that I missed. After that, I reread the data and looked for one of the other categories of codes (skills, awareness, or attitudes). Once I conducted my interviews, I repeated this same process for each of the data about the respective cases. I then reread all of the data collected to look at any anecdotal memos made and to be sure I didn't miss anything. This is when I identified themes that spanned across each of the three cases. Data collection occurred throughout the fall of 2014 and was iterative. I followed recommended strategies in data analysis throughout the analysis process. I analyzed all evidence throughout the data collection, analysis, and reporting, by attending to all evidence, describing rival interpretations, addressing the most significant aspects found in the evidence, and using my prior knowledge to generate findings (Yin, 2009).

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Data Collection

Specific codes were used for data according to which type of respondent it

pertained to; either the program director or the program participants. These codes related

to the attitudes, skills, knowledge, and beliefs of a culturally aware individual (see Table

5 for international student teaching program participant codes). The codes in Table 5 are

adapted from Tennekons' Critical Intercultural Competence Checklist (2014).

Table 5

Codes for Pre-Service Teacher Blogs and Interviews

Codes

Knowledge

K1. Demonstrates knowledge about one's own culture

K2. Demonstrates knowledge about other cultures

K3. Demonstrates knowledge about the general processes of societal and individual interaction

K4. Recognizes inter cultural differences and similarities

K5. Shows knowledge about causes of misunderstandings

and conflicts between members of different cultural groups K6. Demonstrates understanding of the world from other

perspectives

Attitudes

AT1. Demonstrates willingness to learn about one's own culture

AT2. Displays curiosity to learn about other cultures

AT3. Demonstrates cultural sensitivity, tolerance of ambiguity, and respect for other cultures

AT4. Displays readiness to suspend disbelief about other cultures and belief about one's own

AT5. Demonstrates ethnorelativism and empathy

AT6. Shows openness to people from other cultures while withholding judgment

Skills

S1. Demonstrates the ability to use acquired knowledge about one's own and other cultures in real life interactionsS2. Demonstrates the ability to engage in societal and individual interaction effectively and appropriatelyS3. Shows the ability to listen and observe attentively in

intercultural situations and understand and appreciate cultural diversity S4. Shows ability to identify culturally conditioned assumptions, biases, and judgments of one's own and other cultures S5. Demonstrates ability to adapt behavior and shows flexibility in intercultural situations S6. Recognizes, analyzes and resolves cultural issues using appropriate strategies Awareness A1. Displays awareness of cultural diversity in society A2. Demonstrates self-awareness of cultural identity of one's own and other cultures A3. Displays awareness that different cultural situations require behavior modification A4. Displays awareness of self and others as culturally conditioned A5. Shows awareness that interlocutor's culture is reflected in his/her reactions A6. Demonstrates awareness of one's assumptions, prejudices, and biases about self and others

I used these codes after each point of data collection. This coding scheme was chosen for several reasons. After reading the literature on intercultural competence development and consulting with Dr. Darla Deardorff, editor of a handbook on intercultural competence, I decided to use a checklist to analyze my data. I wanted to use codes that included different aspects of intercultural competence and not use a quantitative measure that only provided a set score. I found the Critical Intercultural Competence Checklist in an intercultural competence working group discussion. I consulted with the creator, Shashini Teneekoon, and discussed with her that I would be using it for my research. Based on my research of other existing tools, her codes were ideal for my study, because it worked with all of my sources of data and was directed towards research in education.

Coding. I reread the data to identify themes. I looked to see if there were categories related to the DMIS theory and development or understanding of intercultural competence. I used the coding scale defined on the Critical Intercultural Competence Checklist to evaluate each piece of evidence from the data collected. This scale has the following four categories: 1- Inadequate, 2 - Minimal, 3 - Moderate, or 4 – Extensive (see table 6 for definitions for each of these four scale ratings). I did an initial code of all of the data files using just the twenty-four main codes, starting with one category at a time (either knowledge, awareness, attitudes, or skills) (see Appendix F for an example of my initial coding on a blog entry). While I coded for each category, I assessed as to what level I felt that piece of evidence was: 1-inadequate, 2- minimal, 3-moderate, 4-extensive. In addition, example excerpts for each of the respective codes can be found in Appendix G. I conferred with my peer reviewer about how to code when there was an inadequate instance. I hesitated to include this as a code, because these instances were not displays of appropriate intercultural competence. However, we decided that according to my theoretical frame, there is a progression in development of intercultural competence, which includes denial of different cultures (Hammer, 2000). Therefore, this was relevant information to note and to be included in the counts on my displays and matrices.

Table 6

Coding Scale

Rating	Description
Inadequate	demonstrates awareness, attitude, skills, or knowledge of intercultural competence, but either inappropriately behaves, responds, or interacts in an intercultural situation.
Minimal	demonstrates a sign of awareness, attitude, skills, or knowledge of intercultural competence, either through behavior, response, or an interaction.
Moderate	demonstrates substantive understanding or sign of awareness, attitude, skills, or knowledge of intercultural competence, either through behavior, response, or an interaction.

Extensive	demonstrates advanced understanding or sign of awareness, attitude, skills, or	
	knowledge of intercultural competence, either through behavior, response, or an	
	interaction. Often representative of application of the awareness, attitude, skills, or	
	knowledge.	

If and when there was evidence in a piece of data collected of one of the items on the checklist, then this scale was applied and the data was analyzed using the scale category definitions.

Data reduction. In the data reduction stage, I analyzed what related to the case studies and what was necessary to relay in order to answer the research questions. These decisions and reflections on the data were documented in an analytic log. Lastly, I aggregated the data to create displays and tables to present relevant data and help illustrate conclusions or findings (Miles & Huberman, 1994). These help to show how across the data there were consistencies or inconsistences within a specific case.

I used data from the IDI as part of my data displays. After taking the IDI, the resulting analytic report, the Individual Development Plan (IDP), provided multiple data points, such as the perceived orientation and the developmental orientation (Hammer & Bennett, 2002; Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003). The information from the report is included in the findings and in data displays. The perceived orientation is where the participant feels he/she is on the IDC and the developmental orientation is where they actually "score" or are on the continuum at the time of taking the IDI. These were important data points to use and analyze, as they informed me about the level of intercultural competence of participants.

Data Display

Data display in qualitative research is an important step that needs careful consideration, especially so that the reader gets the intended message (Yin, 2011). I

displayed the overall findings for each of the respective cases in Chapter Four. I used pieces of data that connected from one intercultural experience to another and to make these thoughts visible through networks or matrices. Each of the individual data sources in this study were displayed slightly differently, which is common in qualitative research (Verdinelli & Scagnoli, 2011).

Interviews. Interview protocols are appended to the study (see Appendices A and C for interview protocols). Interview protocol questions for the international student teaching program director were intended to find out what the director believed the intended outcomes are and what the director thought the intended goals were.

Blog posts. Narrative texts are included as well as summaries of what was learned from the blog postings. These posts were coded using the coding scheme.

IDI. The findings from the IDI are reported in table form, including information about the perceived orientation, the developmental orientation, and the actual stage each participant is in on the IDC.

Trustworthiness

In research, it is important that the researcher takes certain measures to ensure trustworthiness of the study. There is an obligation to conduct good research that has "intelliectual honesty, the suppression of personal bias, careful collection, and accurate reporting of data, and candid admission of the limits of the scientific reliablity of empirical studies-these were eessentially the only questions that could arrise"(Christians, 2005, p. 159). Specifically in qualitative case studies, a research must consider credibility, transferability, dependability, and confirmability (Krefting, 1991; Lincoln & Guba, 1985). In addition, information about reliability of the IDI is included.

Credibility

Credibility is confidence that there is truth in the findings, given the data that was collected (Lincoln & Guba, 1985). Triangulation is helpful when it comes to the credibility of a study. I had multiple data sources as well as varied types of data being collected, both written and oral. In addition, I had peer reviewer who analyzed my data throughout the process. My peer reviewer was a Doctor in Education and was experienced in qualitative research. Similarly to my research, her doctoral research involved using a coding scheme and conducting interviews. She was a former teacher and previously had worked with pre-service teachers.

Transferability

Transferability is "showing that the findings have applicability in other contexts" (Cohen & Crabtree, 2006). Rich description about the context was provided. I interviewed the teachers and asked about the contexts in which they were teaching. Therefore, when other researchers assume similar work, they can compare the context of their own study with mine.

Dependability

Dependability is showing that the findings are consistent and could be repeated (Christians, 2005). My research design is clearly defined and is replicable. I consulted with other scholars in the field of intercultural competence about my research. All procedures are described and protocols for observations and interviews are provided.

Confirmability

Confirmability is the degree of neutrality of the researcher (Lincoln & Guba, 1985). Reflexivity as a researcher is important, so I kept a reflexive journal. I kept notes every time I interacted with or analyzed data. I included my perceptions and opinions in this journal. In addition, I looked at rival possibilities for my findings and all of the evidence. Most of the time my notes were consistent and I felt that I was objective in recording what I found in the data. Those instances where I found I was being too subjective, I conferred with my peer reviewer, recoded the data at a later time, and included any notes in Chapter Four about these instances.

Ethical Considerations

In order to protect subjects' in social science research, the researcher must take several precautions. As part of the Institutional Review Board Process, participants in this study will be informed of these measures. The following section will discuss more specifically the measures that were taken to protect participants and address researcher bias and assumptions.

Confidentiality and Disclosure

Participants that were part of this study needed to be aware of the risks they may incur by partaking in the study. As part of the IRB consent process, participants were informed of the measures in place to protect their rights and confidentiality (see Appendix H for the IRB consent forms). In this particular study, there was minimal risk to participants, but protocols for unforeseeable risks will be discussed. Participants were made aware that they can withdraw from the study at any time and that their personal information would be kept confidential and secure. Due to the fact that many faculty members knew who the participants were, if a faculty member read this work, there may be assumptions about the identity of each of the three cases. This may alter their perception of that student, based on how they received the information they read. However, each participant had a unique identifying number and no names are used in the report Participants were informed of the amount of information that is disclosed in the report.

Summary

This descriptive multi-case study will explore the level of intercultural competence of pre-service teachers. Evidence gathered will include multiple data sources, including interviews with the international student teaching program director as well as the pre-service teachers. Multiple types of data will be collected, including interviews, observations, and surveys. I served as an evaluator in this study and my research processes and data analysis are documented through anecdotal memos. Findings of the study were discussed with other international education scholars and professionals, so that final recommendations are well supported and vetted.

Chapter Four: Findings

In this capstone project, I explored the intercultural competence of pre-service teachers that completed an international student teaching program. I intended for the findings from this multi-case study to provide stakeholders relevant information about the international student teaching program. The study was guided by the following research questions:

1. What are the intended outcomes of the international student teaching program and to what degree do these align with the intercultural attitudes, skills, knowledge, and awareness of participants?

2. How and in what ways do participants in an international student teaching program describe their perceptions of intercultural competence?

3. How do participants describe the experience of student teaching internationally and to what degree do they perceive that the experience shaped their perceptions, believes, and attitudes about intercultural competence?

In this chapter, I included data related to my research questions. First, I described the selection of the three cases and the background information about each of them. I then described the evidence, from the sources of data collected, of intercultural competence across each of the cases as it is related to each research question. The findings are a result of rigorous data analysis from each individual case and are presented in this chapter. Lastly, I shared the themes I found across all of the cases. My findings are presented through display tables, vignettes, and excerpts from interviews and participants blogs.

My analytic strategy was to rely on the defined theoretical proposition, that intercultural experiences help the development of intercultural competence (Yin, 2009).

My strategy also related to my conceptual framework, in which I proposed that there are a variety of teacher preparation methods all aimed at developing more culturally responsive teachers, and that international student teaching programs are one of those methods. Furthermore, this related to the theoretical ideas of the DMIS, that states one progresses in their level of intercultural competence with the more intercultural experiences they have (Bennett, 1998). This progression is a movement from denial of cultural differences to integration of, or seeking out and utilizing cultural differences.

Overall, from my analysis there were three clear findings: 1) there was evidence that the intended outcomes of the program align to the actual outcomes; 2) pre-service teachers had were able to define intercultural competence; and 3) all participants stated that the international experience was valuable in their development of intercultural competence (see table 7 for a summary of these findings).

Table 7

Findings		
Finding 1	The intended outcomes of the program included the development of intercultural competence and there was evidence of intercultural competence development in the data collected	
Finding 2	Participants had a well-developed definition of intercultural competence	
Finding 3	Participants all described the international student teaching experience as being the most influential intercultural experience	

Summary of Findings

These three findings I related to my three research questions. The discussion of this chapter begins my case selection, an introduction to each of the cases, and then analysis of the evidence collected and how I generated my findings.

Findings

In this section, I described the background and demographic information of the three cases, as well as provided contextual information about their student teaching placement in Ireland.

Olivia. Olivia is a half-European and half-Cuban female from Tennessee. She described her upbringing as "traditional" and that while her father is fluent in Spanish, she probably can only speak three words of Spanish. "I do not wake up feeling like I am Cuban," she said in my interview with her (personal communication, December 21, 2014). She attended a kindergarten through eighth grade public school and then a private Catholic high school. She attended the same University in this study for her undergraduate degree. She completed a degree in Elementary Education with an endorsement in Special Education. During her sophomore year she completed a short-term study abroad program in Paris. She also traveled to Europe with her mother during her junior year of her undergraduate studies.

While in Ireland, she taught P4, which she described as being similar to 2nd or 3rd grade in the United States. She told me that the school was made up of almost entirely white students and teachers (personal communication, December 21, 2014). Olivia described it to be a religious school. She taught with one teacher the entire time and taught an array of subjects, from art to math to literacy. The majority of her teaching was in math, because the teacher she worked with said that was easiest and quickest for her to take over.

As mentioned in Chapter One, intercultural competence in this study is defined as awareness that cultural differences can influence interactions, and that shifting cultural

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perspectives and adapting behaviors to cultural differences and commonalities is important (Hammer, 2009). Olivia's understanding of intercultural competence is reflective of this definition.

Sydney. Sydney is a white female who was approximately 22-25 years old. She was originally from an affluent part of Virginia and has lived most of her life there. She attended public school and described these experiences as predominantly mono-cultural until middle and high school, which she said had a lot more cultural diversity. She described her parents wanting to send her to private school because the middle school was a bit "rough" (personal communication, December 5, 2014). She had several international experiences throughout her academic career prior to completing this international student teaching experience. She traveled to France during high school and to Italy on a short-term study abroad program during her undergraduate studies. She described these experiences as part of her motivation for wanting to learn more about other students.

Sydney graduated with a Bachelor in of Arts in Art History from the same University in which she completed the Masters of Education program. After completing her undergraduate work, she began working at an office job and then decided "impulsively" to "quit one-day and do something better with my [her] life" (personal communication, December 5, 2014). She then decided to apply to get her Masters of Education. Prior to being accepted, she said that she knew about the international student teaching program offered and was interested in it.

While overseas, she taught in a school that was similar to an elementary school in the United States. Sydney described the school as a grammar school that was

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academically selective. She also informed me that it was a Protestant school, but she did not get the impression that it was very religious. She was the only person from her cohort to teach in the school in Ireland, which was unique as others usually at least had one other person at the same school. "I think just being thrown into the school system here really helped," she said in my interview with her. She worked with six different teachers and taught five different classes.

Harry. Harry, a native of Virginia, described himself as a "good student, not top of the class, like super driven. I also like to be involved in other activities, too. I didn't solely dedicate myself to academics, that also ran true throughout my college experience" (personal communication, December 6, 2014). Harry described his interests to be in environmental science as well as music and language. Both of his parents were teachers and his father is an immigrant. He described his experiences growing up to be "culturally rich." Prior to completing the international student teaching program, Harry had several international experiences, including a recent summer service trip to Guatemala.

He taught in a high school in Ireland that was an all-boys school (which will be called Crofly for the purposes of anonymity). He was responsible for teaching the geography class, to what he described as similar to earth science in the United States. He described the school to me in our interview:

Croftly is an all-boys high school, boys from 11-16. I am teaching geography, but it is more along the lines of Earth Science. The classes are streamed, which means tracked. They call it streamed here, but I think they call it tracked in the States. My year 8's are streamed, A1, A2, A3, B2, B3. So, with A1 being the top and B3 being the lowest ability class. I have six or seven classes, ranging from lowest age group to highest. Eight year olds are year 11 and lowest ability to highest ability class. I have four different teachers, three of one teacher's students, and then one of each for the other. So a total of six classes. He described this situation to be challenging, but also a great intercultural learning experience. This sense of learning about culture to be a positive experience even when it is challenging, was consistent across all Harry's data points. He scored at the very high end of minimization. As will be discussed, he demonstrated not only signs of intercultural knowledge and awareness, but also was able to apply himself so as to act and reflect in interculturally competent ways. He was the only case to demonstrate one of the skills, attitudes, knowledge, or awareness at the extensive level. Harry described several intercultural experiences he had previously, more than Olivia or Sydney did. Similarly to Sydney, he also took many trips and excursions to cultural sites and locations while overseas.

In this section I detailed my specific findings as they related to each research question. I provided evidence of the respective pre-service teachers' awareness, attitudes, knowledge, and skills of intercultural competence that was demonstrated in an interview or a blog posting. There were instances of intercultural competence knowledge, skills, awareness, and attitudes across cases that were found in different sources of data. In the following section, I provided evidence from the analyzed data to illustrate how I generated my findings and addressed each of my research questions, as well as provided specific examples of the evidence coded for in table 10.

Research Question One

My first research question was to determine what the program director believed the intended outcomes of the international student teaching program were. In addition, I wanted to determine if these intended outcomes aligned to the actual outcomes, which will be addressed in the analysis of each case later in this chapter. As a result of my data

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analysis, I found that the intended outcomes of the program do include the development of intercultural competence and there was evidence that this was aligned to actual outcomes.

To address the first part of research question one, what were the intended outcomes, I began by looking at the program description and handbook to see if they were actual goals of the program. The description of the program in the handbook contained information about the location in which pre-service teachers would be studying as well as goals and advantages for teaching abroad. Goals included: learning crosscultural communication, enhanced ability to communicate in diverse environments, development of empathy, development of cultural awareness, understanding crossinfluence of language and culture, and integration of cross-cultural approaches and communication into teaching. This confirmed that it was in fact a goal to develop these skills.

I continued to explore what the intended outcomes of the program were by interviewing the program director. As a result of my interview with the program director, I found that the director also believed these to be program goals, including the development of intercultural competence. The program director worked in the International Studies Office before working for the School of Education. The director then became involved in the program at the School of Education due to her interest in developing cross-cultural experiences for students, in particular for students studying to be teachers. The director told me that she believes diversity goes beyond race and ethnicity and that teachers need to learn about cultural differences and be able to teach in a global setting. She also believes that experiences during college can have an enormous impact on future teaching skills and beliefs. She developed this program, as well as programs in Washington D.C. and Houston, Texas. She wanted to see teachers have experiences that go beyond what they will see in American schools and classrooms.

The director believes the program is intended to develop cross-cultural awareness, the ability to teach in diverse and culturally difference environments, in an effort for teachers to develop an appreciation for the commonalities of effective instruction across different cultures. The director believes that the outcomes of the program would be that students learn how to implement the Northern Ireland curriculum, establish cross-cultural friendships, and be better prepared to teach in a culturally responsive way than if they did not have this experience overseas. She stated several times that she believes that there is great value in these programs as they would help teachers adapt and apply professional skills in a variety of settings. She believes that teachers that accept student differences, and do not see them as negatives, are more readily able to connect with all children in order to build meaningful relationships and gain the trust of their students. She said students learning to be teachers often envision classrooms like those that they grew up in, but that is not necessarily the reality of where they will eventually teach. Therefore, there is evidence that the program goals are in fact to develop culturally aware and more interculturally competent teachers.

However, I also found that there were no programmatic materials or specific coursework designed to help students meet these goals. I did not find anything specific aimed at getting to know the intercultural competence level or cultural understandings of the students before, during, or after they returned from the overseas experience. The

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program director indicated that she did visit the students while overseas to ensure they were completing their requirements and fulfilling their student teaching hours.

The second portion of research question one related more directly to the preservice teachers than it did the program director. I found that each of the respective cases did display signs of cultural awareness and intercultural competence awareness, attitudes, skills, and knowledge. In addition, I found that there were several goals stated by the program director that were visible in the data. As will be discussed in more detail later, there was development of cultural awareness, enhanced ability to communicate in crosscultural settings, and integration of cross-cultural approaches into teaching. In the paragraphs that follow, I detail more specifically the knowledge, awareness, skills, and attitudes of intercultural competence that were evident across each of the three cases in this study.

Olivia. Olivia, who displayed the lowest level of intercultural competence on the IDI, is a female between the ages of 21-25. The data showed that there were not many instances of Olivia displaying the ability to *act* in interculturally competent ways; however, it was clear that she was aware of culture and was beginning to develop knowledge about other cultures.

Knowledge. Olivia demonstrated that she gained cultural knowledge as a result of this international student teaching experience. In one of her first blog posts, she wrote about her expectations for Irish culture and what products they would carry. She wrote, "For some reason I was skeptical that Irish people used shampoo, conditioner, soap, toothpaste, toothbrushes, and towels (weblog post, October 15, 2014)." She continues to describe how she found these products upon her arrival. This was a sign that she

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recognized cultural differences and similarities. However, she then stated, "The only confusion came in the deodorant isle. Solid deodorants are as mythical in Europe as monsters are under the bed." She again recognized a cultural difference, but was not speaking about a cultural difference in a respectful way, accepting of this difference, or thinking beyond her immediate situation. She is influenced by stereotypes more than she is developing awareness of culture. At this point, she had only experienced one city in Ireland for a short period of time, but still made an assumption about the available products and goods; therefore, this comment inadequately described knowledge about the Irish culture. In addition, she often saw the cultural similarities, but not the differences. When describing herself compared to the students she worked with she said, "For the most part everyone in Ireland, they spoke English and had somewhat of a similar basic ideology as me, from human to human, you couldn't really tell us apart (personal communication, December 21, 2014)." At this point in her experience, she saw culture as universal as opposed to recognizing that someone from another perspective may be capable of readily noticing cultural differences (Hammer, 2004). This pattern of demonstrating knowledge but then making an inadequate reference or comment occurred several times throughout the data I collected about Olivia.

On several occasions in her blog, Olivia noticed there were misunderstandings and/or conflicts between herself and a member of a different cultural group. She spoke of the students at her school and said, "Although everyone is speaking English, the students of the primary schools and I do not always understand each other (weblog post, October 22, 2014)." She also frequently described scenes when she experienced the nightlife of Ireland and explored different eateries, such as in the following excerpt where she

described trying to take a taxi to a well-known restaurant in the area:

Taxi Man (TM): Hello! Where are you going?
Me: Hi! Can I get a taxi to pick us up at...Duh...dun...deenn...suh...ss...shire.
TM: Where is that?
M: Stranmillis College.
TM: Did you say'dundensuhshire?'
Me: ... I think so.
TM: Okay, we will come to Stranmillis. And where are you going?
Me: Um...oh! Dirty Mc...Filthys...?
TM: Filthy McNastys?
Me: Same idea.
TM: How long have you been in Ireland?
Me: 24 hours.
TM: Welcome.

This excerpt illustrated her knowledge of a cultural misunderstanding. It was on this section of her blog post, where I made a memo and stopped coding for about an hour. I noted that I was feeling fixated on the discussion about bar experiences and did not want to view this as negative or be subjective in my coding (Miles & Huberman, 1994). This is an example of a time I coded her post as an inadequate display.

Many of Olivia's entries include reflections of feeling like a "foreigner" or the Irish as very much foreigners. This is common of someone that is in the denial stage (Bennett & Wurzel, 2004). She wrote things such as, "how to speak and have no one understand you" and "usually the kids just smile at me and think it's cool that I'm from America," which were indicative that she felt very much as an outsider and not integrated into her setting (weblog post, October 22, 2014). In denial, one has difficulty in seeing communication and behavior as "cultural," which is evident in Olivia's reactions and descriptions of those reactions (Hammer, 2012). However, there were signs that as she continued to experience the Irish culture, she was gaining more confidence and knowledge. She wrote towards the end of November, "I have really found my groove. I have semi-mastered UK curriculum (i.e. the metric system and 24 hour clock) and bonded with most of the students (weblog post, November 22, 2014)."

There was more evidence that she was gaining more knowledge about cultural and intercultural differences when I asked her about her overall impressions of the international student teaching experience. She spoke about how the trip "revolutionized her thinking" about diversity and culture (personal communication, December 21, 2014). She stated in the interview:

Ireland is 98% white, but there is diversity even among people that look the same...In America there is racial diversity in the classroom, there are Asians, African Americans, white students, and tons of other minority groups represented, but in Ireland the diversity comes from their upbringing, their religious differences, socio-economic states and even personality differences. That changed how I thought about diversity, not just as a race issue, but also as an individualistic issue.

This interview took place after she had returned to the United States. It appeared that her awareness of these differences grew over time, as well.

Awareness. There were several signs that Olivia had intercultural competence awareness. She often wrote about times where language differences caused for confusion between her and a student. From these postings, it was evident that she was aware there was a linguistic and cultural difference. In a blog post from November, she described how she used the common U.S. expression, "Can you walk me through how you did this?" and a boy in her class responded, "You want me to walk you where? Outside?" Another example is when she asked her class, "Who has heard of the term summary before?" and their response was, "That's the thing that goes underwater, but you can still breathe in it." Yet another similar example of how she is aware of cultural differences is when she was working with a student to put periods at the end of their sentences. She

described the exchange as follows:

That has not been my only largely received cultural-difference though. To learn that "periods" were called full stops, I had to endure an entire table of students looking at me like this:

Me: Oh, don't forget your period at the end of that sentence!
Student 1: My what?
Me: You know, your period. You need one at the end of every complete thought or sentence.
Student 2: What's a period?
Me: The dot you put at the end of your sentence to tell the reader to pause.
Student 3: A dot? Can we color on these papers then?
Me: No. But have you not learned what a period is yet? It looks like this.... [draws sample period/full-stop]
Student 4: Oh that's a full-stop!
Student 1: You could have just said full stop (weblog post, October 22, 2014).

However, while this was an instance in which she indirectly demonstrated that she was aware there was a difference, this also was illustrative of the denial mindset. She brought a similar instance up in her interview, when she talked about how in Ireland they say rubber instead of eraser (personal communication, December 21, 2014). She told me, "I tried my best to adapt to all of them, but in the heat of the moment teaching it was hard to convert. I kept saying it wrong. There were some things I didn't understand, but those things they were eager to help me with." She gained knowledge about cultural differences, but was not yet aware that there were cultural differences to expect and that things may be different or even quickly picking up on the differences when they occurred. This excerpt will also be discussed in the skills section.

Another instance of when she did not demonstrate awareness of cultural difference was from our interview together. She told me, "for the most part everyone … had a similar basic ideology as me, from human to human, you couldn't really tell us

apart (personal communication, December 21, 2014)." She elaborated and said that there were individualistic differences amongst her students and that she started to see some of these differences, but her first inclination was to notice how everyone looked compared to herself. This again is reflective of seeing similarities and not the apparent differences (Hammer, 2004).

There were some indications that she was beginning to develop awareness that there are not universal truths about other cultures (Bennett & Wurzel, 2004). This was evident in the following quote from a blog post in October: "I called on the one girl with red hair and who had freckles, which is what I was expecting a large majority of the Irish school children to look like. Myth debunked (weblog post, October 20, 2014)." As illustrated in this example, she often used sarcasm and humor in her blog posts. At times, this was difficult for me to interpret as her not knowing or just making a joke. Therefore, in my interview I clarified several of these points from her blog post. For example, she mentioned in a post that she got a reservation at a restaurant by using her "American charm." I was uncertain if this meant she did not know how to navigate eateries in Ireland so I asked her to clarify what she meant by that and what happened in the situation. She described the interaction and it was clear that she spoke to the host of the restaurant and explained that they wanted a table and did not know that they needed to have a reservation and that they had just arrived in Ireland for a stay to teach in the schools. From what I can interpret after she described the situation to me, she navigated the situation appropriately and did not use superficial charm.

Olivia displayed awareness that cultural assumptions were inappropriate when she described that her mother was still under the impression that London was full of pick-

pocketers and scammers. It was interesting that she was able to see how someone else was not aware of a cultural bias.

Attitudes. Intercultural competent attitudes were somewhat evident in Olivia. She traveled to several other places while overseas and often expressed curiosity to learn about these different cultures. In a blog post from December after a trip to London, she wrote, "I was still trying to process all I had seen and was left with an even greater list of things I wanted to experience, not just see from the outside (weblog post, December 1, 2014)." She also told me that she learned about culture on a whole new level, despite the fact that it was very challenging to adapt to working in and within a different culture, and that she was so thankful for the opportunity.

However, there were still instances where she displayed inadequacies. She wrote about trying to teach sounds and letters to her students, and that she found herself feeling like it was "a complete lost cause." The attitude that nothing was helping or making a difference--that the cultural difference was too great--was not a display of intercultural competence.

Skills. Aside from one instance, Olivia did not display any skills of being interculturally competent. Each time she described a situation where there appeared to be an opportunity to use interculturally competent skills, she did not. Therefore, these were coded as inadequate displays of intercultural competence skills. For example, she wrote in a blog about how she spoke with an Irish man about her accent and the exchange illustrates that she is unable to communicate in an intercultural context (weblog post, October 12, 2014):

Irish Man: Why do you sound Australian? Me: My mom likes Americans. Irish Man: Are all Americans tall? Me: Have you been to T.G.I.Friday's? Irish Man: Jessie, from my favorite TV show, lives in New York.

Other instances of skills of intercultural competence fell into the inadequate category. For example, she did not have her students use her actual last name, because she "did not foresee Irish children welcoming the foreign name into their immediate name repertoires (weblog post, October 20, 2014)." Here she was not demonstrating that she could navigate the cultural differences and she was also making an assumptions about this group of students regarding what their bias and preferences may be. She made statements after making spelling errors (i.e., favourite in Ireland instead of favorite in America) such as, "blanket apology from the American," but did not indicate that she tried to adapt to or explain the cultural difference (weblog post, October 22, 2014). These instances were strewn throughout her blog posts.

A good way to summarize the observed developmental level of her intercultural competence skills from this data is actually through a quote from a blog post about being out and in a situation where an Irish man did not understand her. She said that to navigate the communication barrier you just have to "rely on your charming American naivety (weblog post, October 29, 2014)." This demonstrates to me a sense of giving up, not trying to utilize skills to navigate the intercultural situation, and a denial that there are cultural differences at play in the situation.

Olivia, while she scored in the denial stage, displays signs of minimization, or starting to become aware of her own and others' culture. There was some evidence she was beginning to seek similarities amongst her culture and in those of the students she was working with and people she was interacting with in Ireland. This idea of looking for similarities is part of the minimization stage of the IDC (Hammer, 2000). However, she was not yet seeing that her context influences her beliefs and behaviors and vice versa (Bennett & Wurzel).

Sydney. Sydney, who demonstrated the median level of intercultural competence on the IDI, demonstrated many signs of intercultural competence. Responses from Sydney, both in my interview with her as well as in her blog postings, revealed that she intentionally sought out this experience in order to learn more about culture and to hopefully use what she learned with her future students.

Knowledge. Bennett & Wurzel (2004) describe the DMIS as not a model of knowledge, attitude, or skills, but as a mindset and orientation in which there are *trends* of knowledge, attitudes, and skills that one may exhibit. There may be an individual that has a great deal of cultural knowledge, but may not act in intercultural ways. This was very reflective of the evidence I collected on the intercultural competence of Sydney, as she displayed and reported a great deal of cultural knowledge and act in interculturally competent ways.

Throughout my interview with Sydney and her blog postings, she talked at length about different aspects of the Irish culture she had learned. From the very basics, such as the fact that there were some familiar restaurants, such as Subway and KFC, to more historical based information, like knowledge about landmarks and museums. In a blog post from early October 2014, she described the clothing of her students: "They all wear uniforms. Everyone wears a white button down, blazer, and a tie. The boys wear dress pants and the girls wear skirts. Because all of the students were so dressed up, they felt incredibly old to me (weblog post, October 18, 2014)." She wrote at length about her travels and museums that she went to, sites that she visited, and facts that she learned while doing so.

Another example of how Sydney demonstrated her knowledge and experiences was in a blog post from late October, she wrote about the dinnerware that is used:

The cups everyone uses in the dining halls here are very similar to the mini bathroom cups I used growing up. I don't understand how people can have a comfortable meal with that ratio of food to beverage. I'm fairly convinced that everyone here must be very dehydrated all the time, because no one seems to drink water (weblog post, October 14, 2014)

Here she is recognizing inter cultural differences and similarities, but

did not identify why this may be and how it may be tied to culture. Another instance in which she recognizes an inter cultural difference is when she described how many colleges and schools in Ireland have a religious affiliation and practice religious traditions, while a school in the US may have an affiliation, but not actually encourage students to practice (weblog post, December 1, 2014). I often found selections from data collected from Sydney to be double coded, both for knowledge and for her awareness.

Awareness. Sydney seemed very aware that culture was at play in interactions she had with people she met and interacted with in Ireland. One of the most poignant instances of her awareness was when she told me in our interview (personal communication, December 5, 2014), "It was so strange when I got here, because everyone was talking about MY accent and I had never been in that situation before." She identified that her culture also was a part of the equation. In a blog post she writes, "I talked to several people who've been to America, and I'm starting to realize that if anyone from Europe has been to Florida, it's because they went to Disney World (weblog

post, October 14, 2014)." Here again she demonstrated that she was aware of notions about America and what others' perspective may be. She also was aware of her own behavior, as she described several occasions where she knew she "looked like an American."

She also was aware that some situations required behavior modification. She mentioned how competitive it was at her school and that teachers were giving verbal feedback, whether it was good or bad, about grades. She described that she would have scoffed at this practice in the United States. In describing these feedback practices in Ireland, she remained open and was aware that she should not judge. This was evident when she stated, "That was something I wasn't used to, but I think that is specific to the grammar schools (personal communication, December 5, 2014)." She did not make a qualitative judgment, but just stated it was not a familiar practice to her.

Attitudes. Sydney demonstrated several signs of interculturally competent attitudes, not only in her blog, but also in her interview. In one entry of her blog, she displayed readiness to suspend disbelief about other cultures and belief about one's own. She described a separate school for students with disabilities that she visited in Ireland. She wrote, "The US has such a strong emphasis on inclusion, that the idea of a special school seemed a bit backwards to me. However, I think this school really works to create an environment that is safe, supportive, and appropriate for these students and their unique needs (weblog post, October 22, 2014)." She continued to describe the school as being one of the most impressive she had ever seen. While this may not actually be the case, as there are many exclusive schools in the U.S., she was making observations about differences and trying to make comparisons.

There were several cases in which Sydney wrote or spoke about interactions she had with someone from another culture and her curiosity to learn about other cultures, such as a German teacher she befriended and a man from Barcelona. She also wrote about wanting to learn more about the Troubles in Ireland. She wrote, "I'm really interested to learn more about what this younger generation thinks of the whole conflict (weblog post, October 21, 2014)." Sydney also demonstrated an attitude of respect for another culture, when she wrote about how much the children in her school knew about U.S. history and politics. This attitude of curiosity also was apparent when Sydney described to me her love for working with English Second Language students. In my interview with her, she told me the following:

I LOVE working with ESL students and they are all just so fun to work with and just good kids. I was thinking about that in the context of this trip and was thinking that it would be helpful to take this trip to get that experience and see what it was like for kids to do. I realize it is very different and they speak English here, but it is still different and even just the school setting. I realize that was a big deal even for my school students and ESL students, that the school setting was so different even in the US. I think that is so helpful to see what it is like to show up in a school that has a different culture and set of values than I am used to. That was another motivation for coming here as well.

Merryfield (2000) describes this sense of feeling like "the Other," even if there is not a racial difference between teacher and student. She describes this feeling of cultural difference to be beneficial in the development of intercultural competence. I also noted that this attitude of openness and wanting to experience culture from a different perspective as similar to a skill of culturally responsive teachers. Gay (2000) describes this as an acknowledgment of the legitimacy of cultural heritages of different ethnic groups, both as that affects students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum (p. 29). Another instance of Sydney displaying this willingness and openness to different perspectives, was when she mentioned wanting to include some of the curricular goals that she experienced in Ireland in her future U.S. classroom as she felt that there was a bigger and better focus on the overall big picture (weblog post, December, 2014). While Sydney demonstrated knowledge, attitudes, and awareness of intercultural competence, there were less instances of her application of these skills.

Skills. Interculturally competent skills that I coded for Sydney included: the ability to use acquired knowledge about one's own culture in interactions, to engage in societal and individual intercultural interactions appropriately and effectively, and to realize when to listen and observe in intercultural situations. In addition, an intercultural competence skill is the ability to resolve cultural issues and adapt behaviors during intercultural situations. Sydney was able to teach in an intercultural setting and stated that she felt "more comfortable getting in front of a class and knowing that I am capable of getting in front of a different classroom context (personal communication, December 5, 2014)." She also mentioned that she was planning on applying for a job internationally after she graduated.

In one blog entry, she displayed that she was able to engage in societal and individual interactions culturally when she was booking a hotel and was not sure how to do it and whether or not it would be a legitimate hotel. She was unsure because the way to go about booking a hotel in Ireland was unlike anything she had done before. She had to call the bed & breakfast and let them know when she would arrive and they would then tell her which location to go to. She described herself as being nervous about this, but that it ended up being a totally suitable hotel. In this same description, she shared that the hotel was "50 quid" cheaper than the other, which shows her ability to use acquired knowledge of another culture (weblog post, November 14, 2014). However, there were far fewer instances of her displaying these skills than there were of her demonstrating knowledge, awareness, or attitudes. More often than not, she was able to accurately recognize cultural commonalities and differences, but was unable to navigate them or act interculturally, which is reflective of the minimization stage (Hammer, 2012).

Harry. Harry was the pre-service teacher who demonstrated on the IDI the highest level of intercultural competence in this study. There were many signs of intercultural skills, awareness, knowledge, and attitudes in the data collected.

Knowledge. Harry's blog posts and responses to my interview questions were laden with cultural knowledge, curiosities, and understandings. I found instances of all six of the knowledge codes within the data pertaining to Harry. One of the clearest examples of his knowledge of conflicts between members of different cultural groups is a story he told me that he read about a Korean student. The following is what he relayed to me during our interview:

It is about how students may behave or why they may do something that you expect from your students. For example, can't remember where I heard this or where I read this, a student was Korean or somewhere in Asia and they never asked for any help – even if they didn't understand something in math. They may not have done well, but finally they asked someone for help and to work with this student, but found out that in that student's culture that it was rude for the student to question or ask for help. Again, this is applicable to teaching, but it might make you a more effective teacher or more aware.

Harry also seemed to glean some cultural knowledge directly from his students about their culture, even though it came in unexpected forms at times. He wrote in a blog post from the middle of November, "Middle school boys will be middle school boys fart jokes do indeed exist across The Pond, as does playful taunting about crushes and lively discussions (near-shouting matches) about sports (weblog post, November 18, 2014)." He also described a situation where his students asked about his US accent, what a southern accent sounded like, and about whether or not he liked American football. Similarly to Sydney, he was knowledgeable about his own culture and that these were curiosities that his students had.

A third example in which Harry demonstrated a moderate level of knowledge, is when he wrote about the Paramountcy Principle in Irish schools. He writes, "The Paramountcy principle, essentially means that the students' needs come first. The caveat is that if a child shows or expresses that they need some emotional or physical comfort (say, a hand after falling on the playground, or a hug amidst troubling family), the teacher is legally required to oblige (weblog post, October 19, 2014)." He is showing knowledge about the general processes and of culture and of societal norms. He compared how this principle, which essentially means a students' needs always come first, was both similar and different than rules and regulations in US schools. This was also a sign that he saw how culture could impact the way that school is run or organized and that it might also make a difference in how teachers are able to instruct. Harry is relating his experiences, in particular cultural experiences, to teaching, which is part of being more culturally responsive. His cultural knowledge and curiosity to learn more appeared to be rooted in a deep awareness that there are cultural differences in the world. This is more reflective of an acceptance worldview than it is one of minimization (Hammer, 2012).

Awareness. Harry displayed many times his awareness of culture and intercultural situations. He often wrote about instances in the classroom where he noticed cultural diversity and when he was also bringing his own culture into the situation. Harry wrote

about how the classrooms were more traditional, almost as if they were classrooms from several decades ago in the US. He stated that yelling seemed to be more of a normal and acceptable occurrence in the schools. In describing this cultural difference, he did not make a judgment, but just stated the facts. Again, this non-evaluative curiosity about differences is a common effect of one in the acceptance stage. Harry showed some signs of acceptance, which would be his next stage of intercultural competence development (Hammer, 2012). He also tried to reconcile possible reasons why this may be a difference. He stated in his post, "Maybe that is because I am at an all-boys high school and that is a way that you can get them to respond, but that is also as a foreigner in this different classroom climate (weblog post, October 18, 2014)." This awareness that there is a culture difference, and that there is not a wrong/right or good/bad, is a sign of a moderate level of intercultural competence awareness. He also was able to anticipate that this situation might have required him to adjust his behavior. He wrote, "As far as behavior management goes, most teachers use the 'Hey, you! Stop talking!' method of cutting chatter during class. We'll see how my positive framing fares in this classroom climate (weblog post, October 21, 2014)." Here he was acknowledging and aware of the difference and that his method may not work as well as it had before.

This awareness was evident again when Harry wrote in his first post, before he was even overseas, "I know that I won't get far here without collaboration between myself and Irish teachers, Irish students, and former exchange student teachers, because I still don't know all the ins and outs of teaching. However, during my time in Belfast, I plan on tapping into these valuable resources to fill the gaps (weblog post, October, 2014)."

It was also clear that his awareness did not start when he arrived in Ireland. He described his trip to Guatemala and how it was very beneficial to learn about the people, cultural traditions and norms, and history about Guatemala. He indicated that this awareness of differences between US and Guatemalan culture really helped him when he lived there.

Attitudes. Not only was Harry aware of cultural differences, but he also demonstrated that he wanted to learn more about these differences and was open to reflecting on his own culture. He demonstrated an attitude of being open to working with different people and styles of teaching, and doing so without judgment of differences. In his description of the behavior management system at Croftly, he was not only aware there was a difference in style compared to what he was used to in the US (more positive framing of redirection and feedback to students), but he also was able to write about it without making a negative comment about this style. He was open to learning more and wrote, "It was great to get different perspectives from varying age groups and content areas (weblog post, October 21, 2014)."

In addition, Harry displayed interculturally competent attitudes with those outside of the school in which he taught. He described several scenarios when he traveled and experienced a cultural site or just ate a meal. When talking about traveling to outer parts of the city and seeing where violence from the Troubles had occurred, he wrote: "From an outsider's perspective, this was pretty surprising; Belfast has been made to seem like a city that has moved on from its tumultuous past. That said I understand that wounds gashed so deeply into the flesh of two polar communities can take generations to heal

(weblog post, October 23, 2014)." This is an indication of empathy and respect for this culture and what they went through.

Harry often displayed a curious attitude and wanted to learn more about something he had experienced or saw outside of school. A very concrete example of this was when he wrote about wanting to know more about the Troubles. Harry wrote in a blog entry on November 14, 2014, "I was determined to find out more about the Troubles—what fueled them? How prevalent is the sectarianism now? What affects did they have on schools and education in Northern Ireland (2014)?"

In sum, Harry demonstrated a confident attitude about teaching in an intercultural context, but also a realistic and open one. He stated, "I like to think that I'm a pretty confident teacher as it is, but who knows how that will change once I'm standing in front of 25-30 wide-eyed Irish lads who've hardly got a clue what the funny-sounding goatee-d man from America is saying. Gulp (weblog post, September, 2014)."

Skills. There were several signs that Harry was able to use what he was learning and apply it to intercultural situations. He also appeared to be able to do so effectively and appropriately. Harry wrote about and also shared with me stories of two different times he had extended exchanges with a local. The first story was when he met a couple that lived near Giant's Causeway, a site where there are large cliffs (weblog post, November 9, 2014). He chatted with this couple for quite some time and revealed that the couple shared with him several stories of their own about living near the cliffs. I made a memo while coding this entry that Harry sounded mature and was very articulate.

A second example is when he wrote about a lesson he taught. He wrote, "I got to teach my first full lesson! I was really excited to try out a new demonstration that I came

up with to illustrate how beach headlands are eroded into caves, arches, and stacks (weblog post, October 12, 2014). He was teaching about the cliffs and geography of Ireland and applying learned knowledge into his instruction. He also showed, unlike what I gleaned from the data on Sydney and Olivia that he was thinking about his future teaching. He stated in a blog that he observed a teacher and wanted to try a teaching strategy she used; later, he said that he attempted to use it in his own class in Ireland. While this does not necessarily mean the strategy related to Irish culture, it does illustrate he was thinking about the differences he noted in the teaching overseas and tried to apply what he learned as well as saw utility in trying it back home.

Harry also demonstrated that he could adapt his behavior and show flexibility in intercultural situations. He described how he used a common U.S. teaching strategy to get his students attention. However, the "if you can hear me, clap once/twice/three times" strategy is not common to Irish schools. Instead of raising his voice to get their attention, he described how he patiently waited and "enjoyed watching their initially confused faces morph into smiles once they figured out what I was doing (weblog post, November, 18, 2014)." While intercultural competence skills were not frequently identified across the three cases, there were several themes pertaining to intercultural competence that were.

Research Question Two

My second research question pertained to how participants described intercultural competence. I found that each case described intercultural competence with a deep level of understanding and with many similarities to Deardorffs' definition. All of the participants described intercultural competence to be a complex set of skills, knowledge, and attitudes. However, as described in the evidence collected for research question one,

they did not all consistently demonstrate the ability to use intercultural competence skills. Each of the three cases described intercultural competence in a similar way. They all used the words, "flexibility" and "adaptation" in their descriptions. Each case described their level of intercultural competence as something that would always be changing. This is reflective of how Bennett describes intercultural competence (1993).

They also all said it related to "experiences overseas." This finding made me revisit my conceptual framework, where I proposed that there are a variety of factors that lead to intercultural competence development. None of the participants said that other factors, coursework or field placements, were a part of their intercultural competence development; yet there seemed to be other experiences, such as prior travel and work in classrooms, which did in fact contribute to their intercultural understandings.

Furthermore, none of the students related intercultural competence to their past or future teaching experiences. Sydney and Harry mentioned in their interviews that they felt their experience teaching overseas would help prepare them to be more effective in schools, but did not specifically mention that it would be their intercultural competence that would be most helpful. Each of the three cases did not communicate how intercultural competence was a part of teaching, they only spoke about it as if it was a set of personality traits and dispositions. This relates to my overall problem of practice, that teachers need to be better prepared to meet the increasingly culturally diverse population of students in their classrooms. Therefore, the intercultural competence of these preservice teachers may not necessarily mean that they also understand the impact being interculturally competent can have with students in their future classrooms in the U.S. or abroad. The following specific evidence was included to illustrate these points. **Olivia**. Olivia described intercultural competence as, "the ability or presence of needing to adapt and cope with different cultures within your own setting. Whatever setting you are in, whether that is in Ireland or in the classroom in America, you are going to be faced with many different cultures (personal communication, December 21, 2014)." She continued to state that it doesn't mean you have to switch modes, but you have to blend what you know and adapt in a competent way to whatever the context is. She said that her intercultural competence is significantly higher after the international student teaching trip to Ireland. This belief coincided with the DMIS theory, which states that as one has more intercultural experiences, the more equipped they will feel to interact in interculturally appropriate ways.

Sydney. Sydney was very articulate about what intercultural competence meant and about her own level of intercultural competence. When I asked her what intercultural competence meant, she stated, "Set of skills or flexibility to be able to adapt to other cultures and that so much has to do with your attitude about it and your openness and flexibility." Sydney said in my interview with her, "I would say that it's improving a lot, but I also feel like it's something I can continue to build in the future (personal communication, December 5, 2014)." There is evidence that all three of the pre-service teachers understand intercultural competence as something that is not mastered, but that an on-going process.

She also described her own intercultural competence as something that was improving a lot as a result of the international experience, but that it was something she could continue to build in the future. She also mentioned in my interview with her that the experience helped her intercultural development and confidence (personal communication, December 5, 2014). Sydney's beliefs about intercultural competence align to where she scored on the IDI. At the high end of the minimization stage, almost to acceptance, one would be starting to understand universal values, but also be finding appreciation for cultural differences (Bennett & Wurzel, 2004). Someone in the minimization stage still view situations through their own culture, but is beginning to take perspective of others. This is similar to how Sydney described intercultural competence, as something that demands openness.

Harry. Harry described intercultural competence as "knowing how to act in different situations abroad (personal communication, December 6, 2014)." He indicated that it also means one has to be culturally sensitive, such as knowing information about a place or a group of people. He indicated that he believes his level of intercultural competence is always changing and that he always has new things to learn, that it is a process and not a product. He elaborated on his response later in the interview and said that intercultural competence also has to do with "knowing how to act and depending where you are has to do with cultural sensitivity (personal communication, December 6, 2014)."

Research Question Three

Research question three, how do participants describe the experience of student teaching internationally and to what degree do they perceive that the experience shaped their perceptions, believes, and attitudes about intercultural competence, was addressed primarily in the interviews. I asked participants outright what they thought about the experience and whether or not it had an impact on them. I found that all of the participants described the international student teaching experience as being the most influential intercultural experience

Olivia, Sydney, and Harry all communicated that they believe student teaching overseas will help their teaching overall, whether it be in the United States or internationally. Each of them indicated that the experience would translate to their teaching and was necessary to help understand not just culturally diverse students, but teaching overall. This was evident in a quote from Sydney when she described how the experience taught her so much more about "American education, not Irish" and that everything is not done the way that "we do it" (personal communication, December 5, 2014). She continued to elaborate on this and stated, "It has made me think about our education system and think about how it can be done differently and what are the pros and cons of those differences."

In my interview with Sydney she said, "I learned so many teaching strategies from the teachers, some I did not think of even using." She also wrote in her blog about a school that she said was, "the most amazing model of an inclusion school she had ever seen (weblog post, November 12, 2014)." In a follow-up question she said, " [international student teaching experience] definitely helped my development [of intercultural competence] and boosted by confidence." Harry said that he has already started to view his own world differently as a result of the experience and knows that culturally he will be more prepared for his future classroom.

Olivia said that it was one of the best experiences of her life and that she learned "so much from all of the different people and cultures she experienced (personal communication, December 21, 2014)." She said that the experience helped her to become

more open to other cultures, ones that she used to just read about in University classes and not really care about. She said that now she sees even exchanges with a taxi driver as an important culture experience and something that she could learn from.

Collective Themes Across Cases

This study was designed to describe the level of intercultural competence of preservice teachers who complete an international student teaching program. While the goal was to describe the *individual* cases and collect relevant information to address each of the research questions, there was also something to be learned from looking at the data collectively. The themes across the cases may not describe each of the cases intercultural competence, but I felt there were details that helped provide context for the study. In order to make sense of the data collectively, I looked at my data displays. I also looked at my own memos, reread all of the transcriptions and postings, and thought about what other themes that emerged across each of the cases. The three cases, while they did not seem to all have the same observed level, did have some common descriptions, beliefs and feeling, and understandings of intercultural competence.

Prior Intercultural Understandings

Each of the three cases described intercultural competence in a similar way to Deardorff (2006). In particular, Harry seemed to know a great deal about what it meant to be interculturally competent and expressed an intense desire to learn more. For example, he spoke in-depth about different historical underpinnings of the Irish culture. He may have gleaned this information while overseas, but it also may have been due to experiences before the trip. While the program may have helped develop some of these understandings of intercultural competence, there is also a possibility that it was not the program, but other factors about their lives before the trip that shaped these attitudes, knowledge, skills, and perceptions.

Not a Direct Tie to Teaching

While the cases all seemed open to other cultures, there was not a strong indication that they were thinking about the culture of their future students and how to infuse those ideas into their teaching. However, the attitude of being curious about other cultures was seen across cases, which is an important part of developing culturally responsive teaching skills. This openness can be seen in Harry's blog: "I was determined to find out more about the Troubles-what fueled them? How prevalent is this sectarianism now? What affects did they have on schools and education in Northern Ireland (weblog post, October 30, 2014)?" Here Harry is not only demonstrating that he is gaining knowledge about the Irish culture, but that he wants to find out more. He also refrained from making a judgment about the Troubles and acknowledged that there may be a relationship between culture at large and culture in the school system. However, he does not expound and discuss or explain how this would change his teaching in the future.

The idea that there was evidence of intercultural competence, but not necessarily signs of how it impacted teaching an understanding of culturally responsive practices, was very evident when looking at the skills category. The skill code recognizes, analyses and resolves cultural issues using appropriate strategies and was only evident in the data once, where it was inadequately displayed. In other words, the ability to resolve a situation where culture is clearly at play was not apparent in the data collected. I made a note that this may be due to the fact that there is not direct instruction or explicit mention of how to resolve issues of culture or whether or not it is the cases' place to do so. It may

be due to the fact that I did not observe the participants in person, or that they felt it was not their place to resolve an issue yet and they were there to learn. This also did not surprise me, as pre-service teachers should still be developing these skills while learning to becoming a teacher and it is a progression they will continue to make (Stachowski, 2000). However, when thinking about the problem of practice, it is important to note that there was not a lot of indication that the teachers had developed culturally responsive skills and would be prepared to teach diverse learners based off of the evidence collected about this experience alone.

Another indication that there was a lack of ability to translate the idea of intercultural competence into teaching was with Sydney. Sydney expressed that she was curious about other cultures and learning about how schooling was overseas and that this was the catalyst for choosing to pursue this endeavor; but she also made many posts that were reporting more than they were reflecting and demonstrating original ideas about what this meant for her contexts and teaching. I checked with my peer reviewer, and we agreed that due to the fact that this was an open assignment, it is logical that the preservice teachers were sharing a lot about the new information that they learned about the other cultures. An alternative hypothesis is that here is less introspection about one's own culture, which is an essential part of being interculturally competent, and more external viewing of culture (Deardorff, 2006). This notion also contributes to the idea that maybe the level of knowledge of intercultural competence of this set of students is not translating to understanding how to infuse other cultures into teaching practices and pedagogy.

Want More Pre-Departure Preparation

The pre-service teachers all said that they did not feel prepared for the cultural differences that they experienced. This to me was a positive indicator of intercultural competence understanding, as someone seeking out differences would want to have more information about a culture and to keep learning about that culture (Bennett, 1998). The opposite reaction, if all of the pre-service teachers said they felt totally prepared, would be indicative of them not sensing there was more to learn. The unpreparedness was expressed in both the interviews and indirectly in the blog posts. Olivia described to me what she would tell someone else about her experience, she said that she would tell them to be ready for small cultural nuances that you don't expect, like having to make sure your "iPhone is unlocked so you can get a sim card (personal communication, December 21, 2014)." She said she wished she had some of this basic information about differences to expect. She did say that figuring things out herself made her feel like a "more competent individual," but knowing just a few of the differences would be very helpful in getting adjusted.

Harry indicated in my interview with him, that he wished they had pre-departure Irish culture-focused assignments or tasks and that he knew more about the struggles the area had faced in recent years. He felt that would help him be more effective in his relationships with overseas and in his teaching. In my interview with Harry, he stated:

Really that would be helpful. We didn't quite do anything for this program, quite honestly, I came over not knowing nearly as much as I should. The first couple of weeks that I was here, really dug into it and maybe it is just because I am interested in the struggles that Northern Ireland has had the past 50 years, but having known more... It would've been even better, but I can't even really explain why.

This is an indication that there may be some program goals that were not in fact met. For example, one of the goals is that the students learn cultural information about another country and how and why it is important to act in intercultural ways, but here Harry is indicating that he is not even sure he knows why he needs more information. He also described how helpful this kind of information on culture was when he had previously gone on a different international trip to do service work. He believed that this pre-work helped him to be more culturally aware and that it was "really helpful, even imperative, that this learning occurs before every international and intercultural exchange program (personal communication, December 6, 2014)." In a speech by Dr. Alvino Fantini on intercultural communication at Duke University, Dr. Fantini expressed that from his research on intercultural communication, reflection both before and after being in an intercultural setting is important to intercultural development (Fantini, 2014).

Counter arguments include that too much exposure or learning about other cultures before experiencing them may cause perpetuation of stereotypes of overgeneralizations about a culture (Kauffman et al., 1992). However, literature on effective educators and instructors of students whom are about to study internationally shows that they can help students understand that cultures are *not* monolithic and that there are sub-cultures of the dominant culture. Focusing on not just the dominant cultures, but also the values of other groups, is an important part of becoming intercultural competent and should be addressed when preparing students for intercultural experiences (Kauffman et al., 1992). A focus on these skills, awareness, knowledge, and attitudes, I feel is important and needs to continue to be infused into teacher education programs. In addition, the evidence showed that they seemed to be prepared.

Parental Influence

Harry and Olivia both had parents that were from another country. The idea that parental influence plays a role in the development or promotion of pre-service teacher intercultural competence is very intriguing to me. Harry talked about growing up in a household where there was always Spanish being spoken and lots of Cuban food, friends, and family (personal communication, December 6, 2014). More interesting, is the idea of exploring if there are particular cultures or backgrounds that are more apt to promote this idea than others. While there was no evidence collected on this study to determine whether the fact that having a parent from another country does in fact promote intercultural competence, it is an important note to explore more.

Desire to Travel

Each of the pre-service teachers all had prior international travel experiences and made several travel excursions while overseas. Harry had traveled to Guatemala and to Cuba, Sydney to France and Italy, and Olivia to Paris. On the trip, each of them made excursions to places like London, Edinburgh, and Dublin. In one of Sydney's blog posts from mid-October, she wrote out all of her plans to travel (weblog post, October 22, 2014):

10/27-10/29: Galway, Ireland with Mandy
10/30-11/2: Oslo, Norway with Jess
11/7-11/10: Edinburgh, Scotland, solo trip
11/14-11/16: Dublin, Ireland with everyone in my program
11/21-11/23: Cork, Ireland with Mandy and maybe some other folks
12/6-12/7: Isle of Man, solo trip
12/12-12/14: Nottingham, England to visit Dave
12/19-12/20: London, England to visit Matty
12/21-12/23: Amsterdam, Netherlands with Jim for my birthday!

I noted in a memo, that maybe these pre-service teachers just wanted to travel and it was less about the teaching overseas; however, each of the pre-service teachers all had some prior international travel experience that was related to a service or professional goal. Olivia provided a great example of this, when she said her initial reason to take the trip was that she felt as a future teacher, she might never have the resources or time again to take such a long trip overseas and travel to other countries. She then coupled that with the fact that she knew it would also enhance her future teaching and ability to adapt to other classrooms. This statement, that she wanted to gain more experience with and knowledge about other cultures, was reiterated across all three cases.

Challenging, but Necessary

Throughout the interviews, all of the pre-service teachers described the student teaching scenarios they were in and that there were many challenges in comparison to teaching experience in the States. Sydney told me that she only had about thirty-five minutes to observe each class before she was responsible for teaching them. She described this to be different than any other teaching placement she had before, where she spent a much more significant amount of time observing a class before she was responsible to teach them. She said it was really good for her to experience this because now she feels like she could teach in a lot of different contexts. She mentioned that because of this challenge, she often was corrected by the mentor teacher about the way things are said in Ireland versus in the United States. She summarized this as being a positive experience, because it taught her how to be flexible and forced to "think on her feet (personal communication, December 5, 2014)."

Olivia also expressed that the experience was very challenging, but something that was helpful and a challenge that she wanted to take on. She realized even just trying to convert money and determine how much a tip should be was extremely challenging and that she was thankful for experiencing these cultural differences in real-life.

Summary

Each of the respective cases described and demonstrated intercultural competence in ways that correlated to their results from the IDI. The evidence indicated that each of the pre-service teachers in this study were thinking about culture and aware of culture as a factor in teaching and learning in schools. In addition, there was evidence that some of the cases believed intercultural experiences were valuable in helping them become better teachers. In an article about a prior participant of this program, this sentiment was shared. The participant decided to teach internationally after her experience in Ireland. In the article, the prior participant describes this program as a great influencer in her confidence in teaching and understanding of culture (Stranmillis, 2014). Thematically across all of the cases, each of the pre-service teachers indicated a need for pre-departure work and for more instruction on how to act in intercultural situations. Lastly, each of the cases indicated that intercultural competence is something that is dynamic, requires flexibility and adaptation, and is ever changing.

Chapter Five: Implications and Recommendations

The findings of this capstone were written to provide information to stakeholders about the intercultural competence of pre-service teachers that completed an international student teaching program. These findings have implications for the program design and goals. This was the first time evidence has been collected about the outcomes of this program. One of the purposes of the program is to develop cultural awareness and to prepare participants to work with culturally diverse students. Therefore, this capstone project was designed to meet an organizational need of collecting evidence about the outcomes of the program. I sought to describe the intercultural competence of pre-service teachers who completed an international student teaching program. Due to the fact that international student teaching programs are becoming increasingly popular and have had positive outcomes in regards to development of intercultural skills, this capstone will also add to research about teacher education and international student teaching programs in the United States.

The conceptual framework for this study began with the problem of practice; there is a cultural miss-match between teacher and student and developing a more culturally responsive teaching force is a national goal we need to determine how to meet. Current research studies indicate that there are inconsistent results across traditional methods of training teachers to become more intercultural competent, but that international student teaching programs are seen to be consistently effective. While there was evidence of this in the data collected, I also revised the conceptual framework to be more specific and to include intercultural experiences as a method. This revision made me realize that there should be an equal amount of attention to the other factors of intercultural competence development as well as further analysis of how the other components of culturally responsive teaching are developed in in-service teachers (see Figure 4 for the revised conceptual framework). Many of the instances in which the preservice teachers described using intercultural competence skills were not in the classroom, which was a desired outcome. How these skills are developed does not happen in each of these instances separately, but they are connected and build off of previous understandings. As a result of this revelation, I included connecting arrows across the methods. I feel other types of experiences should also be included as a potential method for intercultural competence development.

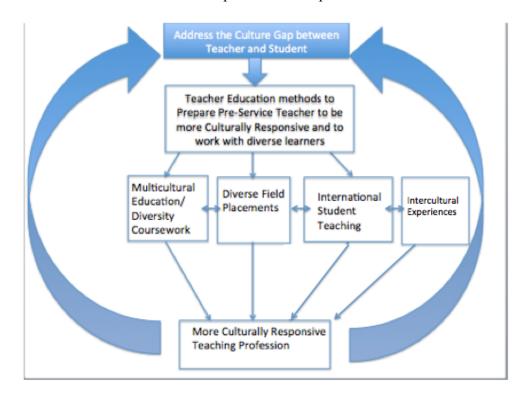


Figure 4. Revised Conceptual Framework

In addition, I placed an emphasis on the international student teaching experiences in my original conceptual framework. While there appeared to be development of intercultural competence as a result of the international student teaching experience, as mentioned in the collective themes in Chapter Four, I also am curious about whether or not it was actually other prior experiences that led to these findings. A specific example is the students' curiosity about other cultures, which may have been a result of prior travel, not necessarily this specific international student teaching experience. Furthermore, it would be worth exploring coursework taken by the students to see if there was an emphasis on intercultural understandings and the development of culturally responsive teaching strategies. In addition, interviews about past travel experiences and culture within the cases respective homes would be helpful in understanding the entire process of intercultural competence development.

Lastly, as stated in the problem of practice, we need to prepare future teachers to be better equipped to work with culturally diverse learners, which includes the development of culturally responsive teaching strategies. In this study, there was a lot of description of what intercultural competence was and openness to learning about other cultures, but not necessarily evidence of the ability to teach culturally diverse learners. The students in this study did not overwhelmingly indicate that they felt more confident in their teaching of culturally diverse learners.

However, in this study I only explored international student teaching programs and it was not my intention to explore other training methods in intercultural competence development or other aspects of culturally responsive teaching. Further research on longitudinal impacts, and whether or not teachers are in fact able to practice cultural responsive teaching as a result, are needed.

Implications

The findings of this study have certain implications for future students, the stakeholders, and those researching international student teaching programs. Each of the implications listed are based on the findings from my data collection.

Implication of Finding One

As a result of finding one, that there was evidence the intended outcomes of the program were met, future efforts should include practices from this program and continue to aim to develop intercultural competence of participants. It also implies that stakeholders should research and employ new strategies and methods found to be effective in developing intercultural competence. In addition, since there were cases that showed varying degrees of intercultural competence development, directors should continue to revisit the current strategies and methods they are using to ensure they get ongoing positive results.

Implication of Finding Two

All participants knew what intercultural competence was, but displayed more instances of knowledge and awareness than they did intercultural skills and attitudes. First, this implies that there was adequate background knowledge and preparation in regards to learning what intercultural competence is. However, it also implies that more research should be done to investigate exactly how and when this understanding of intercultural competence came to be. Secondly, this also implies that there may not be a transfer of skills and application of intercultural competence, despite the fact that the preservice teachers are demonstrating that they are aware of the importance of cultural differences. The implication for this finding is that teachers may either not developmentally be ready to apply what they know or that they still need training in how to act in interculturally appropriate ways. In addition, it implies that there are positive signs of development of intercultural competence in participants of international student teaching abroad programs. The fact that interculturally competent skills are not as apparent as attitudes, knowledge, and awareness, may be due to the fact that I did not observe them teaching, which may have resulted in more identified instances of displayed skills of intercultural competence.

Implication of Finding Three

Participants all described the international student teaching experience as being the most influential in development of their intercultural competence. In addition, these were not the most racially diverse settings these pre-service teachers had taught in, as the student populations were primarily affluent and white, but the student teachers still described them as the most powerful and transformative experiences culturally. This implies that the program was successful in helping participants to understand the important of culture and developing intercultural competence. This implies that more experiences need to be offered in the Teacher Education program at this University that are cross-cultural in nature. Furthermore, it implies that the prior experiences in the teacher education program may not have been as influential as the international experience.

Limitations

There were several limitations of this study. One limitation is that participants already had made the choice to apply for and participate in the international student teaching experience. This means that there are other teachers who did not apply and may

not have the same dispositions as those who decided to apply on their own. They may already have dispositions or perceptions that others do not.

Another limitation may be objectivity on the part of the researcher. While I used a set of codes to observe the teachers, there is room for subjectivity due to the fact I am an educator as well. I also am trained as a Qualified Administrator of the IDI and chose this instrument. In addition, my presence as a researcher, although it may not be in person, can still affect participants' responses. This was my first qualitative research project that I conducted on my own. While I had experience in qualitative research and was consulting with other expert qualitative researchers throughout the study, the fact that I was a novice researcher could be a limiting factor.

Due to the fact I did not directly observe the context in which the pre-service teachers completed their student teaching, there are descriptive details that I may have missed. My original research design included video observations of the pre-service teachers' instruction, but these videos were never provided to me (see Appendix E for proposed video observation tool). To my best knowledge, some of the students I believe never filmed their teaching and others indicated to me that they did not have student permission to share the videos with someone other than the director of the program. This data source would have provided additional contextual information and evidence, but likely would have also provided more insight into the intercultural competence skills that the pre-service teachers were displaying that they may have not told me about in the interview or chose to write about in their blog.

In addition, I did not collect longitudinal data about their cultural experiences or classroom instruction and the data was collected over a short period of time (see

Appendix J for data collection log). Extended period of research on these experiences would be helpful to see how intercultural competence develops over time. Also, as a researcher that is passionate about international education, I cannot entirely remove my bias, despite how objective I tried to be.

Furthermore, the pre-service teachers were told to write a blog, but the requirement was only to write a minimum of 7 posts and to make the posts about their experiences, with no other specific content requirements. Therefore, the data may have revealed different themes had this been the directive to pre-service teachers. The evidence about intercultural competence may have been different if there was a consistent number and length required for the blog entries. Similarly, additional interviews with the pre-service teachers would have been beneficial. These interviews could have provided information about their perceptions and beliefs prior to the trip, as well as after they had returned to the States and been back in U.S. schools.

Another limitation is the fact that I used only one coding instrument. This was constraining because I was only able to code for intercultural competence knowledge, skills, attitudes, and awareness, and no other factors that might have lead the teachers to being more culturally responsive. For example, perceptions of teaching overall and the culture of students may have been revealed if I used a different instrument. In addition, pre-conceptions of intercultural competence and factors that contributed to that understanding (such as prior overseas trips) would have been more readily identifiable if there were codes included to capture this information.

Lastly, the data did not always relate directly to teaching contexts. At times, the pre-service teachers wrote or spoke about contexts outside of the classrooms that they

taught in Ireland. While this data does relate to intercultural competence, understanding more specifically about intercultural competence in classroom settings is important to understand whether teachers will become culturally responsive in their own future classrooms.

Recommendations

The following recommendations are specific to the University in this study as well as for the stakeholders that designed and implemented this program. These recommendations are based on the findings and implications of this study and my expertise in the field of teacher education and in elementary education.

Table 11

Recommendations for Program Directors and Stakeholders

Recommendations	
Recommendation 1	Continue to collect evidence about the program, specifically about
Recommendation 1	the coursework and experiences of the student teachers and the
	context in which they complete their international student teaching.
Recommendation 2	Revise pre-departure work to include activities where participants
	receive more cultural information about the country that is to be
	visited and suggested ways of how to address cultural differences.
Recommendation 3	Offer diverse field placements and more intercultural experiences
	for pre-service teachers in the program.

Recommendation One

Finding one states that there was evidence that, to some degree, the intended goals of the program were met. This implies that current programmatic design and goals align to some of the outcomes and should be continued, but also that new efforts should also be explored. For example, one of the goals stated was that students would understand their own cultural identities, which was addressed in this study but only as a result of student responses and was not a topic specifically addressed. Therefore, my first recommendation is to continue to collect evidence about the program, specifically about the coursework and experiences of the teachers and the context in which they complete their international student teaching. In addition, different forms of evidence need to be collected, including targeted reflections that ask the students about their teaching and future teaching. This recommendation is based on finding three, where there was evidence that student teachers stated that this was one of the most influential experiences they have had. This is also based on finding two, that all of them showed signs of intercultural competence.

Data needs to be collected prior to students enrolling in the teacher education programs including: their level of intercultural competence, coursework that they take, documentation of their perceptions about the important of intercultural competence, and background information about their cultural experiences prior to the trip. As displayed in my conceptual framework, there are other parts of student experiences in schools of education that may lead to the development of intercultural competence. The goals and outcomes of these programs are important when looking at the causes of intercultural competence development overall. Furthermore, these factors all matter to some degree in isolation, but are more important in regards to the problem of practice and whether or not these students will be better prepared for their future classrooms. Data collection about and analysis of their teaching skills with culturally diverse learners once in their own classrooms is also an important piece of evidence to collect.

While there was evidence of alignment in actual outcomes to the intended outcomes of the program, I only collected evidence about one set of participants. Data

about previous and future cohorts would help to inform the design of this program and future offerings. Lastly, analysis of pre-service teachers within this same teacher education program who do not go on an international student teaching program would provide a means for comparison and potentially additional findings.

Recommendation Two

Based on finding two, that each of the cases were able to define intercultural competence but not able to consistently demonstrate skills of being intercultural competent, the implication is that effort needs to be made to further develop these skills. I recommend that stakeholders and the program director revise pre-departure work to include activities where participants receive more cultural information about the country that is to be visited and suggested ways of how to address cultural difference. Part of the theoretical framework--that teachers would use information learned and experienced to reconstruct their ideas, abandon beliefs, ideas, or knowledge--was not evident in the work collected, nor did I find evidence that teachers were asked to address these issues (Creswell, 2012). I believe the pre-service teachers in this study will use what they learned while in their teacher education program, both domestically and abroad, and incorporate it into their prior understandings to construct a new view on culture. However, without concrete evidence and specific tasks designed to reveal this information from the students, one cannot conclude that a strong definition of intercultural competence alone will transform their teaching and ability to work with culturally diverse learners.

In addition, there should be activities that require the students to interact in other intercultural situations. These pre-service teachers were working only with one cultural

group, made up of mostly Caucasians and people of the same religious and cultural backgrounds. Other opportunities for intercultural competence development are needed. The pre-service teachers also showed signs of wanting this addition to the program and asked for more information prior to departure. Research has shown that pre-departure and reflective work is essential in study abroad programs (Kaufman, 1992). This work may include readings, activities, or discussions about the location to be visited. It also could include virtual meetings with a person or persons from the country to be visited, which would serve as a time for pre-service teachers to establish a relationship with someone they would be working with. For example, the students could revisit their work they did while overseas once they return back from their international teaching experience. I think this would be particularly helpful for Olivia because she could revisit her blog posts and reflect on what instances she thought were indicative of intercultural competence and which she did not. This may aid in development of intercultural competence. In addition, having the pre-service teachers present on what they did while overseas would be beneficial in articulating how it will help transform their teaching practice and what it meant in regards to their ability to work with culturally diverse learners. The work should address not only the goal of intercultural competence development, but also some of the other goals that were mentioned in the handbook and by the program director. This would further ensure that there were specific action items tied to each of the program goals. These include: understanding one's own cultural background, the ability to communicate in intercultural situations, and the ability to use cross-cultural teaching strategies.

Recommendation Three

There is evidence of intercultural competence across each of the cases I explored. In addition, in finding three I stated that each of the cases in this study described this experience to be the most influential in their intercultural competence development. This implies that the program was successful, but that there also may need to be a greater emphasis on offering these types of programs and experiences. Therefore, I recommend that the teacher education program in this study offer diverse field placements and more intercultural experiences for pre-service teachers. For example, the program should try to offer other teaching experiences, maybe which are not as long or as burdensome financially, to students throughout their time in the program. This could include experiences in different states or in places that are very culturally different than those that the students grew up (Stachowski, 2013). Students should also be asked to identify their own cultural background and then be strategically placed in teaching practicum settings that are not reflective of how they grew up or with what they are familiar with.

Due to the fact that there is cost involved in these programs, which can be a barrier for pre-service teachers and the University, efforts to evaluate existing programs stateside that are designed to develop intercultural competence should also be made. This includes programs and courses offered within the teacher education program in this study.

Chapter Six: Action Memo

The program director and stakeholders will be provided the findings and the recommendations. Recommendations reflect the body of literature on international student teaching programs, which states that more evidence needs to be collected on such programs. The recommendations also align to my conceptual frame, in which I proposed that a more culturally responsive teacher is often a result of that teacher having more intercultural experiences. Furthermore, in the conceptual framework, I proposed international student teaching to be an effective means to develop some of the skills of being culturally responsive, specifically intercultural competence. The action memo sent to the program director stated the following:

To: Program Director

From: Emily Liebtag Doctoral Candidate University of Virginia

Dear Program Director:

First and foremost, thank you for the opportunity to work with you on my study. I am grateful for your willingness and for your participation. I am writing to you to report my findings and recommendations from my study on the intercultural competence of the preservice teachers who completed the international student teaching experience from October 2014-December 2014 through your Teacher Education Department. As discussed, I collected several sources of data, including: the Intercultural Developmental Inventory (IDI), blog postings, and interviews. I hope that these findings are helpful. I am more than willing to meet with you to discuss any of them further or to provide you with additional information.

In brief, I selected three cases to explore more in-depth based on the results from the IDI. In order to provide you with an authentic picture of the intercultural competence of the cohort of participants', I chose cases that varied in their level of intercultural competence. I chose the participant who scored the lowest, the median, and the highest on the IDI. I looked for signs of interculturally competent attitudes, awareness, skills, and knowledge across all of the data collected. The following are the three-main findings of my study on these three cases:

Finding One

As you shared with me in our interview, as well as what I read in program descriptions, the intended outcomes of the program are to develop intercultural competence. Each of the cases in the study displayed some signs of intercultural competence. I recommend that stakeholders should continue to use existing strategies to develop intercultural competence in program participants, as there is evidence these methods are working, as well as explore other methods to further the development even more.

Finding Two

One of the goals of the study was to get a baseline understanding of how participants described intercultural competence. Each of the three cases in the study described intercultural competence with confidence. They all described intercultural competence as a set of skills that is constantly being developed and that pertains to the awareness and flexibility in intercultural situations. Across the evidence collected, there were more instances of knowledge and awareness of intercultural situations than there was application of skills of intercultural competence. This implies to me that there is a foundational understanding of intercultural competence, but there may not be transfer of skills and application of intercultural competence. Based on my knowledge from the literature on existing teachers' knowledge of intercultural competence, the fact that they are all thinking about and aware of intercultural competence should be applauded. It also indicates to me that additional opportunities to allow pre-service teachers to apply intercultural competence skills would be beneficial.

Finding Three

Finding three is primarily based on evidence from my interviews with each of the three cases. They all described the international student teaching experience as being the most influential in development of their intercultural competence. This implies to me that this experience was influential and an important part of their intercultural competence development, regardless of whether the pre-service teacher scored particularly high on the IDI. This also implies that more experiences that are cross-cultural in nature in the Teacher Education program would likely be well received by students.

From these findings, I have come up with three recommendations for the program:

Recommendation 1

My first recommendation is to continue to collect evidence about the program, specifically about the coursework and experiences of the teachers and the context in which they complete their international student teaching. While there was evidence of alignment in actual outcomes to the intended outcomes of the program, I only collected evidence about one set of participants. Data about previous and future cohorts would help to inform the design of this program and future offerings. In addition, there are several other data sources that would be helpful to collect, such as work samples from coursework prior to this experience, as well as evidence of the pre-service teachers' instruction in classrooms in the United States. Lastly, analysis of pre-service teachers within this same teacher education program whom do not go on an international student teaching program would provide a means for comparison and possibly lead to additional findings.

Recommendation Two

Lastly, I recommend that stakeholders and program directors revise pre-departure work to include activities where participants receive more cultural information about the country that is to be visited and suggested ways of how to address cultural differences. The pre-service teachers showed signs of wanting more information prior to departure. Research has shown that pre-departure and reflective work is essential in study abroad programs. This work may include readings, activities, or discussions about the location to be visited. It also could include virtual meetings with a person or persons from the country to be visited, which would serve as a time for pre-service teachers to establish a relationship with someone they would be working with and to ask questions.

Recommendation Three

I recommend that the teacher education program in this study offer more opportunities for intercultural experiences for pre-service teachers. There was evidence of knowledge, skills, attitudes, and awareness of intercultural competence, which is one of the intended goals of the program. Furthermore, each of the participants described this experience as being the most influential in the development of intercultural competence.

Due to the fact that there is cost involved in these programs, efforts to evaluate existing programs stateside that are designed to develop intercultural competence should also be made. This includes programs and courses offered within the teacher education program in this study.

Please contact me with any questions and/or concerns. It has been a pleasure working with you and I am impressed with the evidence of intercultural competence I found.

Sincerely,

Emily Liebtag

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Appendix A: Pre-Service Teacher Interview Questions

1. Tell me about up bringing and you cultural background. What are your most important cultural values, norms, and beliefs?

2. Tell me about how you became interested in education.

3. Tell me about any experiences you have had that led you to want to participate in an international student teaching experience.

4. What was your goal of going on the international student teaching experience? Do you feel completing an international student teaching program helped you meet your intended goal? If so, how?

5. How do you define intercultural competence? What would you list as the attitudes, skills, knowledge and observable signs of intercultural awareness?

6. Thus far in your life, what do you feel has been the biggest contributing factor in your understanding of cultural differences and awareness of your own culture?

7. Tell me about your international student teaching program.

8. As a direct result of your international student teaching experience, do you feel your knowledge, perceptions, awareness, or intercultural competence skills have changed? If so, how?

Appendix B: Program Director Interview Questions

1. What is your involvement in the international student teaching program? Why did you become involved?

2. What do you believe the intended goals of the international student teaching program are?

3. What are the intended outcomes of the international student teaching program?

4. Explain what you think the value is in international student teaching programs?

Denial	An orientation that likely recognizes more observable cultural differences (e.g., food) but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from cultural differences.
Polarization	A judgmental orientation that views cultural differences in terms of "us" and "them". This can take the form of:
Defense	An uncritical view toward one's own cultural values and practices and an overly critical view toward other cultural values and practices.
Reversal	<i>An overly critical orientation toward one's own cultural values and practices and an uncritical view toward other cultural values and practices.</i>
Minimization	An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.
Acceptance	An orientation that recognizes and appreciates patterns of cultural difference and commonality in one's own and other cultures.
Adaptation	An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.
Cultural Disengagement	A sense of disconnection or detachment from a primary cultural group.

Appendix C: Description of IDI Orientations

How to Interpret the IDI Profile

The IDI Profile presents information about how you make sense of and respond to cultural differences and commonalities. In addition to demographic and statistical summaries, the IDI profile presents the following information:

- Perceived Orientation (PO): Your Perceived Orientation (PO) reflects where you place yourself along the intercultural development continuum. Your Perceived Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
- Developmental Orientation (D0): The Developmental Orientation (DO) indicates your primary orientation toward cultural differences and commonalities along the continuum as assessed by the *IDI*. The DO is the perspective you most likely use in those situations where cultural differences and commonalities need to be bridged. Your Developmental Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
- Orientation Gap (0G): The Orientation Gap (OG) is the difference along the continuum between your Perceived Orientation and Developmental Orientation. A gap score of *seven points or higher* indicates a meaningful difference between the Perceived Orientation and the assessed Developmental Orientation. The larger the gap, the more likely you may be "surprised" by the discrepancy between your Perceived Orientation score and Developmental Orientation score.
 - A Perceived Orientation score that is seven points or higher than the Developmental Orientation score indicates an *overestimation* of your intercultural competence.
 - A Developmental Orientation score that is seven points or higher than the Perceived Orientation score indicates an *underestimation* of your intercultural competence.
- Trailing Orientations (TO): Trailing orientations are those orientations that are "in back of" your Developmental Orientation (DO) on the intercultural continuum that are not "resolved". When an earlier orientation is not resolved, this "trailing" perspective may be used to make sense of cultural differences at particular times, around certain topics, or in specific situations. Trailing Orientations, when they arise, tend to "pull you back" from your Developmental Orientation for dealing with cultural differences and commonalities. The IDI identifies the level of resolution you have attained regarding possible Trailing Orientations.
- Leading Orientations (L0): Leading Orientations are those orientations that are immediately "in front" of your Developmental Orientation (DO). A Leading Orientation is the next step to take in further development of intercultural competence. For example, if your Developmental Orientation is Minimization, then your Leading Orientations (LO) would be Acceptance and Adaptation.
- Cultural Disengagement (CD): The Cultural Disengagement score indicates how connected or disconnected you feel toward your own cultural community. Cultural Disengagement is *not* a dimension of intercultural competence along the developmental continuum. Rather, it is a separate dimension of how disconnected or detached people feel toward their <u>own</u> cultural group.

5

Critical Intercultural Competence Checklist	By Shashini Tennekoon, 2014, shashinirt@gmail.com
1. Knowledge	2. Attitudes
 K1. Demonstrates knowledge about one's own culture. K2. Demonstrates knowledge about other cultures K3. Demonstrates Knowledge about the general processes of societal and individual interaction. K4. Recognizes inter cultural differences and similarities K5. Shows knowledge about causes of misunderstanding and conflicts between members of different cultural groups K6. Demonstrates understanding of the world from other's perspective 	 AT1. Demonstrates willingness to learn about one's own culture AT2. Displays curiosity to learn about other cultures AT3. Demonstrates cultural sensitivity, tolerance of ambiguity and respect for other cultures AT4. Displays readiness to suspend disbelief about other cultures and belief about one's own. AT5. Demonstrates ethno relativism and empathy AT6. Shows openness to people from other cultures withholding judgment
3. Skills	4. Awareness
 S1.Demonstrates the ability to use acquired knowledge about one's own and other's cultures in real life interactions S2. Demonstrates the ability to engage in societal and individual interaction effectively and appropriately S3. Shows the ability to listen and observe attentively in intercultural situations and understand and appreciate cultural diversity S4. Shows ability to identify culturally conditioned assumptions, biases, and judgments of one's own and other's S5. Demonstrates ability to adapts behavior and shows flexibility in intercultural situations S6. Recognizes, analyses and resolves cultural issues using appropriate strategies 	 A1. Displays awareness of cultural diversity in society A2. Demonstrates self-awareness of cultural identity of one's own and other's A3. Displays awareness that different cultural situations requisite behavior modification A4. Displays awareness of self and others as culturally conditioned A5. Shows awareness that interlocutor's culture is reflected in their reactions A6. Demonstrates awareness on ones assumptions prejudices and biases about self and others

Appendix D: Coding Sheet

Appendix E: Video of Classroom Instruction Protocol

Name of teacher:

Subject:

Time of day:

Description of the context:

Background information:

Transcription	Codes	Anecdotal Notes

Appendix F: Initial Coding Example

11/24/2014

Sunday Nov 9

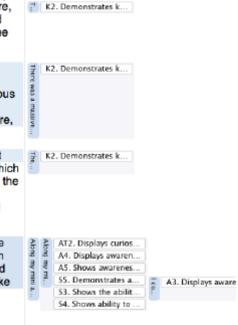
Today, we went to the Giant's Causeway with the other international students. We had perfect weather and were stunned by the natural beauty of the World Heritage Site. The first stop was to the Carrick-a-Rede Bridge, located along the coast. Here, we saw breathtaking views of cliffs, sea caves, arches, and stacks...which were all still fresh in my mind after my headland erosion lesson on the previous Friday! We crossed a rope bridge that connected the mainland to a stack, which I loved. See pictures below.

From there, we drove on to the Causeway (about 15 minutes away). There was a massive visitor center with a fantastic museum about the geology and history of the site; despite the fact that it was designed with children in mind, I thoroughly enjoyed poking through the brief exhibits. What makes the Causeway so appealing to tourists and locals alike are the curious geological features of that pepper the small beach. Due to the mineral make-up of the rocks and the constant erosion occurring along the coast, the headland looks like hexagonal pillars that appear to have been laid by a giant. Steeped in lore, it's no wonder that an ancient story depicts just that to explain this unusual formation.

The actual site is pretty impressive; the headland made of hexagonal rocks juts into the Irish Sea that has been slowly (but naturally) wearing down the site over millions of years, and is flanked by towering cliffs. On either side of the headland _which is somewhat reminiscent of a jetty on the Jersey Shore—are small beaches. I got a chance to walk/hike one of the trails to the highest cliff that overlooks the Causeway. The views were spectacular and I got some nice pictures of the surrounding beaches, cliffs, and coves. I had a chance to sit down in the grasses along the highest cliff and take in the scenery, which I enjoyed a lot.

Along my mini adventure, I met a middle-aged couple who lived about 10 miles away from Giant's Causeway. They told me that they walk along the cliffs every Sunday and lay a poppy flower at a small memorial site that marks where an Australian pilot crash landed on a beach in World War II. The wife shared that they *never* get tired or bored with this ritual, and I could completely understand why. As we parted ways, I couldn't help by think that there are some things in life that I definitely take for granted—if I lived that close to such an amazing locale, would I also make a point to visit it as often as I could?

Basking in the roughly 30 minutes of solitude that I granted myself, I returned to the tourist center where I bought an ice cream cone and eventually met up with the others.



Code	Excerpt	Source
K1. Demonstrates knowledge about one's	My American letter sounds are unfamiliar sounds to them.	Olivia blog
own culture.	First of all, none of the clothes I brought with me are appropriate for Irish nightlife But this is my estimation of the style differences.	
K2. Demonstrates knowledge about other cultures	The first stop was to the Carrick-a-Rede Bridge, located along the coast. A lesser known facts it that the four leaves of a four leaf	Harry blog
K3. Demonstrates Knowledge about the general processes of societal and individual interaction.	closer represent faith, hope, luck, and love. As far as behavior management goes, most teachers use the "Hey, you! Stop talking!" method of cutting chatter during class.	Harry blog
K4. Recognizes inter cultural differences and similarities	Mr, who is the head of Pastoral Care (American equivalent of guidance counseling) for the school.	Harry blog
K5. Shows knowledge about causes of misunderstanding and conflicts between members of different cultural groups	I walked along Newtownwards Road, which is apparently famous for having the most number of churches in the shortest span. However, the churches were not what my eyes were drawn to during my promenade; murals depicting militants, pleas for peace, and fallen soldiers during the Troubles populated the walls of buildings of the predominately Protestant sector. It was later pointed out to me that this particular road has been the location of much violence due to the presence of Catholic pockets within the community.	Harry blog
K6. Demonstrates understanding of the world from other's perspective	Overall, it seems like the purpose of education in Northern Ireland is relatively similar to that in the US-it just seems to be explicitly state a bit differently. I think the curriculum here does a better job of focusing on the big picture and purpose	Sydney blog
AT1. Demonstrates willingness to learn about one's own culture	I'm observing a year 14 politics class, which has been a lot of fun, since they're studying American politics. On my first day there, they were learning about the US Constitution I was incredibly impressed by how much these kids knew about US politics and history. They could rattle off facts about the Supreme Court that I'm confident 95% of Americans don't know.	Sydney blog
AT2. Displays curiosity to learn about other cultures	It was great to get different perspectives from varying age groups and content areas. I was determined to find out more about the Troubles – what fueled them?	Harry blog
AT3. Demonstrates cultural sensitivity, tolerance of ambiguity and respect for other cultures	On and my ride home from school, we learned about some of the secretarian violence that still plagues certain parts of Belfast. From an outsider's perspective, this was pretty surprising; Belfast has been made to seem	Harry blog

Appendix G: Descriptive Code Sheet with Example Excerpts

	like a city that has moved on from it's tumultuous past. That said, I understand that wounds gashed so deeply into the flesh of two polar communities can take generations to heal.	
AT4. Displays readiness to suspend disbelief about other cultures and belief about one's own.	In Northern Ireland, English classes use a strategy called P.E.E., which stands for point, evidence, explanation. It's a way to get gets to make arguments using evidence from the text and then analyze the use of language and techniques. They tell the kids to "pee allover the paper", which the kids get a kick out of, though I think it also helps them to remember. I really like this group of kids, mostly because they're the same ages as the kids I was teaching in And they love to talk just as much.	Sydney Blog
AT5. Demonstrates ethno relativism and empathy	I know that I won't get far here without collaboration between myself and Irish teachers, Irish students, and former exchange student teachers because I still don't know all of the ins and outs of teaching. However, during my time in Belfast, I plan on tapping into these valuable resources to fill the gaps.	Harry blog
AT6. Shows openness to people from other cultures withholding judgment	I have always kind of steered away from raising my voice like that. Another thing is, well that at we are all about and some of the education folks I have read, about positive framing. I am trying to find a better word for scolding, hmmm redirecting, or that is just not put in practice here. It is more about "what are you doing and why are you doing it". Directing negative attention in front of the whole class. I haven't seen that positive framing used here as much.	Harry intervie w
S1.Demonstrates the ability to use acquired knowledge about one's own and other's cultures in real life interactions	For example, I was sure to get their attention by implementing my "if you can hear me, clap once/twice/three times" strategy, rather than by raising my voice over theirs. I loved watching their initially confused faces morph into smiles once they figured out what I was doing.	Harry blogs
S2. Demonstrates the ability to engage in societal and individual interaction effectively and appropriately	I have fully and completely fallen in love with teatime every morning. It happens at 10:20, right during the mid- morning slump, and it's that extra boost you need to make it to lunch. All of the teachers come to the staff room, and we chat, drink tea, and eat biscuits. There is no talk of lessons or planning-it's just pleasant get-together. I think American schools desperately needs this. It would do wonders for everyone's sanity.	Sydney blog
S3. Shows the ability to listen and observe attentively in intercultural situations and understand and appreciate cultural diversity	I'm definitely going to take this idea for my future classroom. Ms kept her students on their toes while she taught; she cold called left and right, praised appropriately, and spoke with a loud enough voice to keep her students from falling asleep. I can't wait to work with her more.	Harry blog
S4. Shows ability to identify culturally conditioned assumptions, biases, and judgments of one's own and other'sS5. Demonstrates ability to	I'll admit, I was a bit hesitant going in. The US has such a strong emphasis on inclusion that the idea of a special school seemed a bit backwards to me. However, I think this school really works to create an environment that is safe, supportive, and appropriate for these students and their unique needs. We also learned that by doing household chores for two	Sydney blog Harry
$\beta \beta$. Demonstrates adding to	The also rearried that by doing nousehold choics for two	110119

adapts behavior and shows flexibility in intercultural situations	hours in the hostel, we could pay off one night's stay. For the aforementioned reasons-and keeping with our "wining it" attitude – we decided to spend another night in Fort William.	blog
S6. Recognizes, analyses and resolves cultural issues using appropriate strategies	Me: Hi! My name is Ms. Olivia [hands raise]. Oh okay, um yes, you. What's your name? Girl student: I have a sister called Olivia. As I continued to take "questions" it slowly was revealed	Olivia blog
	that I was from America, Americans celebrate the Fourth of July and Thanksgiving, and that the Lego Movie was probably better since I saw it in America. Here is a sampling of the questions asked and connections made;	
A1. Displays awareness of cultural diversity in society	It was so strange when I got here, because everyone was talking about MY accent and I had never been in that situation before.	Sydney intervie w
A2. Demonstrates self- awareness of cultural identity of one's own and other's	They seemed fascinated with the US and my accent – I've been so impressed with how much they know about the States! In one instance, I did a highly exaggerated "Southern accent" to see if they could pin point where I was from.	Harry blogs
A3. Displays awareness that different cultural situations requisite behavior modification	Not to mention the occasional spelling differences. The students have been writing descriptive essays about themselves, so the word "favorite" has come up a lot Later the teacher noticed the overwhelming lack of a "u" in "favourite" across the class."	Olivia blogs
	Continues to describe how she had to change the spelling.	
A4. Displays awareness of self and others as culturally conditioned	The best part was the cheese, since they do not have to pasteurize everything here. The feta in my third course was honestly the best I have ever had.	Olivia blogs
A5. Shows awareness that interlocutor's culture is reflected in their reactions	I learned that even if we can get past my American accent in conversation, we can almost never get past my sarcastic American sense of humor. It just does not translate Really the only way to communicate in such an environment is to make violent and spirited hand motions.	Olivia blogs
A6. Demonstrates awareness on ones assumptions prejudices and biases about self and others	Relying on your charming American naivety.	Olivia blogs

Appendix H: IRB and Consent

Informed Consent Agreement

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of the study is to describe the backgrounds of the pre-service teachers that go to Ireland and to evaluate their respective levels of intercultural competence. This study is my Capstone Project, which is a component of my doctoral degree.

The number of teacher education programs that offer international student teaching placements is increasing; This University happens to be one of them. While the origin of this University's international student teaching program is founded on the idea that international experience increases pre-service teachers global competency and in turn ability to work with diverse students; there are no measures in place to validate this claim or metrics to support this effort. Therefore, this project will provide the teacher education program more information about whether or not the program is meeting its intended goal and purpose. From the findings, recommendations and suggestions can be made to improve the program.

The study will primarily be conducted from November 2014-January 2015. Due to the fact participants will be overseas for 10 weeks, there will be some work that is conducted virtually. Participants will be asked to provide a brief overview of their academic experiences in a pre and post interview. In addition, I will ask them provide me access to videos of their instruction while overseas and to complete the Intercultural Developmental Inventory (IDI). The entire IDI process will take approximately 60 minutes of their time. The videos of their instruction are a program requirement, therefore will not be additional time on their part. As a result of this work, I hope to learn what preservice teachers' who complete their student teaching in Ireland level of intercultural competence is according to the Developmental Model of Intercultural Sensitivity as defined by Bennett (1993).

Participants will not be compensated for taking part in this study.

What you will do in the study: As a participant in this study, you will be asked to meet with me virtually for .5 hours during the month of November 2014 to answer brief interview questions. After returning from overseas in December, you will be asked complete the inventory called the Intercultural Developmental Inventory. This is an inventory that assesses pre-service teachers' level of intercultural competence (if desired, please see provided documents for more information about the inventory). If there is a question in the questionnaire or in the inventory that make you feel uncomfortable, you can stop the questionnaire or inventory at anytime. In addition to this data, I will collect your blog postings to read and analyze.

Time required: The study will require about 1 hour of your time.

Risks: There are no potential risks to this study.

Benefits: The study may help us understand the benefit of international student teaching programs.

Confidentiality: The data for this study will be stored in 3 places. Hard copies of all documents and notes will be locked in a metal filing cabinet in my home, which is also secured with a lock and security system. I am the sole person responsible for this cabinet. Electronic versions will be stored on my computer, which is password protected. The IDI

results will be stored securely on the IDI, LLC. website and will require a unique password in ordered to be accessed. All electronic copies of documents and notes will be saved on my password-protected computer as well as on to my UVa secured home directory. I am the only person with access to this directory, which according to the standards for moderately sensitive data is acceptable practice for storing this type of data. After the study is complete, these files will remain in their respective locations for 3 years.

I will follow the Institutional Data Protection Standards. I have signed and submitted the Electronic Access Agreement and the Security and Privacy Awareness Training, which ensure I am trained in how to keep data protected and confidential electronically. My computer is up to date with software, the most current operating system, and anti-virus protection.

Data linked with identifying information: The information that you give in the study will be handled confidentially. Your information will be assigned a code number. When the study is completed and the data have been analyzed, this list will be destroyed. Your name will not be used in any report.

Anonymous data: Because of the nature of some of the data, it may be possible for Faculty to deduce your identity; however, there will be no attempt to do so and your data will be reported in a way that will not identify you.

Voluntary participation: Your participation in the study is completely voluntary. Members of the teacher education program faculty will not treat you differently if you chose not to participate.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty.

How to withdraw from the study: Please notify me via email (eliebtag@virginia.edu) or telephone (919-357-2350) if you chose to withdraw during the study or after it is completed.

If you want to withdraw from the study, at any point communicate to me verbally (if in the middle of the inventory) or via email or telephone that you no longer wish to be a participant in the study. If willing, you may provide a reason for why you are choosing to withdraw. There is no penalty for withdrawing. Any data that has already been collected will be destroyed.

Payment: You will not receive payment for participating in the study.

If you have questions about the study, contact:

Emily Liebtag

CISE, Curry School of Education, 405 Emmet Street, Bavaro Hall 319 University of Virginia, Charlottesville, VA 22903.

University of Virginia, Charlottesville, VA

Telephone: (919) 357-2350

eliebtag@virginia.edu

Dr. Susan Mintz

CISE, Curry School of Education, 405 Emmet Street, Bavaro Hall 315

University of Virginia, Charlottesville, VA 22903.

Telephone: (434) 924-3128

slm4r@virginia.edu

If you have questions about your rights in the study, contact:

Tonya R. Moon, Ph.D.

Chair, Institutional Review Board for the Social and Behavioral Sciences One Morton Dr Suite 500 University of Virginia, P.O. Box 800392 Charlottesville, VA 22908-0392 Telephone: (434) 924-5999 Email: irbsbshelp@virginia.edu Website: www.virginia.edu/vpr/irb/sbs **Agreement:** I agree to participate in the research study described above. **Signature:** ______ **Date:** ______ You will receive a copy of this form for your records. Dear _____,

My name is Emily Liebtag and I am a doctoral student at the University of Virginia in the Curry School of Education. As a doctoral candidate completing my Capstone, I am reaching out to request your participation in a study I am conducting with the support of Dr. Susan Mintz, Dr. Catherine Brighton, and Dr. Stanley Trent.

About the study...

The purpose of the study is to describe the backgrounds of pre-service teachers that go to Belfast, Ireland and to evaluate their respective levels of intercultural sensitivity. This study aims to provide the teacher education program directors and stakeholders more information about the program. From the findings, recommendations and suggestions may be made to enhance or improve the program.

If you chose to participate...

If you choose to participate, you will be asked to complete an inventory assessing your level of intercultural sensitivity. I will also ask that I have permission to read and use the blogs you write while in Ireland to analyze. In addition, you will be asked to briefly describe your background. The entire time for you to participate in this study will be <u>approximately 60 minutes</u>. <u>Upon completion, a full report from the Intercultural Development Inventory about your level of intercultural sensitivity and an action items to work on as a future educator. Participants will not be monetarily compensated for taking part in this study.</u>

If you wish to participate, please reply to this e-mail with the best contact telephone number and email to reach you at. I will then provide you more information and further details within the next two weeks. Thank you for your consideration, and I hope that you will be able to assist me in improving our understanding of this important topic.

Sincerely, Emily Liebtag Emily Liebtag The University of Virginia Curry School of Education Ed.D. Student, Curriculum, Teaching, & Learning eliebtag@virginia.edu



CURRY SCHOOL OF EDUCATION

Dear _____,

My name is Emily Liebtag and I am a doctoral student at the University of Virginia in the Curry School of Education. As a doctoral candidate completing my Capstone, I am reaching out to request your participation in a study I am conducting with the support of Dr. Susan Mintz, Dr. Catherine Brighton, and Dr. Stanley Trent.

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If you chose to participate...

If you choose to participate, you will be asked to complete an inventory assessing your level of intercultural competence. I will also ask that I have permission to view the videos of you teaching while you are in Ireland. In addition, you will be asked to briefly describe your background. The entire time for you to participate in this study will be approximately 120 minutes. Participants will not be monetarily compensated for taking part in this study.

If you wish to participate, please reply to this e-mail with the best contact telephone number and email to reach you at. I will then provide you more information and further details within the next two weeks. Thank you for your consideration, and I hope that you will be able to assist me in improving our understanding of this important topic.

Sincerely, Emily Liebtag Emily Liebtag The University of Virginia Curry School of Education Ed.D. Student, Curriculum, Teaching, & Learning eliebtag@virginia.edu



CURRY SCHOOL OF EDUCATION

Appendix I: Tag Cloud

atlas.ti XML

XSL Stylesheet: HU Tag Cloud with Code Colors - A simple tag cloud viewer browser for HU entities Description: A tag cloud is a visual depiction of content tags used in your HU. More frequently used tags are depicted in a larger font; display order is alphabetical. This lets you find a tag both by alphabet and by frequency. Codes can also show their assigned colors (both in the code selection and the result box). HU: UVA Student Teaching by Emily Liebtag

HU Tag Cloud with Code Colors

[A1. Displays awareness of cultural diversity in society] [A1.2 minimal] [A1.2 minimal] moderate] [A2. Demonstrates self-awareness of cultural identity of one's own and other cultures] [A2.2 minimal] [A2.3 moderate] [A3. Displays awareness tha different cultural situations require behavior modification] [/ Indequete] [A3.2 minimal] [/3.3 moderate] [/3.4 extensive] [A4. Displays awareness of self and others as culturally conditioned] [/A2.mm/ [A4.3 moderate] [A5. Shows awareness that interlocutor's culture is reflected in his/her reactions] [A5.1 inadequate] [A5.2 minimal] [A5.3 moderate] [A6. Demonstrates awareness of one's assumptions, prejudices, and biases about self and others [A6.1 inadequate] [A6.2 minimal] [A6.3 moderate] [AT1. Demonstrates willingness to learn about one's own culture] [AT1. moderate] [AT1.4 extensive] [AT2. Displays curiosity to learn(

about other cultures [AT2.2 minimal] [AT2.3 moderate] [AT2.4 extensive] [AT3. Demonstrates cultural sensitivity, tolerance of ambiguity, and respect for other cultures]

[AT4. Displays readiness to suspend disbelief about other cultures and belief about one's

OWN [AT4.2 minimal] [AT4.3 moderate] [AT5. Demonstrates ethnorelativism and empathy] [AT5.2 minimal] [AT5.3 moderate] [AT6. Shows openness to people from other cultures while withholding judgment] minimal [AT6.3 moderate] [AT6.4 extensive] [K1. Demonstrates knowledge about one's own

culture] [K1.2 minimal] [K1.3 moderate]

Demonstrates knowledge about other cultures] [K2.2

minimal [K2.3 moderate] [K2.4 extensive] [K3. Demonstrates knowledge about the general processes of societal and

Date	Data Collected
November 12-21, 2014	Consent form
November 22-26, 2014	Sent IDI to participants
November 27, 2014	3 Cases selected/contacted
November 27-December 5, 2014	Blogs analyzed using Atlas.ti
	*initial coding
December 6, 2014	Recoded to assess level 1-4
December 5 th (Sydney)	Interview with student
December 6 th (Harry)	Interview with student
December 20 th (Olivia)	Interview with student
December 21 st	Interview with program
	director

Appendix J: Log of Data Collected