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Internationalizing Teacher Education: A Case Study of a School of Education

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**INTERNATIONALIZING TEACHER EDUCATION: A CASE STUDY OF
A SCHOOL OF EDUCATION**

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PIM 74

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

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Date: July 14th, 2016

Dedications

I dedicate this research to Chandlee, my partner and my biggest fan, for your unrelenting patience and believing in me. And to baby C, who is about to change my life in unknown and magical ways.

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List of Acronyms

Non-English Proficient (NEP)

Limited English Proficient (LEP)

National Center for Education Statistics (NCES)

Teacher Education Program (TEP)

English as a Second Language (ESL)

International and Foreign Language Education (IFLE)

Common Core State Standards (CCSS)

Journal of Teacher Education (JTE)

Science, Technology, Engineering, and Math (STEM)

American Association of Colleges for Teacher Education (AACTE)

Topical Action Group (TAG)

Association of International Educators (NAFSA)

Council for the Accreditation of Educator Preparation (CAEP)

State Board of Education (SBOE)

Developmental Model of Intercultural Sensitivity (DMIS)

The Globally Competent Teaching Continuum (GCTC)

The Council of Chief State School Officers' (CCSSO)

Interstate Teacher Assessment and Support Consortium (InTASC)

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ABSTRACT

Schools of Education across the US are some of the furthest behind in the race to internationalize departments across campuses in higher education. What does this mean for students in the K-12 classroom? The purpose of this case study is to explore the internationalization of teacher education within the context of a medium-sized state university in the South-East of the US. Working with the School of Education on this campus, qualitative interviews and surveys were administered to faculty and pre-service teachers to understand the extent of internationalization at the university, and the needs of the K-12 classroom. For this research, global competencies were identified to demonstrate the success of an internationalized teacher education program and were used to explore these research questions:

What factors affect the global education of pre-service teachers at the mid-sized South-Eastern University? How is the School of Education internationalizing teachers' education and what changes would stakeholders like to see? What steps need to be taken to implement more comprehensive internationalization?

Using Knight's Internationalization Framework and The Longview Foundation Framework for Internationalizing Teacher Preparation, this research explores the needs of K-12 students in the current classroom, challenges to internationalizing teacher education and the steps needed to successfully implement changes to the existing teacher education program. The research found state and national requirements for certification were believed to be a barrier but with strategic planning and faculty support, a more cohesive approach to international education can be integrated into the curriculum, programs, and campus programming.

Introduction

As minority populations have continued to rapidly grow and surpass the majority white population, the needs of K-12 students have evolved to reflect this new demographic. In 2009, 23% of US students had at least one foreign-born parent, which includes 5% who were foreign born themselves. Nearly 20% of the nation's population age five and older speak a language other than English at home (Crouch, 2012). In 2014, for the first time, a majority of students were children of color (Maxwell, 2014). Teaching pedagogy designed to teach one kind of student urgently needs to adapt to the varied needs of the current student and the changing national and international culture surrounding education.

The increasing number of immigrant students has brought fresh challenges to the classroom as non-English proficient (NEP) and Limited-English proficient (LEP) students have unique needs. Every state and district has different approaches in order to support these students but there has been a nation-wide recognition that the “sink or swim” approach is no longer working. According to the National Center for Education Statistics (NCES), four-year high school graduation rates for Limited-English proficiency was at a national average of 62.6%, lower than the economically disadvantaged, students with disabilities and any race or ethnicity group (NCES, 2016). Some professional development is becoming available for teachers who work in a bilingual or ESL environment, and many Teacher Education Programs (TEPs) offer an English as a Second Language (ESL) endorsement alongside their teaching certification. Exemplifying the importance of this growing demographic, the U.S. Department of Education provides National Professional Development Grants of a total of \$23.8 million to Schools of Education across the country to support educators of ESL students (U.S. Department of Education, 2015).

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Teachers in the US do not reflect the diversity of the students in the classroom. Pre-service teachers are largely a homogenous community of white females and yet the rapidly changing demographics of the classroom is creating cultural distance (Shaklee and Bailey, 2012, p. 4). According to the NCES (2016), in 2011-2012, 76.3% of teachers are female and 81.9% are white. Cultural distance can be extremely challenging in the classroom, but with intercultural and language skills, teachers are able to recognize cultural differences, allow space for cultural perspectives and conversations, and encourage diversity in learning.

The failure to recognize an increasingly diverse group of students can lead to an extremely limited understanding of the students' needs. Tendencies to categorize and group people, through demographics and a "lack of global awareness on the part of Americans" (Shaklee and Bailey, 2012, p. 3), can group together "histories, cultures, religions, and identities" that are impossible to draw connections between. Stereotyping of cultural, ethnic, and racial groups removes understanding of the diversity in students' needs. Ultimately, the students of the K-12 classroom, and the "multiple countries, perspectives, attitudes, and experiences" (Shaklee and Bailey, 2012, p. 3) within schools are also being challenged by other needs, such as low-socioeconomic status, disabilities, which can lead to a challenging environment for teachers to support a multi-cultural and international student population.

International education takes us beyond the diversity of the classroom, as placing education within national and global contexts becomes increasingly important. The Department of Education, through the International and Foreign Language Education (IFLE) focus, recognizes the importance of a global education by highlighting the interconnectivity of the world we live in. Through technology, we are now intrinsically involved in a global economy, global conflicts, and a global community. Education in the US should be preparing students to

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conduct business in a global market, interact with diverse work cultures and international colleagues, and understand the role they as individuals play in a global community (IFLE, 2016). Teachers, therefore, have an extremely crucial role in introducing students to this globalized world, through education and bringing the global to the classroom. If teachers themselves need to understand the importance of global education to prepare students, how are they being prepared?

These growing cultural conflicts and student needs in the K-12 classroom can be seen on a micro level within school districts. My personal experience in middle school and high school classrooms and conversations I've had with teachers have shown a widening cultural gap between teachers and the students. Teachers and students are highly stressed by these issues, and they need to be urgently addressed. Although many speak of education reform and frustration with the Common Core State Standards (CCCS), my teaching experience and international education lens has led me to focus on the importance of reforming teacher education programs to equip pre-service teachers, undergraduate and graduate students in a teaching certification program, with the tools to succeed in a diverse, global classroom.

Statement of Research Question

This case study of a mid-sized Southeastern US university is designed to analyze the extent to which the current curriculum is internationalized, the perceived need for internationalizing teacher education from the perspective of key stakeholders, and to compare the School of Education with nationally recognized best practices to address the needs of the pre-service teacher and the global classroom.

The questions driving the research are: What factors affect the global education of pre-service teachers at the mid-sized Southeastern University? How is the School of Education

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internationalizing teachers' education and what changes would stakeholders like to see? What steps need to be taken to implement more comprehensive internationalization?

Literature Review

The internationalization of teacher education is an essential step for all schools and colleges of education across the US to take. Hudzik (2012) describes the push to internationalize higher education, as providing a “better connection” between institutions and “a changing local and global environment and providing more service to society and clientele under these changing realities” (p. 7). The connection for schools or colleges of education to the local and global environment has become more essential as the K-12 education system has moved their focus from “homogenization, socialization, and assimilation” to “more inclusive and outward looking” (Hudzik, 2012, p. 14). According to Hudzik (2012), these changes have occurred to some extent in the K-12 system, and yet there seems to be little research in the teacher education field to indicate this shift in thinking.

Schools of Education are some of the least internationalized departments in the US (Schneider, 2003 and Knight, 2015). Although in recent years, organizations have called for the improvement of Schools of Education, very few have highlighted international priorities. In an editorial last year, *The Journal of Teacher Education (JTE)*, recognized that their failure to publish international research on teacher education had inhibited the conversation around internationalization of teacher education. *JTE*, published by the American Association of Colleges for Teacher Education (AACTE), highlighted the stakeholders shaping professional development for pre-service teachers in teacher education. The pressure of accrediting bodies, on the national level, and local certifications on the state and district level are often shaping TEPs. In the *JTE*, editors recognized that a previous school of thought in the teacher education field

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was that the US education system could not learn from others globally because the US differed too greatly “in political and cultural structures as well as ethnic composition” (Knight, Lloyd, Arbaugh, Gamson, McDonald, Nolan, James, Whitney, 2015, p. 197) from other countries. The editorial marks the transition to a new school of thought, that research from international settings was a “value contribution and tool for improvement of teacher education in U.S. settings” (Knight, 2015, p. 197), and marked the change in focus for the JTE publications.

The editorial is among other recent steps taken by AACTE to recognize internationalization of Schools of Education and the need for understanding in the field. The creation of a committee on Global Diversity, a Topical Action Group (TAG) on Internationalization of Teacher Education, and the award given for internationalizing efforts to Schools of Education, in recent years, are all indicators of an increased understanding of the importance and need for internationalizing Schools of Education. The changing name of the award, from Best Practice Award for Global and International Teacher Education (1997-2006), Best Practice Award in Support of Global Diversity and Inclusion (2007-2008), Best Practice award in Support of Global Diversity (2009-2014), and the Best Practice Award in Support of Global and International Perspectives (2015-2016), was a result of the restructuring of committees and a changing understanding of what internationalization means for teacher education. The true need for leadership in internationalization is further highlighted by the fact that the award was not given due to “weak applications” (McCabe, personal communication, 2016) for five years. Defining internationalization and the assessment indicators of success and outcomes is still an issue for the teacher education field. These efforts by AACTE and JTE indicate an interest in integrating international education into the teacher field but it is still unclear how that will look in TEPs and the K-12 classroom.

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To further understand internationalizing teacher education, and the challenges, this research explores recognized global competencies and forms of education and pedagogy to prepare a pre-service teacher, a student of a teacher education program. Themes developed from exploring the internationalization of teacher education, focusing on international education, intercultural skills, exposure to global education, transformative education and experiential learning. The questions that are driving the research will be explored through several frameworks of internationalization.

Global Competencies

The Longview Foundation is a non-profit organization founded in 1966 to work with the US government, NGOs, colleges of education, and local communities with a dual mission of promoting global competence into teacher and student experiences and find methods to integrate internationalization into schools and TEPs. According to the Longview Foundation, global competencies are now perceived as crucial in an “increasingly interdependent world” (Longview Foundation, 2008, p. 7). NAFSA’s MyCAP Cultural Awareness Profile focuses on the cultural dimensions of global competence in four dimensions: Exploring the global world (Global Perspective); Learning about different cultures (cultural awareness); Knowing ourselves as cultural (perspective consciousness); and Communicating across cultural differences (Intercultural communication)” (Marx and Moss, 2001, p.3). The Longview Foundation’s perspective of global competencies is a little more specific, and includes language skills:

Knowledge of and curiosity about the world’s history, geography, cultures, environmental and economic systems, and current international issues; Language and cross-culture skills to communicate effectively with people from other countries, the

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ability to understand multiple perspectives, and use primary sources from around the globe; and a commitment to ethical citizenship. (p. 7)

As these competencies are expected of a K-12 globally competent student, so TEPs must look to prepare and equip pre-service teachers to be globally competent.

The current teacher in the K-12 classroom should be charged with not only being globally competent themselves, but to help prepare their students through knowledge, curriculum, and learning. The Longview Foundation (2008) outlines the skills and knowledge a pre-service teacher needs:

Knowledge of the international dimensions of their subject matter and a range of global issues; pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping; and a commitment to assisting students to become responsible citizens both of the world and their own communities. (p. 7)

These competencies correspond with established pedagogy in the international education field of global education and citizenship, intercultural education, and experiential and transformational learning.

Global Education and Citizenship

Learning in the K-12 classroom can no longer be as insular and US-centric as it once was. The Longview Foundation (2008) describes a globally competent student as having “knowledge of and curiosity about the world’s history, geography, cultures, environmental and economic systems, and current international issues” (p. 7). Kissock “pointed out that the culture of teacher education is local and therefore has advanced policies that serve the neighborhood schools but not the needs of future citizens of today’s globalized world” (as cited by The

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Longview Foundation, 2008, p. 6). Changes to student demographics have a huge part to play, but further beyond this is the establishment of the US in “legacies of imperial histories, the global political and economic struggles, the literature produced by scholars from the various countries of origin, and even the languages of the global populations present here” (Brown, 2007, p.4). Teacher Education has so heavily focused on serving the local student in the school district of the TEP without recognizing that the identity of a US citizen is not someone independent from the global context, but intrinsically part of a global history, economy and political network. By failing to equip pre-service teachers to teach with a global perspective, students in the K-12 classroom will have only a narrow purview of the subjects they study without making connections to a global community.

Another aspect of global competency, “a commitment to ethical citizenship” (The Longview Foundation, 2008, p. 7), is developed through an understanding of the global perspective. Ochoa (2012) highlights the relationship between global awareness and a passion for social justice and activism. Pre-service teachers with a sense of global citizenship could be more prepared to connect with and advocate for ethnically and linguistically diverse families and communities. Teachers, as global citizens, are empowered to step away from the ethnocentric perspective of education and encourage teachers to advocate for their students with an understanding of their cultural backgrounds. Pre-service teachers prepared to teach global education demonstrate a “commitment to assisting students to become responsible citizens both of the world and their own communities” (The Longview Foundation, 2008, p. 7). This sense of citizenship can be instilled in their students through understanding contextually the learning content from a global lens and understanding the impact of events from one part of the world on another.

Intercultural Education and Skills

The Longview Foundation also describes a globally competent student to have “language and cross-cultural skills” to communicate with a diverse population. Goodwin (2012) underlines the importance of these skills for pre-service teachers, as the teaching environment of many schools becomes increasingly culturally and linguistically diverse, within the student population and colleagues (p. 21). Pre-service teachers should be encouraged to consider their own identity and lens, and how this affects the way they teach, interact with students, and understand the classroom culture. To develop this self-awareness and understanding of cultural tropes, pre-service teachers could be more successful at classroom management, helping students to achieve their potential, and creating a safe and supportive environment for learning.

Intercultural education can provide opportunities for pre-service teachers to develop intercultural competency. According to Matveev (2014), the various intercultural competence scales lead to differing interpretations of the elements it takes to progress along the scale. Cushner (2012) expressed reservations about “advancing along the continuum toward intercultural competence”, from an ethnocentric perspective (p. 49). Instead, Cushner proposes “meaningful international and intercultural experiences” (p. 49), through study abroad, partner programs with domestic and international students, and online cultural exchange. Meaningful experiences should provide the opportunity for pre-service teachers to not only transform the way they perceive other cultures, but also allow them to develop awareness of their own lens and cultural perspective.

Intercultural skills, it could be argued, are most successfully developed through study abroad programs. Pre-service teachers who have the opportunity to study or teach abroad have

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shown the ability to reflect on their own cultural perspective, understand the need to consider cultural context of others and develop skills to navigate these conflicts. Mahon (2012) states “going abroad offers opportunities for intercultural development because it requires not only physical and geographical adaptation but also wrestling with complex thoughts, emotions, and behaviors” (p. 8-9). A successful program will expose the pre-service teacher to intercultural conflict and resolution, while the pre-service teacher progresses towards assimilation.

Study abroad is not always available to everyone due to course loads, financial barriers, athletics, and other commitments, so alternative intercultural experiences on campus are increasingly available in the US. Language partner programs and classroom experience provide similar opportunities for exposure to a variety of cultures and reflection. According to Mahon (2012), the processing of these experiences can be arguably “the most effective means of enhancing cross-cultural awareness” (p. 9). If reflection is successful, on-campus opportunities for intercultural education could arguably be as transformative and powerful as study abroad. This awareness will remain with pre-service teachers as research has shown that teachers will continue to reflect on interactions throughout their careers.

Difference and diversity cannot be ignored with a “business-as-usual response” (Fox, 2012, p. 73). Instead, pre-service teachers with developed intercultural skills, are equipped to overcome differences between themselves, their students and the community, by creating a “positive and safe environment” (p. 73) to allow students to explore similarities and differences, understand different cultural perspectives and to develop communication and intercultural skills between the students. This is only truly successful when a pre-service teacher is given opportunities to explore their own cultural identity and lens, and build their relationships with students from this understanding.

Experiential and Transformative Learning Pedagogy

Study abroad can have a transformative impact on pre-service teachers through an experiential and transformative learning component. A well-planned, structured study abroad program, as researched by Young (2010), can “provide affective and experiential learning opportunities” (p.41), which increase the cultural self-awareness of a pre-service teacher and deepens their understanding of the host culture. Young outlines a theoretical framework of “experiential education and transformative learning” (p. 9) that underlies study abroad and prepares teachers for a multicultural classroom. This framework could be used in other cultural learning and awareness activities that provide similar opportunities for students to deepen their intercultural competence. Goodwin (2012) underlines this as the opposite end of the spectrum to teaching licensure “requirements”, as pre-service teachers should instead develop “ways of thinking about and approaching teaching and learning that promote the application of a professional repertoire to a vast array of problems and dilemmas, most of which cannot possibly be anticipated beforehand” (p.22). Far removed from the idea that local teaching requirements should dictate education program curriculum, experiential and transformative learning methodologies are designed to change the pre-service teacher, to affect their thinking about teaching and the way they approach their profession.

Comparative and Multicultural Education

Research in the teacher education field drew comparative education and multicultural education into the conversation on international education. Comparative Education, the study of education systems around the world, has offered some opportunities for pre-service teachers to understand education systems in a global context and make connections with global education

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theory. Research on internationalizing teacher education in the field of international education rarely addresses comparative education. Comparative education, which has had a place in academia longer than international education, is now perceived in a system where education theory and content are focused on as a separate discipline. The interdisciplinary skills required of comparative education, through the exploration of education systems and what creates them (politics, history, economics, etc.) are more often placed at the graduate level of study.

Multicultural education, as the recognition and understanding of the presence of multiple cultures, is often connected to international education in the teacher education field. Ochoa (2012) highlights multicultural and international education will enable teachers to be able to teach within the “sociopolitical ecology of any community or nation” (p. 108). It is important to differentiate the two, as multicultural is often referred to as “the examination of equity and inclusion of ethnically and linguistically diverse populations in the academic curriculum” (p. 108) where as international education is “the examination of national boundaries, global citizenry, different cultural perspectives, and globalization across national boundaries” (p. 108). According to Ochoa, people are more inclined to engage in international education than multicultural education because of the level of discomfort that conversations about national cultural bring about. Ochoa claims more campuses are choosing international education to address the “local, regional, and national equity issues” (p. 109) but these should not be mutually exclusive. Incorporating multicultural and intercultural education successfully into international education can connect global learning to local and national issues, and create a more comfortable space for these challenging topics to be addressed.

Internationalization

To understand the ways in which internationalization of teacher education can occur, theories of internationalization must be explored. The current state of teacher education suggests that some activities are available for students to be exposed to global competency but they are “rarely connected or integrated in an overall strategy” (The Longview Foundation, 2008, p. 6), which leads to an inconsistency with availability for students and often they are sidelined for course requirements and student teaching, leaving little room for exposure to international education. To be a part of a wider campus internationalization plan, departments must undertake their own strategic planning to ensure that efforts are suited to the mission and objectives of the department, the program, and the curriculum and “maximizes resources and helps ensure that activities are coordinated and sustainable” (The Longview Foundation, 2008, p. 8). To develop a plan, departments must assess the extent to which they have already internationalized to provide areas to grow and develop. Knight’s (2004) framework focuses on four areas that highlight the ways in which departments and campuses can be internationalized. Activity, competency, ethos, and process are all approaches that are not “mutually exclusive” (p. 16) but “dynamic” and changing (see Appendix A). Knight goes further to say that there should be a clarification of the differences between internationalization at home and internationalization abroad. This binary look at internationalization highlights the importance of what happens here locally as well as the mobility and cross-border nature of education. Tudball (2012) however argues that this binary look at internationalization is detrimental to the internationalization of teacher education, as it fails to recognize the importance of “global issues” on a local level, and the “realities of global interdependency have created new imperatives for internationalization that transcend Knight’s binary” (p. 95).

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The Longview Foundation has developed a framework more specifically for internationalizing teacher preparation. The framework (Appendix B) divides this approach into four sections; the review of the TEP courses, the integration of an in-depth cross-cultural experience for every pre-service teacher, the modernizing and expanding of programs for prospective world language teachers, and the creating formative and summative assessments to evaluate the effectiveness of strategies in developing global competencies. Although applicable to the TEP content and essential to guide teacher educators through internationalization, there are comprehensive approaches that must be considered before this framework can be implemented, including the aforementioned Knight's "activity, competency, ethos, and process" which will ensure campus support and understanding.

Using Knight's and the Longview Foundation's framework, the data from this research will identify the extent to which the School of Education has internationalized the TEP, understand successful efforts to internationalize TEPs on other campuses and propose approaches that might be appropriate for the School of Education.

Research Design

This qualitative research case study was designed to examine the current status of internationalization in the School of Education at a mid-sized state Southeastern University and to explore the potential ways internationalization could be implemented. To understand internationalization in this School of Education, the study used interviews of various stakeholders, online surveys, and information from the website. Successful internationalized TEPs and programs are also identified to provide suggestions for potential internationalization at the university in this case study.

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A variety of different data collection methods allowed for a diverse data set that enabled clear conclusions to be drawn. Interviews were chosen as the data collection method with faculty to capture a wide-range of responses to the topics, to deepen knowledge of the School of Education and to allow for opinions and perspectives to come through. These interviews were designed to explore the individual's understanding and experience of international education, their knowledge of the internationalization of the School of Education, and the needs of the K-12 classroom (See Appendix F). Surveys of pre-service teachers provided further understanding of the requirements of the program, understanding both their exposure to international education theories and of the classroom (See Appendix D). Interview questions were left open to ensure answers were indicative of individuals' experiences and opinions.

Data from the School of Education website helped to provide a clearer picture of the requirements in the program, the structure of the School of Education, and the governing bodies that create requirements for the certification programs. Data from the NAFSA Global Learning Colloquium on Teacher Education in 2015 and the AACTE Global awards outline some best practices and methodology used in the field.

Internationalization on Campuses

Internationalization has been traditionally perceived across campuses in the US to be the charge of the International Programs Office. For true comprehensive internationalization, all departments must want to develop their own desired outcomes and share the charge of the upper administration to carry out campus-wide initiatives (Hudzik, 2012). Collaboration across departments not only ensures the exchange of knowledge and expertise but can also lead to a more pervasive internationalizing of the curriculum as departments join forces to create

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programming and curriculum. This research focuses on two stakeholders within the School of Education but in reality, internationalization is a far more wide-reaching endeavor.

Participants

For this research, faculty members were interviewed and students were surveyed. 16 faculty members of the School of Education were emailed. Of those contacted, five did not respond, two declined, and two responded with concerns. Of those who responded with concerns, faculty expressed their lack of experience obstructing their participation. This research was designed to understand existing knowledge in the department and was not intended to focus only on those who had experience in international education. Faculty members were emailed again with clarity, informing them that international experience was not required. With this, two faculty members responded with interest in being interviewed and one faculty member agreed to answer interview questions via email. As a result, this study includes six in-person faculty interviews and one response to questions via email.

Defining pre-service teachers as graduate and undergraduate students widened the number of students I could reach with my survey and allowed for a diversity of experiences and perspectives. An administrator for the TEP sent the survey to over 800 students in the School of Education. 28 students responded to the survey, the majority of who are graduate students in the Secondary Education licensure program (See Appendix G).

Culture of Inquiry

I chose the case study structure for the research to explore the “events, process and perspectives” (Rossman and Rallis, 2012, p. 103) of the School of Education. As an external stakeholder to the School of Education and the teacher education field, I used this methodology

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to capture the understanding and knowledge of the faculty and pre-service teachers to further understand the existing framework for internationalization and the potential opportunities for the TEP. By exploring my research questions, through the structure of a case study, my research will provide the impetus to embark on an internationalization strategic plan for the School of Education through the perspectives of faculty and pre-service teachers.

Data Collection Method

The interview and survey questions were designed around the global competencies outlined by the Longview Foundation. By using these competencies and pedagogy explored, the interviews and surveys were designed to explore the stakeholders' understanding of different aspects of international education. Questions were broad and open to interpretation to ensure participants felt comfortable sharing their opinions, knowledge, and understanding. The interview and survey were limited to ten questions to be respectful of the participants' time.

In the interviews, I explained the definitions of the terminology used in the interview to recognize their lens as an international educator. I made a point of encouraging other interpretations of the terminology to ensure interviewees were comfortable with the topic, to acknowledge power distance and to allow freedom of interpretation as part of the line of inquiry. As a result, the interviews were generally more conversational than restricted to the interview format. Participant consent forms and the research being undertaken were explained to interview participants and participants signed before the interview began (See Appendix E).

Surveys were administered to pre-service teachers through an administrator at the School of Education. Emails explaining the research and the intention of the research were sent to all the pre-service teachers in the program except freshman. This is largely to ensure that all pre-service teachers had had some exposure to the program. The participant consent forms were used as an

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opening page to the survey (See Appendix C) and by clicking to begin the survey, participants agreed with the form. The Survey Monkey online software was used to collect the data as an approachable and easy to use platform for pre-service teachers.

Data Analysis Method

The qualitative data gathered from interviews and student surveys was analyzed through Knight's Framework of Internationalization (see Appendix A), The Longview Foundation's Framework of Internationalization of Teacher Education (see Appendix B), and The Longview Foundation's Global Competencies. Data gathered from the School of Education's website and best practices from the field was also analyzed within these frameworks. The qualitative data was analyzed according to these frameworks and competencies to discover trends and to answer the four research questions guiding this case study.

Ethical Considerations

Due to the transformational change underway in the School of Education, I removed the name of the school, the professors and any other identifiers from this case study. This created a culture of openness that allowed faculty and pre-service teachers to feel comfortable speaking openly about the program, their personal opinions, their feelings towards the current teacher education climate, and other subjects they explored in the open questions.

Presentation of Data

Understanding, Knowledge and Experience of International Education

When faculty members were asked about international education experience, the response was varied. Two faculty members answered with "none", although they spoke of

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international travel, one faculty member spoke of teaching courses in the AESEAN region, one spoke of his work in Asian Studies, one spoke of an experience teaching abroad, and another answered “This is a difficult question to answer, because it depends on whether you mean teaching, training, or consulting”, and identified multiple kinds of international education, including working with international students and teaching abroad. Of the responses, only two faculty members presented experiences that were created through the School of Education as other responses were through personal and professional connections outside the university.

The faculty who responded with some experience described how their education specialization connected with this experience. One faculty member described how her focus on Special Education had opened up opportunities to work with a Ludwigsburg University, as she not only taught a Special Education course but also was able to meet and advise faculty in their TEP. Another faculty member described how a passion for Asia had led to multiple opportunities such as funding for programs to travel to Japan and other parts of Asia, receiving of funding to build the Asia Program at the university, and the creation of a journal with a focus on K-12 education on Asia. Another faculty member described providing training services to schools around the world.

As mentioned earlier, during interviews with faculty, the terminology of international education, intercultural education, and global education was explained through the lens of an international educator. The terms used, international education, intercultural education, and global education, were intentionally chosen to explore reactions to different terminology, to record a variety of interpretations, and to explore how international education is understood and addressed in the Teacher Education field. The majority of interviewees were either unfamiliar with the terminology or found it difficult to distinguish the differences. Answering the questions

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that address “What is your understanding of the importance of international education/intercultural education/global education?” one faculty responded with “I have a difficult time knowing what that would be”, and other faculty used the terminology interchangeably. The emailed faculty member copy and pasted the same response to all 3 questions, “It is very hard for me to differentiate between the importance of international diversity and intercultural education.” The differing definitions and the interchangeable use of the terminology led to interviews moving around on the topics and often faculty members would return to a topic when they remembered something they had forgotten to cover.

The terms multicultural education and comparative education were used frequently to refer to intercultural education. In response to the question about intercultural education, one faculty member responded “I take that to mean cultural perspectives in loco – around fear,” another responded by discussing multicultural education, and several referred to connections between special education and multicultural education. Comparative education was also raised by a faculty member as comparable with multicultural education.

Special education and multicultural education, according to several faculty members, are connected through the understanding of the students’ needs. To understand a students’ cultural viewpoint was just another step in the process and theory of special education. One faculty member observed that disability communities have their own culture much like ethnic, racial or nationality communities, and special education is designed to understand these cultures and recognize them while learning how to interact and teach them.

In response to the survey question, “What is your understanding of international education/global education/intercultural education?” (see Appendix P), eight pre-service teachers responded that they did not know what these terms were and two students skipped the question.

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Of those that responded, there seemed to be two kinds of interpretations. Some pre-service teachers described teaching abroad, studying abroad, and working with international students. Other pre-service teachers described America's classroom as diverse and the need for international education, global education, and intercultural education to inform learning in the classroom. Only one student addressed the terminology as different types of education and attempted to define them separately, all other students who responded chose one to respond to or spoke of them all in more general terms. A varied response suggests some pre-service teachers are exposed to these concepts in an aspect of the TEP that is not reaching all students, or perhaps outside of the program.

Global Education and the K-12 Classroom

Pre-service teachers surveyed had varying responses to the question, "What is your understanding of the need for global education in the classroom?" (See Appendix Q) Two pre-service teachers skipped the question and five responded with little to no knowledge. Several pre-service teachers responded using phrases such as "I think it is important", "it is necessary", "a need for general understanding of cultural differences would benefit everyone and might teach tolerance," and "Global Education is very necessary in the classroom." Some students said the need arises from "a diverse population," "cultural diversity," "immigrants," and that Global Education could encourage "an open and inquisitive state of mind." It prevents xenophobia and discriminatory belief systems," creates an "inclusive climate and promoting/welcoming cultural diversity." Pre-service teachers seemed unsure of the idea of Global Education and spoke more of an intercultural or multicultural need in the classroom.

The faculty responses were varied and some asked for a reminder of the difference between the terminology. Several faculty members spoke of "global education" as not being a

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priority for the TEP, due to requirements of the program and lack of time in their schedules.

Another said that “trying to make changes, global responsibilities or global issues” is beneficial “because it’s good to show them that there are opportunities out there.” Another faculty member said he was “dubious” of global education because it is “superficial” due to its breadth, and it’s “highly politicized.” He stated that he was “not educating people to change the world,” but educating pre-service teachers “to understand institutions” and use this information how they will. Another faculty member seemed to agree with this idea, as he questioned whether he should encourage students to challenge the status quo.

One faculty member described several field standards that require students to be exposed to the values of global citizenship, including the Next Gen Standards, ISTE standards for technology and others. She went further to say that the values of global education and citizenship were introduced to her students through a compliance to standards but she encouraged students to practice thinking globally when developing a lesson plan. She spoke of “low level” and “advanced” engagement comparing research into other cultures to collaborating with an international partner. Her academic focus in Science, Technology, Engineering, and Math (STEM) suggests the increasing presence of global education and citizenship in these fields.

In response to the question, “What class have you taken/experiences have you had that prepare for this?” (see Appendix Q) pre-service teachers had a wide-range of responses. Fourteen students said they either had no experience of global education or did not answer the question. Of those who did respond, students ranged from suggesting limited amounts of exposure like cooking dishes from different cultures, college classes that address global studies, an intro to art education class, to a teacher who integrated Asian studies articles into some of his lectures, to a course offered by the School of Education called “Teaching in Diverse Classrooms”. Several

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pre-service teachers expressed concern, saying “It’s a huge deficit and I worry about how that will impact me as a teacher who will inevitably work with immigrant families and students who identify with multiple cultures,” “I don’t believe I have an adequate understanding of global education,” and another felt global education could produce “more well-rounded educators.”

Intercultural Education and Skills in the K-12 Classroom

Pre-service teachers had different interpretations of intercultural skills (See Appendix R). Seven pre-service teachers either answered with no understanding or did not answer the question. Multicultural education and the understanding of diverse cultures was the most common response. Several mentioned “diverse classrooms,” another described America as “one large melting pot,” and several mentioned immigration as the reason to develop these skills. Several pre-service teachers referred to a globalized economy and the need to work with different cultures in the workforce and another said they were important skills “for the sole purpose of being a more understanding well-rounded person”. Intercultural skills are seen as not only important in the classroom but essential for the ways in which we work with others.

A recurring theme in their responses was that intercultural skills would help them to “accommodate” cultural backgrounds, to “better understand their heritage/cultures we can provide better teaching practices,” and “be aware of and know how to meet the needs of different cultures.” Several pre-service teachers were specific on how these skills might change the way they approach the classroom. One pre-service teacher referred to “different ideas of approaching learning and problem solving can be learned and evaluated.” A M.Ed. student with a focus on special education spoke of different cultural norms for “communication and behavior” that can lead to being “misinterpreted, leading to children being inappropriately placed in special education.” These pre-service teachers understood the way intercultural education was crucial to

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appropriately teaching and supporting the student. None of the pre-service teachers addressed their own cultural lens or how it might affect the way they interact in the classroom with the students but focused more on intercultural skills solving challenges students face. Only one pre-service teacher talked about creating community in the classroom.

An overwhelming majority of faculty responded with the need to address intercultural education or multicultural education. The importance was perceived to be high, as these skills were described as “critical” and another said “knowing some cultural norms and ways to engage students... I think that’s [an] important skill to have.” One faculty member said, “Teachers who are unaware of the different cultures that are beginning to take place in the United States have got some real problems.” Much like the students, faculty used the words “knowing and understanding” cultures to describe how intercultural skills are needed in the classroom. “Knowing how to deal with international students,” and “understand their culture, where they come from, their needs.” Two faculty members found the terminology to be difficult to respond to, one described generic skill-sets as “it’s hard for me to separate methodology and content,” and another said “it’s very hard for me to differentiate between the importance of international diversity and intercultural education.”

Concerns about difference between teachers and their students were described as “one of our biggest issues” on a national level. Some faculty members refer to the differences between the cultural identity of the pre-service teacher and the current student, stating, “there’s a real gap there, between the experiences we’ve had versus what our students have had.” One faculty member said, “Gone are the days you see one segment of the population in the classroom,” and pre-service teachers “see it as an opportunity.”

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When asked “What classes have you taken/experiences have you had that prepare you for this?” (See appendix R) two pre-service teachers referred to taking the course “Teaching in Diverse Classrooms.” Several referred to taking courses like an African American Literature class or a history of the American Family class outside of the School of Education, which helped with this knowledge. Two M.E.d. pre-service teachers said they had taken classes that addressed “differentiating lessons to accommodate different cultures” and felt that “awareness of and sensitivity toward diverse cultures has been emphasized in almost all” of the classes so far, “including coursework on collaboration, human development, and special education. Other pre-service teachers felt these skills were developed experientially, through cultural immersion, and were not something that could be taught. Participants expressed that immersion happened in the classroom, while studying abroad and experiencing different cultures.

Faculty differed on how intercultural education was being addressed in the program. One faculty member stated that intercultural education was covered in every class, including in a course required of all pre-service teachers covering exceptional learners. She said the textbook in this course has a chapter focused on multicultural education. Other faculty members seemed less confident in the preparation of students, as one said: “I worry sometimes that we might be sending relatively young and inexperienced people out without awareness of it.”

One faculty member described pre-service teachers as scared of difference but underlined the importance of experience and exposure to “not see it as an obstacle” but to “learn from them.” As the pre-service teachers had observed, experience and immersion is perceived by faculty as the way to learn about intercultural education. By meeting difference of all kinds, including socioeconomic status, learning difficulties, and cultural diversity, pre-service teachers will be better equipped for their own classroom.

Language Skills and ESL Education

Overall, pre-service teachers see foreign languages as important but are not taking classes (See Appendix S). Seven respondents deemed language skills as “vital”, “critical” and “very important” and yet 17 out of 28 had not taken undergraduate level language classes or did not answer the question. Pre-service teachers saw languages as important for several reasons, including helping students who don’t speak English, “extra understanding into other cultures,” “eliminates any fear that may be present,” and are “practiced constantly in our societies each day.” One pre-service teacher responded, “education majors aren’t required to take a foreign language, stupid in my opinion”, and another responded, “If every teacher could speak more than one language, that would be ideal.” Many pre-service teachers spoke of classroom experience where students were unable to speak any English, and one pre-service teacher described how even in her 8th year of teaching, she found seven non-English speaking students as a “major challenge.”

When asked if they would take the ESL endorsement, only one student indicated a plan to take it (See Appendix S). In other responses to ESL/ELL, pre-service teachers said they had no experience with ESL students and their school (where they student teach) doesn’t have many ESL students, they didn’t know “there was such a thing,” and financial constraints. With full course loads and time restrictions, language classes and the ESL endorsement seem to be something that students do not prioritize. One pre-service teacher said she had dropped her language class after one day, another said they had began but couldn’t finish the ESL endorsement because of their course load, and another said they would not be able to take the endorsement because of the cost of the class. Although languages are seen as essential and a

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large number of pre-service teachers have had contact with ESL students, language-learning and teaching is not often seen as a priority for pre-service teachers.

Faculty saw the ESL endorsement as an opportunity to equip the pre-service teachers for the global classroom. One faculty member dedicates a class every semester in her Special Education class to invite the ESL endorsement coordinator into the classroom to talk more about the opportunity. She went further to say that she didn't know how many students were being hired for the endorsement specifically but it would add to their résumé and their skill-set in the classroom. Another faculty member described how the ESL endorsement continued to serve teachers in the system, as many in the program were current teachers and will take a summer to get this expertise.

According to the website, the program is only offered during the summer in an intensive program and according to the coordinator, a significant majority of the pre-service teachers in that class are graduate students. Students can apply for a scholarship from a grant awarded to the School of Education by the U.S. Department of Education and pre-service teachers receive financial assistance for up to 12 hours. To receive the grant and be accepted on the endorsement course, pre-service teachers must have a reading or literacy focused education course, an English language or grammar class taken in either in the School of Education or the English department, and an approved diversity course including classes in anthropology, religion, geography, and education.

Presence of International Education in the Curriculum and on Campus

During the interviews, faculty members were asked which requirements addressed any aspect of international education, intercultural education, or global education. Faculty were hesitant to answer for the whole program or cite particular courses that might offer exposure,

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instead opting to discuss how the courses they taught currently addresses these areas and how they might do more to offer. Several professors referred to observation experiences, where intercultural conflicts occurred, and in the reflection conversations on campus, the challenge was addressed and explored. Two faculty members mentioned integrating their own experiences and knowledge of international education into classroom content in an informal way. Several faculty members also mentioned pre-service teachers asking questions about international teaching or study abroad, and their personal support and encouragement outside of the class curricula.

Faculty referred to the International Programs Office for opportunities in international education. Several mentioned the new Executive Director as a resource to guide new efforts across campus and noted their desire to collaborate with the International Programs office. One faculty member, who taught at Ludwigsburg University, Germany, spoke about the potential for developing a stronger partnership. Since several students had previously studied at the University and there was interest in faculty exchange from her home university's side, she saw potential in a meaningful international connection. Only one faculty member, the organizer of the event, mentioned an Asian conference hosted annually on campus. No faculty mentioned any on-campus programming or students groups.

The pre-service teachers' knowledge of non-academic international education opportunities was limited although several could identify off-campus events and experiences. For example, only one student referred to being involved in campus activities to promote cultural understanding, such as being a member of the International Student Organization (ISO). Other experiences described were mainly through external interests or experiences, such as The Celebration of Cultures event in Nashville, military experience exposure to Korean and Iraqi languages, social activism work, and one student grew up in England and so feels informed and

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influenced by that experience. Significantly, though, twenty-one pre-service teachers said they had no experience or skipped the question.

Classroom Experience

All faculty members mentioned the importance of classroom experience in understanding the needs of the current classroom and for students to understand their students and the families more completely. Student teaching is currently offered in the final semester of the senior year, a policy which many faculty members said was being reviewed. Professional Development School (PDS) is a more intensive student teaching experience, with students in local schools three days of the week and then on campus for other classes two days a week. Several faculty members said this was a great opportunity for pre-service teachers but limited to “those who could” as many students are working full-time to pay for school or have other commitments that prevent them from participating. One faculty member spoke of the possibility of potential internships in the Early Education major that would begin earlier in the program and provide students with more intensive exposure to different kinds of schools. All faculty referred to the changes being made to when these classroom experiences were offered, and that this would have a positive impact on students’ understanding of the students and their needs.

Experiential learning is the theory behind the PDS program as pre-service teachers are asked to reflect on their experiences in the classroom as part of the program. This was acknowledged by faculty as the easiest way to develop intercultural skills as pre-service teachers were exposed to the community’s diversity and reflect on interactions, different ways of learning and engaging, and challenges with communicating with families. Currently, the reflections are not structured around any international education theory but several faculty suggested they were interested in integrating this and could provide that opportunity.

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Respondents to the survey largely had some experience in the K-12 classroom as a teacher, substitute teacher, student teacher, or through after-school programs (See Appendix T). Seven of the pre-service teachers acknowledged they had no formal teaching experience but most had volunteered or observed classes. Several pre-service teachers shared experience teaching at “inner city” schools, with diverse cultural and language backgrounds. Three pre-service teachers explicitly referred to ESL students in their classroom experiences. Of the students surveyed, many had experience of multicultural, diverse classrooms that would allow for them to reflect on their experiences.

Data Analysis

Using AACTE’s awards for internationalization of teacher education and NAFSA’s Global Learning Colloquium on Teacher Education, this analysis explores some best practices for internationalizing teacher education. Using a combination of The Longview Foundation Framework and Knight’s Framework (see Appendix U), the data from the School of Education’s stakeholders and best practices, recommendations will be made on next steps for the TEP program and the School of Education.

Ethos

Currently, the TEP lacks a culture of international education and the stakeholder responses demonstrated this. Faculty and pre-service teachers were unfamiliar with the terminology used in surveys and interviews, which suggests that international education in the teacher field and at this university is still a relatively new concept. Answers from both sets of stakeholders varied, and interpreted terminology in a range of ways. Those that had more

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international education experience were more likely to be able to define the terms international education, global education, and intercultural education.

Many, though, were more inclined to say that they weren't sure of differences between the terms and even referred to more established terms in the field, like comparative and multicultural education. Although Ochoa (2012) has claimed that multicultural education and the discomfort of national discussions about race and ethnicity is often replaced by international education, this School of Education seems to be successfully addressing multicultural education in numerous ways throughout the program. Multicultural education, however, is not a replacement for international education. Comparative Education, although not taught in the program, is perhaps most often informally addressed as faculty members might discuss different education systems around the world even though some faculty suggested pre-service teachers were interested in this topic.

Experience of international education generally indicated a desire to see more opportunities and curriculum development. Faculty members had a wide range of experiences, from teaching abroad to a dedication to Asian studies, which informed their perspective on international education and often informed the content they might integrate into their curriculum. Some of the faculty who didn't have experience indicated an interest in gaining this experience, through professional development and teaching abroad. One faculty member mentioned an increase in faculty interest in leading study abroad programs. This suggests great interest in professional development offering study and teaching abroad as well as integration into the curriculum.

Responsibility and accountability are also interesting themes from the data collected from the stakeholders. Several faculty members felt this was a pivotal moment for international

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education and the School of Education, with the new Executive Director of International Programs, who arrived on campus last year, and the Director of the School of Education who has arrived this summer. Their own personal responsibility became a topic, which some faculty addressed. Respondents seemed to be hesitant to discuss a topic they deemed not in their purview. From initial contact with some faculty declining the interview to some responding in the interviews, saying they did not see it as part of their curriculum, or their specialization. Pre-service teachers are currently responsible for their own exposure to international education. Those that seek out opportunities for cultural exposure, global learning, and intercultural experiences, have most often found these opportunities independently from the School of Education. Accountability arose when some faculty said they personally would have limited impact, due to the duties required of a pre-tenure faculty and the need to focus on their specialization. This was not through lack of interest, as several said they would be interested in pursuing and learning more.

Best Practices to Develop Ethos

Koziol from the School of Education at the University of Maryland presented at the Council for the Accreditation of Education Preparation (CAEP) conference in 2012 on the partnership between the Office of International Initiatives and the College of Education at the University of Maryland. Koziol described one program, Gate Fellows, which, through the support of faculty focusing on the development of global content for courses, helped to facilitate the transformation of academic culture within the School of Education, as well as transform the curriculum content in the TEP. Another program at the University of Maryland, the Principal's Academy, connected principals with college faculty to "build commitment and expertise for internationalization of their schools" (Koziol, 2012, p.12) through a summer academy funded by

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the Longview Foundation. Another program offered by the university, the Fulbright Teacher Fellowship Program, brought seventeen outstanding teachers from different countries to campus. Their presence led to the building of future partnerships, integrating a global perspective in PDS and education courses, providing cultural enrichment for pre-service teachers and encouraged internationalization buy-in from all.

Competencies

Some faculty expressed concern about the legitimacy of international education in the field of teacher education. Some faculty members' responses to the terminology showed that they had questions about international education and its place in the School of Education. Accreditation and standards were referred to as limitations preventing the opportunity and time for international education to be integrated. The TEP of the School of Education is built around the requirements for students to receive their licensure. The School of Education provides checkpoints to ensure students are on track to completing the requirements according to the licensure and to ensure the program complies with the State Board of Education (SBOE) requirements of TEP. According to some faculty members, there is no room for international education, and curriculum directly related to this pedagogy, in the licensure program. One faculty mentioned that many of the standards in her field, STEM, were integrating international education in some aspect. Although some faculty mentioned licensure requirements as preventative for pre-service teachers gaining experience abroad, one faculty member said special exceptions had been made.

Several faculty members were concerned about the overall value of international education as they brought up questions about the presence of international education in the teacher education field, and how necessary various methods were in preparing teachers for the

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classroom. Ultimately, the general response from faculty was of interest, but not enough to make it a priority. A large number of the pre-service teachers did not plan to take the ESL endorsement or study languages because of time constraints, financial constraints, or the lack of incentive. This suggests that these aspects of international education are undervalued, as they are not seen as a priority in the program.

Best Practices to Develop Competencies

The 2016 NAFSA teacher education colloquium seemed to have a particular theme of competencies, outcomes, and assessment. Cushner (2016a) in a presentation called “*Mapping Intercultural Development across the Teacher Education Curriculum*” used intercultural learning theories to develop stage-appropriate intercultural learning within a lesson plan. Using the Developmental Model of Intercultural Sensitivity (DMIS) by Bennett as a framework, Cushner created a developmental task or objective with strategies to support learning. This framework could be a useful tool within an intercultural education course, as a tool for pre-service teachers, or perhaps for faculty to use when reviewing their own curriculum.

The Longview Foundation and LEARN NC unveiled The Globally Competent Teaching Continuum (GCTC), an interactive online tool to help educators develop global competence and globally competent teaching practices (Learn NC: UNC School of Education, 2016). The GCTC was created to provide twelve global competency outcomes for each stage of development, and to provide resources to support educators through the stages of development by using videos, lesson plans, websites, books and other opportunities. This could be a valued resource for faculty and pre-service teachers.

The conference also showed the introduction of NAFSA’s Global Preparation Lens for The Council of Chief State School Officers’ (CCSSO) Interstate Teacher Assessment and

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Support Consortium (InTASC) Model Core Teaching Standards. The CCSSO is a non-profit organization of public officials who lead departments of elementary and secondary education in the states. The CCSSO develops standards, assessment and accountability systems that provide an outline of what teachers should know and be able to do to prepare PK-12 for college or the workforce. The Global Preparation Lens was created to facilitate opportunities for teacher educators and teachers to recognize and develop globally competent teaching within the InTASC framework. This is a resource that could transform the way international education is perceived in the teacher education field, and could demonstrate the changing perception of the need for global competency skill-sets in the current K-12 classroom.

Activities

International education and the wide range of activities available within this field are often overlooked. As the responsibility for internationalizing a campus often lies within the international programs office, international education is often perceived as study abroad and recruitment of international students. It is no surprise that some faculty members responded to the question regarding international education experience, with the interpretation of study abroad or international students. With prompting, international education became a conversation about curriculum, faculty exchange, and technical assistance. Pre-service teachers' responses reflected this common assumption, as students spoke of international education as teaching abroad or studying abroad. Very few pre-service teachers were able to identify any other opportunities, to be exposed to international education opportunities, either within the TEP curriculum or campus-wide.

This raises the challenge of accessibility. Study abroad can be expensive and can create a financial barrier for some students. Some education majors have little flexibility or room in their

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licensure requirements to receive credit abroad. Although the faculty is becoming increasingly interested in taking students abroad, this is still unavailable for the majority of education majors. Faculty and pre-service teachers perceive teaching abroad as unavailable although it has been done before and in reality is possible. Curriculum specifically addressing international education components was limited and not available for some education majors. The majority of pre-service teachers seemed unaware of campus opportunities and did not mention the International Student Organization (ISO), the buddy system with exchange students, and the Asian conference.

Best Practices for Activities

The University of Maryland received the AACTE award in 2013 for building strong, long-standing relationships with “government entities and school systems, which help to produce internationally literate graduates for the community’s diverse schools” (AACTE, 2013). An indicator of this success was their selection as the only institution in the US to be chosen to host the Fulbright Distinguished Awards in Teaching Program for three years. They also offer two other unique programs, the GATE Fellows Program and the Principal’s Academy. Their decision to offer a variety of activities helps to strengthen the international education exposure of the students and spreads internationalization into the community.

Process

According to pre-service teachers and faculty, there is no current policy regarding international education. As a result, the strength in the opportunities available in the TEP are dependent on individuals’ interests and passions. One of the faculty members was so passionate about her own experience teaching abroad that she spoke of recommending the experience to her

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colleagues. Other faculty members spoke of personal interests that drove their own research and created their lens in the teaching of education. The internationalization of the TEP needs to be comprehensive and development of policy and procedures will ensure this success.

Greater efforts to connect the TEP with local and global communities will ensure that internationalization is more comprehensive. The TEP provides the opportunity of PDS in urban schools, which encourages pre-service teachers to be exposed to a diverse community of cultures and languages, but PDS is not required of the pre-service teachers. Currently at this School of Education, there are no efforts to recruit diverse students representative of the community. A significant number of undergraduate pre-service teachers responding to the survey had no classroom experience and some of the respondents did not speak to the needs of the current classroom.

Existing partnerships with universities abroad is the first stepping-stone towards connecting the TEP to a global education community. Existing partnerships are underutilized, for example, the program mentioned with Ludwigsburg University, and there are many ways they could be expanded to more faculty and students. Developing these partnerships to serve more of the School of Education will not only provide more opportunities for the department but also will invite knowledge exchange with experts in different aspects of the teacher education field

Best Practices for Process

A couple of TEPs have considered programs that respond to policies and procedures. Several programs have received awards from the AACTE for implementing programs to diversify student or faculty populations. Northeastern Illinois University (NEIU) (AACTE, 2012) has a program called Grow Your Own Teachers, which specifically recruits students of color in an effort to serve their community better. The School of Leadership and Education Services

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(SOLES) (AACTE, 2014) at the University of San Diego have targets for recruiting and retaining diverse faculty. Considering the impact of programs like these, one can see the diversification of student or faculty body will have some long-term effects on other aspects of the TEP including research, teaching and activities developed.

The Integration of Internationalization into the TEP

The TEP curriculum has not been intentionally internationalized although some activities have provided exposure to students and faculty. Several pre-service teachers mentioned General Education courses they had taken that had introduced them to global histories, or social and cultural contexts. This is not required of all education majors, but social studies focused programs are required to take a general education course that is globally focused. Foreign language courses are not currently required of education majors, and some pre-service teachers mentioned how difficult it was to find time to fit this into their course load.

Pedagogical skills needed to teach a global perspective of majors and field experiences to support global perspectives are currently organically available through discussion and reflection of field experiences, but again are not present through intentional internationalization. As mentioned before, there was some concern about legitimacy and one faculty member addressed the need for theory to practice pedagogy to be integrated into these programs. As more field-based experiences are encouraged at this School of Education and at an earlier place in the education major, curriculum addressing these pedagogical skills and global perspectives could more comprehensively and consistently address this need.

Best Practices of the Integration of Internationalization into the TEP

The University of British Columbia in alignment with campus-wide policy directions in international education, global citizenship, and community service-learning, developed an education course called *Global Citizenship and International Community Service Learning at Home*. This course was designed to understand international education within the community as student objectives were to meet new populations and understand community challenges, create a service project that meets a need for an immigrant or refugee, render 20 hours of community service for a social service organization that serves this community, and build awareness of migratory biographies being served (Brown, 2007). This could be considered a successful approach to integrating international education into the multicultural education requirements of program requirements. This course successfully places the global context within the local community to ensure students are equipped to serve their communities.

Linköping University through a partnership with University of Kentucky and Western Kentucky University offer student teaching exchanges. Placement of students from Linköping University, Sweden, within local schools in Kentucky brings pre-service teachers with an understanding of international teaching models, multi-cultural competency, and highly skilled teachers that are much appreciated by local schools (West, 2013). This teaching exchange supports the development of global perspectives in pre-service teachers, as well as serving to provide cross-cultural experiences for everyone, from students in the school system to the faculty at the in the department.

Cross-cultural Experiences

The Longview Foundation suggests the facilitation of one in-depth cross-cultural experience for every pre-service teacher, through study or teaching abroad, or student teaching in

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a multicultural community. According to those faculty interviewed, opportunities for studying or teaching abroad are becoming increasingly available. One of the pre-service teachers had studied abroad although several showed interest in teaching or studying abroad. At the moment, there is no financial support for these kinds of experiences through the School of Education. Students who work with the International Programs Office on campus may study abroad through the affordable exchange programs or potentially apply for scholarships, but there is nothing specific to this campus and these education majors. Orientations, supervision, and debriefing for the programs are organized through the Office of International Programs.

Partnerships with several schools in the community present opportunities for students to work with multi-cultural communities. The PDS program offers all students some exposure to a wide-range of schools and students with varying needs. Faculty spoke of multicultural experiences in the PDS program and student teaching, where pre-service teachers were reflecting on intercultural experiences and processing challenges in the classroom. Although removed from the School of Education, the Asian Studies program at the university offers professional development institutes for current teachers to learn more about the Asian-Pacific. Connecting with the community through a reciprocal relationship encourages cross-cultural experiences and would connect the School of Education with a wealth of knowledge and continued learning.

Best Practices for Cross-cultural Experiences

SOLES received the 2014 AACTE award, for offering international student teaching activities “that both enhance and contribute to candidate learning experiences in a global context” (AACTE, 2014). Kansas State University (K-State) won the 2015 award for their teaching English as a Second Language program “Go Teacher” (McCabe, 2015). This program, through collaboration with the Ecuadorian Ministry of Education, has brought nearly 1,000

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teachers from Ecuador to the US, and has expanded study abroad options for US teachers. This program provides an opportunity for Ecuadorian teachers to improve their English while learning instruction methods effective with diverse learners and become advocates for reform in Ecuador. Students and faculty of K-State have developed intercultural skills through working with and interacting with the visiting teachers, which has led to an increase in internationalization of the program. These teaching exchange experiences can create the opportunity for cultural exchange, global understanding, and ensures pre-service teachers experience a cross-cultural experience whether it is at home, or abroad.

Stachowski (2013a) detailed the impact of the Global Gateway for Teachers at Indiana University's School of Education, claiming that the long-term impact of overseas experience could support the idea that this experience is not just about "outcomes" but helps to "facilitate a transformative process that impacts their lives years afterwards" (p. 3). This links to directly to personal and professional development, including traits like "flexibility, adaptability, and a stronger sense of community and one's place in it" (p. 5). It also enables pre-service teachers to better understand and serve students and families from other cultures, as well as understanding the needs of ESL students. These transformative experiences have a deep impact on pre-service teachers and ensure that pre-service teachers will return with a desire to make changes in their communities.

Modernizing and Expanding Programs for World Language Teachers

A language class is not required as part of the TEP, and many students find it difficult to find time in their class schedules. Pre-service teachers could see the need for languages in the classroom and work environment but very few were pursuing studies in this area. On offer is a major in the Languages department with a minor in Education, which although would take

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longer to complete, but does allow for students to explore a language offered on campus (Spanish and French) and also requires an intensive language program either in the US or abroad. Pre-service teachers who pursue the study of a language may discover the challenges that come with learning a language and be more empathetic towards students in their classrooms who are learning English.

Best Practices for Modernizing and Expanding Programs for World Language Teachers

Indiana University won the AACTE award in 2016 for the Gateway program, which has existed for over 40 years, to involve and connect pre-service teachers by providing them with experiences in schools, homes, and communities of culturally and diverse groups in 18 countries and in domestic placements. Pre-service teachers participate in 18 weeks of student teaching abroad, where they are immersed in the language, culture, and the educational system of that country (McCabe, 2016). Teaching abroad, as an immersion experience, encourages students to develop an in-depth understanding of another country through different aspects of society. Through a program like this, pre-service teachers may develop an interest in teaching a language in the school system or even utilize those skills in the classroom to encourage students to feel comfortable and interested in learning new languages.

Recommendations

A culture of international education must be developed to initiate and sustain internationalization of the TEP. Aligning international education values and competencies with the mission of the TEP and strategic planning with the Office of International Programs will ensure lasting campus-wide support. Within the TEP, the disparity between faculty responses to

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the interest in internationalizing teacher education was indicative of a lack of knowledge of the field and the need for more interdepartmental sharing of experiences and knowledge from the current K-12 classroom. If successful internationalization is to be achieved, it must be perceived as a priority for the School of Education and faculty must deepen their knowledge of international education within the field of teacher education. An in-depth assessment of opportunities currently available on campus through the TEP, and through on-campus offerings, would not only equip faculty with more knowledge on these activities but also indicate the need for more comprehensive steps towards internationalization. Support for faculty to explore international education with their teacher education specialization, from Special education to Assessment, will also improve faculty buy-in and lead to a more comprehensive approach.

Developing a set of clear outcomes, desired competencies, and gathering practice-based pedagogy will lead towards the credibility of this topic within the School of Education. With the confusion over the terminology came some questions about the value of this form of education. Understandably, teacher education is based on assessment and clear outcomes, and this field must continue to develop the tools mentioned earlier to provide faculty with the methods to internationalize curriculum in a comprehensive and outcomes-driven way. Resources and methodologies are being published every year and are driving towards become an integrated and crucial element of any school of education TEP. Alignment with the field, accreditation and licensure standards will ensure that international education is not only offered, but also seen as a required element of the licensure program.

Policies created to clarify these requirements will ensure pre-service teachers receive consistent exposure to international education. By requiring a cross-cultural experience, or ensuring field experiences incorporate an experiential and transformational component, will

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ensure pre-service teachers are exposed to a comprehensive approach. Policies regarding general education requirements with an international focus, language learning, and professional education courses teaching pedagogical skills, would provide methods for all pre-service teachers to develop the skills needed to teach in a global classroom. These policies aligned with outcomes can provide a basis for a more comprehensive assessment to see the impact of international education on pre-service teachers, and the continued effect on their career in the future.

Consideration of the activities available is essential to ensure that all pre-service teachers can receive some exposure to international education. Increasing international students, study and teach abroad programs, language exchange programs, field experiences, and pedagogical skills classes, allows for pre-service teachers to be exposed to aspects of international, global and intercultural education throughout the program. As was seen in the best practices, the most successful programs have multifaceted approaches to benefit a variety of groups and have led to the opening of doors across campus and across the community. Pre-service teachers involved in field experiences earlier in their education majors may encourage students to seek out more activities like learning a language or the ESL endorsement, as they can see the value of this knowledge in the classroom. This wide-range of activities should be available to pre-service teachers and faculty to ensure there is comprehensive development of international education understanding and support.

These activities need to reach beyond the School of Education and into the local and global community. As was seen in a number of the best practice programs, identifying local needs and connecting them with global needs can be a successful way of avoiding the fiscal challenges to studying and teaching abroad, and can ensure some direct theory to practice for

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pre-service teachers. For example, students through service learning can learn about the local cultural and linguistic communities, integrate this knowledge into their specialization content to make connections between the local and the global communities. Taking this a step further, successful intercultural education will allow students to develop an understanding of their own cultural lens that relies on the ethnocentric forms of pedagogy, which would translate into self-awareness about the choices made in the classroom and the pedagogy used with students.

Limitations of Research Design

The topic, international education, may have prevented some faculty and pre-service teachers from responding to surveys. The initial email sent out to faculty used the terminology “international education,” and several faculty members declined to interview because of their lack of knowledge or experience in this area. I followed up by underlining that knowledge of international education experience was not required to participate in this survey but many faculty members then did not respond.

Undertaking this research during the summer semester created some limitations. There are reduced numbers of faculty, pre-service teachers and administrators on campus and fewer face-to-face classes being taught on campus. This resulted in many faculty members not being available, not on campus, and some not in the country. I was unable to interview a faculty member who took a group of education majors to Italy on a study abroad program because of the timing of the interviews. Another faculty member was undertaking research abroad at the time interviews were planned. Trying to interview faculty during the summer may have prevented faculty who have more international education experience from being available because they might be travelling, working abroad, and unavailable. Although 800+ students were emailed with the survey, only 28 responded. Pre-service teachers have minimal contact with faculty and

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administrators on campus and are less likely to check their email during the summer. More graduate courses are taught over the summer than undergraduate courses, which led to more graduate student responses.

Recommendations for Further Research

This research could go in a number of different directions. As a case study of one School of Education, the research was limited to faculty and pre-service teachers. To further develop an understanding of the needs of the K-12 classroom in this district and the skills needed in the classroom, further research could be undertaken with graduates of the TEP who are currently teaching in the district and a needs assessment of the students they are working with. Further research could be undertaken with key stakeholders across campus, including key administrators who could spearhead the policy and planning of internationalization across campus. This could further support the planning of the internationalization the TEP at this school.

Using theory and data explored in this research, further research could be undertaken to develop a set of standards for internationalizing TEPs whilst adhering to accreditation, licensure, and other standards used to develop the TEP. To understand the national level accrediting requirements, the subject specific requirements, down to the state level licensure requirements, would highlight where standards are integrating international education competencies, where standards are open to interpretation, and where they might be preventative to fully internationalizing a TEP.

Conclusion

This case study came at a pivotal time for the School of Education at this campus. A lot of hope and expectations are placed on the new Director of the School of Education and the

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Executive Director of the International Programs Office. Leadership has a window of opportunity to review the mission of the School of Education, to decide whether internationalizing should be part of the mission of the TEP and to instigate a strategic plan. This is not without its challenges, as the faculty has a wide variety of experiences, interests, and beliefs with regards to international education. A culture must be developed to ensure faculty and pre-service teacher buy-in. To do so, clear outcomes aligning with the department's mission is essential to ensure that internationalization is given the importance it needs.

Moving forward, resources and buy-in from the School of Education are both essential to ensure success. This could be provided by professional development opportunity for faculty, exposure to international students, clear policies regarding study abroad and programs. Internationalizing cannot happen without support, and the resources are vital to improve understanding and to develop the culture. Opportunities such as the GATE Fellows Program and the Principal's Academy showed the school's passion for supporting faculty with curriculum and connecting with the community's education leaders to provide professional development in this area. The School of Education, by providing opportunities like these, could lead the way in the community for understanding international education, promoting professional development in this area, and to tackle community challenges head-on.

The need for internationalizing TEPs across the US is unquestionably there. The demographics and data prove it. The classroom experiences prove it. Schools of education must take on the responsibility of internationalizing to address a need in their own pre-service teachers and in the K-12 classroom. To ensure comprehensive and successful internationalization, departments need to assess their communities, review accreditation bodies, address standards, and demonstrate that their pre-service teachers are fully equipped for the global classroom.

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A larger question arose from this research and the responses from the stakeholders. What is the intention of the TEP? Is the intention to “politicize” teacher education and encourage pre-service teachers to go out and make a change? Or were they educating pre-service teachers to understand the systems and to educate students within them? Is the TEP’s mission to provide the educational requirements for the licensure and nothing more? These questions lead to an even bigger question about the role of the teacher and what it means to be a teacher. The challenge with integrating international education into teacher education lies with the answers to these questions. International education is transformational, encouraging not only the change of the pre-service teacher and their understanding of the world, but for the teacher in the classroom to transform the students and make changes in the community on a local and global level. Before internationalization can be considered, all schools of education across the country must decide whether their TEP is intended to transform teachers so they can question the system and create change in the classroom and beyond.

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Appendices

Appendix A - Knight's Framework for Campus Internationalization

Approach	Description
Activity	Categories or types of activities used to describe internationalization; such as curriculum, student/faculty exchanges, technical assistance, international students.
Competency	Development of new skills, knowledge, attitudes and values in students, faculty and staff. As the emphasis on outcomes of education grows there is increasing interest in identifying and defining global/international competencies.
Ethos	Emphasis is on creating a culture or climate on campus which promotes and supports international/intercultural initiatives.
Process	Integration or infusion of an international or intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.

Appendix B - The Longview Foundation Framework for Internationalizing Teacher Education

<p>Revising teacher prep programs to ensure that:</p> <ol style="list-style-type: none">1. Gen Ed. Coursework helps prospective teacher develop deep knowledge of at least one world region, culture, or global issue, and facility in one language in addition to English2. Professional education courses teach the pedagogical skills to enable future teachers to teach the global dimensions of their subject matter3. Field experiences support the development of pre-service teachers' global perspectives.
<p>Facilitating at least one in-depth cross-cultural experience for every pre-service teacher by:</p> <ol style="list-style-type: none">1. Promoting study or student teaching in another country, or service-learning or student teaching in a multicultural community in the United states.2. Financial support for such experiences3. Appropriate orientation, supervision, and debriefing to tie these experiences to prospective teachers' emerging teaching practice.
<p>Modernizing and expanding programs for prospective world language teachers by:</p> <ol style="list-style-type: none">1. Preparing more teachers to teach less commonly taught languages2. Updating language education pedagogy based on current research and best practice.
<p>Creating formative and summative assessments to evaluate the effectiveness of new strategies in developing the global competence of prospective teachers.</p>

Appendix C - Informed Consent for Pre-Service Teachers Survey

You are being invited to participate in a research study about language learning. This study is being conducted by Florence Bromfield from the International Education Master's Program at The School for International Training Graduate Institute (SIT) in Brattleboro, Vermont. It is my aim, as the researcher, to use the collected data from this study as a means to better understand the education program at the university and the international education opportunities available to students.

You are eligible to participate in this research, if you so desire, because you are a student with the education program. The process is simple and only requires that you are willing to give your time to answer questions regarding your international education knowledge, and the education program at the university.

Your comments are anonymous and I will not be following up with further questions. If you have any questions or concerns regarding this study, please contact Ray Young, Ph.D., associate professor of international education at SIT by email: Raymond.young@sit.edu.

Appendix D - Survey Monkey Pre-service Teacher Survey

1. What is your class standing?

- Freshman
- Sophomore
- Junior
- Senior
- Other (please specify)

2. Which School of Education program track are you on?

- BS Early Childhood: Child and Family Studies
- BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood Pre K-3)
- BS Middle Grades: English
- BS Middle Grades: Mathematics
- BS Middle Grades: Natural Sciences
- BS Middle Grades: Social Sciences
- BS Secondary Social Sciences
- BS STEM Education
- BS Exceptional Learning K-12
- Elementary Education – M.Ed.
- Elementary Education – M.Ed. (Online)
- Reading Specialist, M.Ed.
- School Leadership, M.Ed. Ed.S. Certificate
- Secondary Education, M.Ed.
- Special Education M.Ed.

What is your understanding of international education/global education/intercultural education?

What is your understanding of the need for global education in the classroom? What classes have you taken/experiences have you had that prepare you for this?

What is your understanding of the need for intercultural skills in the classroom? What classes have you taken/experiences have you had that prepare you for this?

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What is your understanding of the need for language skills in the K-12 classroom? Have you studied a foreign language at the university? If the answer is yes, which language and how many semesters? Do you plan to take the ESL endorsement?

Have you participated in any extra-curricular activities related to international learning and understanding? (e.g. study abroad, the International Student Organization, speakers on international topics, special multicultural events) Please explain in a few sentences what you have participated in.

What teaching experience (if any) have you had so far? Describe in as much detail as you can, the students you have taught and the environment you were teaching in. This may also include classroom assistant work, interning or volunteering in a classroom.

What do you hope to do with your studies? Do you want to teach in Hamilton County/neighborhood districts/Tennessee/U.S./abroad?

Do you have any comments on international education, the education program at the School of Education or anything related to this research?

Appendix E - Informed Consent Faculty Interview

Internationalizing Teacher Education: A case study of a School of Education

Dear Study Participant,

You are being invited to participate in a research study about the School of Education's integration of international education at the university. This study is being conducted by Florence Bromfield from the International Education Master's Program at The School for International Training Graduate Institute (SIT) in Brattleboro, Vermont. It is my aim, as the researcher, to use the collected data from this study as a means to better understand the education program at the university and the international education opportunities available to students.

You are eligible to participate in this research, if you so desire, because you graduated with the education program. The process is simple and only requires that you are willing to give your time to answer questions regarding your own international education experience, and the education program at the university. You will be interviewed for about half an hour.

There are no known risks in participating in this study, in addition, there are no costs. The information that you provide will be benefiting the international educators in their efforts to better understand the impact of international education exposure to education majors. This may or may not affect you directly but your efforts will benefit international education in a more general way.

Your participation is completely voluntary and you have the right to decline participation. If at any point in the process you may decide to withdraw your participation, your information will be deemed unpublishable and will be removed from the research.

In addition, you have the right to waive the use of your legal name in research documents. On this form, you will circle whether you are comfortable with your name being published in the research documents or whether you choose to remain anonymous.

By signing this form, you are recognizing your willingness to participate in a study regarding languages spoken in the home/community.

If you have any questions or concerns regarding this study, please contact me at Florence.bromfield@mail.sit.edu. For further questions and concerns, please contact my advisor, Dr. Ray Young, associate professor of international education at SIT by email: Raymond.young@sit.edu. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Committee, Institutional Review Board at (***) ***-****.

Audio Recording of Study Activities

Interviews may be recording using audio recording to assist with the accuracy of your responses. You have the right to refuse the audio recording. Please select one of the following options:

I consent to audio recording: Yes _____ No _____

Participant: _____ Participant's Signature: _____

Researcher's Signature _____

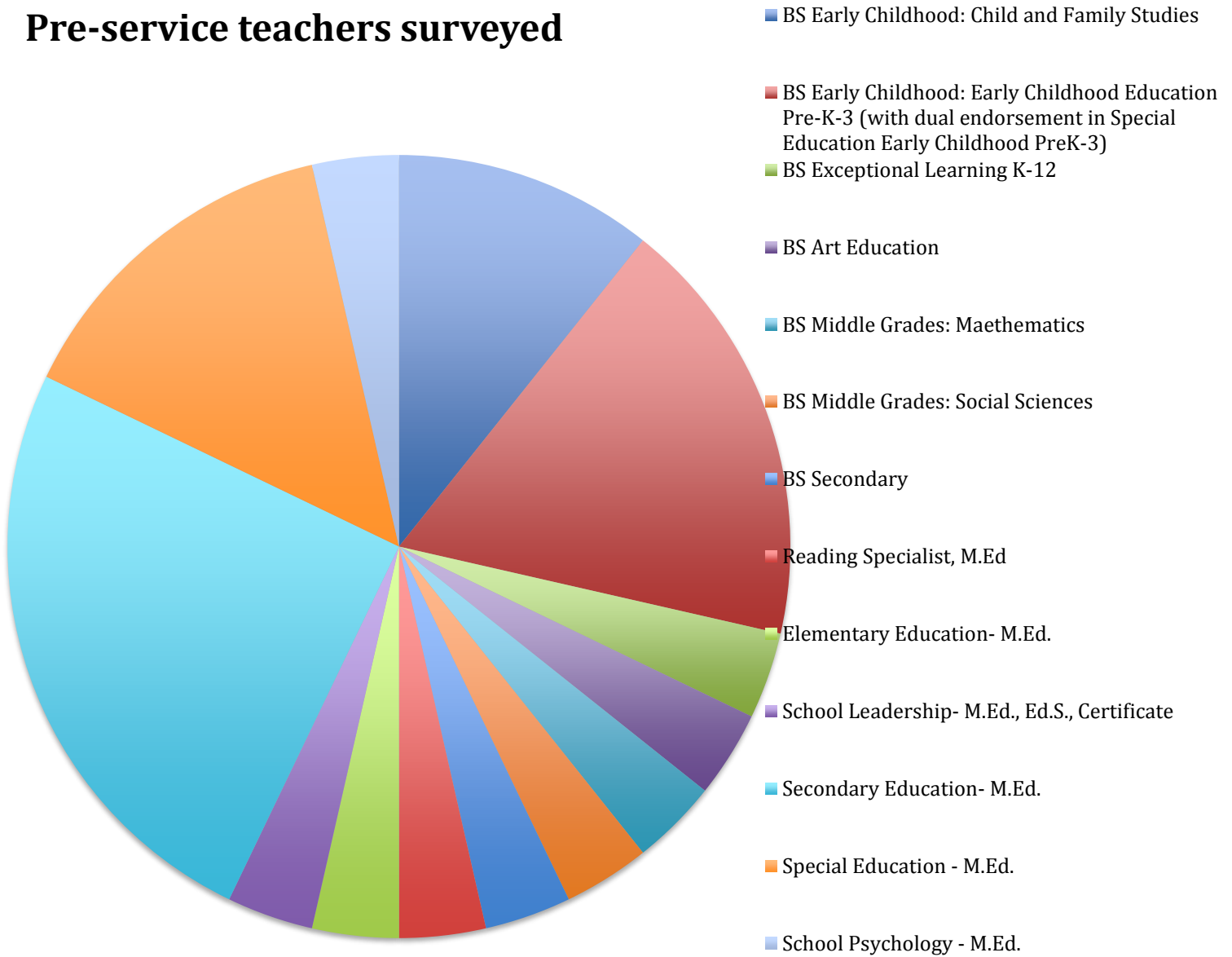
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Appendix F - Faculty Interview Questions

1. What is your international education experience? Please give a detailed account.
2. What is your understanding of the importance of international education for pre-service teachers?
3. What is your understanding of the importance of intercultural education for pre-service teachers?
4. What is your understanding of the importance of global education for pre-service teachers?
5. What requirements of the School of Education's education major cover global/international/intercultural education?
6. What other opportunities are on offer at the university that could help students with their understanding of global/international/intercultural education?
7. How ready are the pre-service teachers for the global classroom and why?
8. What could the university be doing to better prepare pre-service teachers in connection to any of these points?
9. Do you have any recommendations or suggestions for pre-service teachers to gain this experience/knowledge?

Appendix G – Pre-service Teachers Demographics

Pre-service teachers surveyed



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Appendix H – Faculty Interview: What is your international education experience?	
What is your international education experience?	
1	Tourism – not for long periods of time. Adopted child from China / worked with international students at previous university – taught an incoming freshman class
2	“I did not touch study abroad or teach abroad. I was going to but then it did not happen. I played softball in college.so that was not an option for me to leave.” (limited opportunities to study abroad/ meet international students)
3	<p>Taught in the AESEAN region on for the institute of disability on public policy based at American University. Done trainings for faculty in Thailand, Malaysia, and the Philippines.</p> <p>“So my lens for international education is really looking at it from the idea of making sure all students can get educated.... So my lens is not only just international, but also disability focused as well. Making sure things are accessible for all.”</p> <p>“So merging cultures from the different AESEAN region and the different cultures of their respective disability community, there was a lot of learning going on there. Which was transferable to the university, because I’m on the Accessible Technology Initiative committee, which mandates to make sure for example all courses are accessible on day 1. The same experience I’ve had working internationally, I can apply it locally here on campus. Thinking about my experience teaching my students and also training faculty members, over there on how to teach diverse students. “</p>
4	“Very little directly. I have limited exposure through journals, readings, through my conceptual beliefs. As far as direct experience, I haven’t had it, I haven’t done it, I don’t anticipate to. I think I have a fairly good handle on differences between educational practices across the field, within the United States. Particularly as it relates to teacher trainings, but international experience I have none. “
5	<p>Taught abroad this summer in Ludwigsburg. Taught German students and exchange students from Israel, Bosnia etc.</p> <p>“I would recommend this experience to anyone”</p> <p>“I focused on Special ed. Because in Germany it hasn’t reached a peak like it has here, including students with disabilities in the Gen Ed. Curriculum. So they wanted an emphasis on that.”</p> <p>“A lot of them had never even had a course that dealt with students who had a disability.”</p> <p>“In Germany, it’s just kind of beginning. So I met with Special Ed. Faculty there, they were really interested in trying to incorporate that more into their curriculum. I met with a lot of state and local officials.”</p> <p>“A faculty member there is doing some research with faculty at UNC and we’re looking at writing a children’s book about assistive</p>

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	<p>technology primarily.”</p> <p>“While I was there, I saw in on some lectures. She was doing a comparison of Special ed in Italy and Germany. And he taught the whole lecture in English so I could participate.”</p> <p>Has also tried to build exchange programs, supported student teaching abroad.</p>
6	<p>He has been an Asian academic since the 1970s. Currently runs the Asia Program, which is largely funded by public and private foundations. Provides education opportunities for K-12 teachers to learn more about Asia and to provide this information in schools. Works with the community, recruits teachers from K-12 schools for the National Consortium for Teaching About Asia (NCTA) for a summer institutes on Japan, Korean and Chinese peninsula. Also he is the editor of the Education About Asian teaching journal, funded by the Association for Asian Studies. He also hosts the Introduction to Asian Conference on campus, a one day event that introduces students, faculty and community members to different aspects of Asia. He also runs study tours to Japan through the NCTA, provides curriculum and resources to teachers in the community and provides connections to other institutes. In the NCTA Institute, teaches the history, culture, religion of the region.</p>
7	<p>“This is a difficult question to answer, because it depends on whether you mean teaching, training, or consulting. I have provided consulting and training services to hundreds of educational systems—public, private, and parochial—in more than 40 states and provinces throughout North America, as well as in Abu Dhabi, Brazil, Canada, England, Japan, Jamaica, Lithuania, Norway, the Philippines, and the Virgin Islands. In terms of actual class teaching, I have taught classes in Brazil, Norway, and the U.S. But I have been blessed with foreign students in graduate-school courses from many countries, primarily because I was on the graduate faculty at Andrews University in Michigan, which ranks in the top 5 of the US.’s internationally diverse universities. The countries that come immediately to mind from my courses there include virtually every country in Europe; every country in South America; Russia, India, Nepal, China, South Korea, Japan, etc. in Asia; Egypt, Nigeria, Ghana, Kenya, South Africa, etc., from Africa; island nations from the South Pacific; and Australia. While I don’t speak any of the languages of those countries, I learned a lot from the students about unique elements of their educational programs.”</p>

Appendix I- Faculty Interview: What is your understanding of the importance of international education for pre-service teachers?	
What is your understanding of the importance of international education for pre-service teachers?	
1	<p>“I have a difficult time knowing what that would be. I think it would need to be an extended period of time to be effective. I’ve heard other universities doing a whole semester, I think that would be amazing.”</p> <p>Has colleagues at a university in Wisconsin who run study abroad semesters for special education.</p> <p>“I think that would be so awesome to be able to take the skills that you are learning, evidence based practices, and use them in a setting that maybe you don’t know. Because the view of disability worldwide is amazingly different to ours here. It helps you see how big the world is and how you are such a small person in perspective of that. And it also helps you focus on the power of one, in that if you just help one other person. In some ways it makes your world bigger and in some ways it makes your world smaller because you realize in some ways you can’t help everyone. It makes you more focused on being determined to help”</p>
2	<p>“I think in our society it is very important. That’s where I wish I had it more now so I could enhance my knowledge now so I can help my pre-service teachers because obviously they have different children, not just a child that’s African American and Caucasian, it’s a lot of diversity and so I think it’s very important they understand that acceptance and immersion, of course I do Special Education and our philosophy is diversity, you know children with all different special needs, but there’s also children with all different needs from an international perspective. So I think it’s very important they are exposed and have that knowledge and hands on experience so they understand a child with special needs and child that’s coming here from China, or a child that still speaks English... sometimes some of our students being from Tennessee they have this narrow vision of “OK international students are going to speak a different language but that is not always the case, its just they have different beliefs and the way they do things, they are not used to our society, but they still speak English so you know, I think that’s important our students get exposed to that before they start actually teaching.”</p>
3	-
4	<p>“Multicultural education is a part of it but its not mandated as far as I know, but there’s nothing required on international education. So how do you work that in there. And if you do work international education in what is it supposed to achieve? How is it supposed to do something? Public education is outcome driven by that I mean, say you send me to Sweden for a year, and I come back. What can I do? Well probably what I’m gonna do is just irritate the locals because I’m gonna pull a Bernie on them. Why don’t we be more like Norway? Its hard to say this is a perspective that people have there. You can say that and fine, but we aren’t there. So how do you articulate that to provide a meaningful</p>

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	<p>experience here? The only way I can see it playing a role locally is that we have a few schools that are private here, but they use European models of preschool education. Montessori comes to mind. But that's about it. We might send some of our students here study abroad but I don't know if its very well articulated what they are supposed to come back with. Except in the broadest terms. My step-daughter went off to France and Spain for a year, she speaks French and Spanish, and she's a lawyer, and I think she's got an international perspective. I love her dearly but I think her international perspective gets here in trouble here, because its hard to make a jump between this culture and that culture."</p>
5	<p>"Even if you want to teach here, to be able to say you have taught abroad , what a thing to be able to say?" "I think it's big. When I came to this university, 15 years ago, it wasn't something that was at the forefront. But with me going to Ludwigsburg, other faculty are interested, I think that will be something you'll see more and more of in the future. And you'll see more faculty take students on programs too."</p>
6	<p>"We've got some faculty who are interested in international education but they don't teach courses about it. They take students abroad. They are interested in international culture and study tours, but you know the numbers wouldn't be there for comparative education."</p>
7	<p>"Given the increase in international diversity that is taking place at this point in history, it seems critically important (to me, at least) that teachers have a sense of just how global even our local regions are becoming. If we are going to enjoy life in an increasingly international community, then we will simply have to understand and appreciate the varying cultural mores and values."</p>

Appendix J – Faculty Interview: What is your understanding of the importance of intercultural education for pre-service teachers?	
What is your understanding of the importance of intercultural education for pre-service teachers?	
1.	<p>“I think people in our department would be open to that. I think anyone who has travelled outside the US would see the value of it. But there are a couple of obstacles, one being the time. We are all pretty stretched thin. And those of us who are interested in doing it are either pre tenure, and so have to determine the best way to meet that goal. I think the other limitation beyond that is, or obstacle, is knowing how to do it. Because I think it would be amazing, to take evidence based practices, and go to another school and teach other teachers how to do it or practice it, something like that. But I wouldn’t know where to start. I can see the value of it, and I think it would be an amazing experience but I don’t know that’s quite the priority for me and if I got to the point where I could prioritize it, I wouldn’t know what to do.”</p> <p>“I’ll say as far as teacher education, big picture, nationwide. One of our biggest issues is that as teachers we are vastly different from the students we are educating. The teaching profession is predominantly white middle class female, and our students are increasingly lower socioeconomic status minority. So there’s a real gap there, between the experiences we’ve had versus what our students have had. I think its by 2050 when the minority becomes the majority. So in our program, we try to get our students into high need schools, so low socioeconomic, low achievement, oftentimes high minority, so those are the skills in a much smaller facet they would need compared to international education.”</p>
2	<p>“They need engagement with a child with different needs so that they are not nervous. They are scared of it but if they get in there and get involved and see it’s not as difficult, and see that this child needs this, different ethnicities its just a matter of being exposed and getting those field experiences. One thing we are looking at for our programs is internship residencies, so if you are a junior or a senior, you are in a cohort and we are gonna put you out in schools you know two or three days a week, for the whole two years. Not just student teaching so you are getting more diversity meeting, different socioeconomic status, children from different cultures, different countries, different disabilities, different levels of learning, doesn’t mean they have a disability. If you understand all of that, and embrace that, you teach a whole lot better and not see it as an obstacle, you will learn from them.”</p> <p>“Some teachers they put pictures of people of different ethnicities on the wall, they can talk about different foods, but its more than that, its full blown immersing and understanding their children. Do you have to understand their parents? No. But can you understand that 7</p>

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	<p>year old? Yes. And I understand their culture, where they come from, their needs.”</p>
3	<p>“I think its important but in this city specifically, because when I was doing the observations of my STEM students, many of their students are from Germany. Especially from VW. They cant avoid it so it is important for us to integrate it, we talk about accessibility, we talk about technology integration, but also I don’t know if its the international piece, or if it’s the cultural respect. Knowing and understanding. Even if its just knowing how to deal with international students. And what that role is as a teacher, as you have some students where there is the first time in this country, and you are kind of like an ambassador for this country. This child spends majority of their time with you and you are there to help transition educationally to a new country and what does that look like. For our international students, lets say they have a learning disability, it may take a long time, a year or two to know what that disability is because of the language barrier or how robust the special education team is evaluating international students. So you know knowing some cultural norms and ways to engage students and just to help your traditional students learn how to embrace students who aren’t from TN. I think that’s important skill to have.”</p>
4	<p>“I take to mean Cultural perspectives in loco – around fear. That is critical in our licensure and our certification standards and just frankly to be a quality teacher in this place and time. There are as many cultures in our city as there are international cultures I think. They are just on a micro level not a macro level. And I think it’s essential from what I know of teacher training and school psychology, what I believe in our requirements from our accrediting agencies and just common sense. That one is critical.”</p> <p>“International perspective is probably becoming more critical but it’s not reflected in what we have to do. Or rather what we should do. Teachers who are unaware of the different cultures that are beginning to take place in the United states have got some real problems. How much they can do about them might be an issue that would worry me and how much the leadership in the school systems they would go to are cognizant of those and trying to adapt to those I don’t know. I worry sometimes that we might be sending relatively young and inexperienced people out without awareness of it and I worry a bit that if we send them out on fire to change and adapt to it, they’re gonna run a fowl of procedures that are fairly heavily prescribed out there.”</p> <p>“Teachers have to have knowledge of that cultural difference. Background set of values, ideals, aspirations that have families have is changing.”</p> <p>“The accreditation bodies do talk about cultural awareness but they aren’t really talking about international cultural awareness. Least I don’t think they are.”</p>
5	<p>“I think we are doing that here. That is something that we focus on</p>

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	<p>here. We train teachers to work with students from very diverse backgrounds. In this county, there are students who speak 32 different languages. So you are going to see a lot of non-traditional classrooms. When I would teach students, I would say “Gone are the days you see one segment of the population in the classroom. Because you’ve got ESL students, now you see more students with disabilities, you see a lot of cultures, but look at it as an opportunity. More and more students now graduating see that as an opportunity. They are very accepting. We have done an exceptional job there. We were one of the first to have the ESL endorsement. And they bring different instructors in, from Russia, from Mexico. It’s an opportunity for someone who hasn’t been elsewhere.”</p> <p>“Covered in every class. In PDS. Different modules relate, looking at how are you going to adapt these strategies to someone on the autism spectrum disorder. How are you going to adapt these strategies for someone who does not speak English? Students see that early on in their programs and that’s a good thing.”</p> <p>“In the survey of exceptional learners course which is required of all pre-service teachers, it used to be just disability areas, now it’s the survey of exceptional learners. That’s so much nicer. It covers gifted talented, it covers every area of disability, it covers multicultural ed. There’s a whole chapter in the textbook we use that covers multicultural ed.”</p>
6	<p>“It’s hard for me to separate methodology and content. Cos every academic discipline has it’s own particular methodology. There are generic teaching skillsets that would apply to enhance international education effectiveness. They are generic, they apply to understanding English grammar more effectively.”</p>
7	<p>See response to question No. 4 above. It is very hard for me to differentiate between the importance of international diversity and intercultural education.</p>

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<p>Appendix K – Faculty Interview: What is your understanding of the importance of global education for pre-service teachers?</p>	
<p>What is your understanding of the importance of global education for pre-service teachers?</p>	
<p>1</p>	<p>Shows global citizenship perspective – “I think its so fascinating that we are considered serving the majority culture, and yet China, India, their populations are so much vaster than ours. And yet when they come here, they are considered a minority. That just kinda blows my mind.”</p>
<p>2</p>	<p>N/A</p>
<p>3</p>	<p>“In the technology courses I teach I have the students refer to the ISTE standards for technology and a part of that is using technology to become global citizens. So I HAVE MY students, when they develop their lesson plans, to use those standards ideally address that standard in particular. To be cognizant and think about what kind of lesson would allow the experience for the students.”</p> <p>“Maybe helping, some traditional things are research to find out what other cultures do, which is one. Which is low level. More advanced would be engagement, like collaborating with an international partner, but they haven’t really gotten there yet. More from my experience, they say oh I didn’t realize you could do groups like that, cos I kinda force my students to work in collaborative groups online and they hate it. And I’m trying to say this is what 21st century learning is really about. You know you can use google hangout and have a meeting, it might be 7 am or 7 pm, because of those time zone differences but this is what the world does now. In education we’ve been so isolated from that but in your classroom, but internationally they are more adept at making the time difference than we are. The international students would love, they would stay late to do a 7 pm to engage in the learning experience. There’s so many different ways to do things but I try to make them aware that this is one of their responsibilities, to share the experience of being a global citizen. And technology is just one avenue you can use to do that, to be a kind of medium, to foster that kind of relationship.”</p> <p>“I think in all the major standards for the field, being a global citizen is a part of it or that terminology is included.”</p> <p>National standards – next gen science standards Common core – ELA – scientific research - collaboration or global citizen</p>
<p>4</p>	<p>“Cultural immersion is essential. But first I want to highlight that 95% of our teachers want to teach within 35 miles of here. There’s a kazillion cultural experiences in these 35 miles area. It’s not as simple as inner city rural. I think it would be good to do more with that. I think the idea of trying to make changes aware of global responsibilities or global issues because I think its important too</p>

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	<p>because its good to show them that there are opportunities out there. Any kid that wants to stay here should know whats out there, and then decide, not stay here because there aren't any alternatives. The international experience and the international – going out there and seeing other cultures – is pretty limited for most of our teachers, like I said and if its going to be happen it will need to take place at the graduate level.”</p> <p>“Intercultural education is clearly a necessity for teachers graduating now. I take a broader view of culture than maybe some because culture of poverty plays into it as well as ethnicity and language backgrounds. Our melting pot is no longer a melting pot. We are a mixed pot. That means you have to know something about those other pots. And there's very few places where it is that obvious, like education, where it is obvious. Language of course is a huge barrier but also belief systems and whatever else that goes with it.”</p>
5	<p>“We have a professor who focuses on social sciences. He does a lot of that. He connects how the Civil War with what is going on England. He does a great job with connecting everything a little more globally and how are you going to present it to students. He's travelled a lot. He taught in Munich. He teaches some in Costa Rica. He's travelled to Cuba and Europe.”</p>
6	<p>“This is my perspective. I am very dubious of global education. I have two reasons I am dubious of global education. I think it is superficial in it's treatment of the root of the nations it includes and the breadth of it is so great, and when you use the term breadth that's relative, think about what we are doing the histories of China, Japan, Korea in 30 hours, but we are focused on a particular region and there are a lot of commonalities. If you understand the four noble truths and the eightfold, and you understand Buddhism has sects and some are more influential than others, gets some treatment in Japan, or Confucianism then you can understand this region to a certain level. My experience with a lot of global education curriculum is that it's very, very broad. And I find it to be highly politicized so my particular self-perception as an educator is that I'm not educating people to change the world, I'm educating people to understand institutions. They can do what they want with that knowledge. They can be Marxists, they can be libertarians. So I'm not particularly keen on a lot of global education materials that I've seen. Whereas I am an international educator.”</p> <p>“There's not empirical evidence you can teach tolerance. We know in general, historically, the better educated someone is the more they tend to be tolerant. But that's just based on studies of people who have degrees. Anytime I see an argument by an educator, saying we can teach tolerance in a classroom. I can plan a lesson, students will have a high intolerance for x,y, or z, I can implement these strategies, and when they leave it can be empirically proven that their tolerance levels have gone up. The only thing I know how to do is helping people to understand different ideologies. Different belief systems. Understand cause and effect in history. Understand world history trends like imperialism, mercantilism, the rise of</p>

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	capitalism, you know all these historical topics. If you know more about them, you have an essential body of knowledge.”
7	See response to question No. 4 above. It is very hard for me to differentiate between the importance of international diversity and intercultural education.

Appendix L – Faculty Interview: What requirements of the university’s education major cover global/international/intercultural education?	
What requirements of the university’s education major cover global/international/intercultural education?	
1	PDS
2	<p>“We have the ESL endorsement so they embrace that. Because of the grant, there’s a part of my curriculum in exceptional learners that exposes students to ESL and so I have to document what I do in my class. Guest speakers – like Asami the grad student. We have a lecture on working with kids with diff languages. Education 3090. And promote the ESL grant, they come and talk about options and the grant. Pre-service teachers are not getting hired to use it (the ESL endorsement) much but I think it gives them better credentials. In our early childhood accreditation, we have a dual license. You can’t just get early childhood. You are early childhood/early childhood special ed. But I always say if we are giving them the content about different student needs it will make them a better teacher even if they don’t become special ed teachers. We also talk about diversity more because we are talking about where these students are coming from. We expose them to students from diverse backgrounds, different special needs, different ethnicities, different socioeconomic backgrounds.”</p>
3	N/A
4	<p>“I have no doubt that If you spend a year some place your thinking is gonna be changed. Whether it be Norway, Sweden, great Britain or a prison cell. You are almost certainly going to change the way the structure of the way you do things will change. No doubt about that. Whether its possible for that to be heavily implemented in the system we have and make much change, significant change. It would probably have its best shot in the interactions between teachers and students. I go to Japan and find that the best way of interacting with children is to stand behind them with a hand on their shoulder then I might not be able to do that here. I may not be able to do it and survive my teacher evaluations. What if the multicultural approach comes up again best-evidenced practices? This is what we talk about all the time. What is the best evidence of success? Passing a test is what it is. So we have a whole number of variables and assumptions that if you find yourself challenging them, you may find yourself seeking a new environment because you can’t challenge them you are asked to do them. There’s also the question, does it directly relate to our culture anyway?”</p> <p>“Almost all the syllabi have objectives with something along the line of awareness of cultural differences or something like that. But they are embedded in the courses by design because Id on’t think there is a course like that. There is one professor who is the closest as anybody but he is focused on the Japanese culture which is not representative of the students we see around here. I don’t know much about Japanese culture but I know it’s different in every way that cultures differ. So I don’t know how much its going to transfer directly, its interesting but doesn’t</p>

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	mean its going to inform what you do in the classroom. “
5	<p>On teaching abroad and licensure restrictions –</p> <p>“You do have to complete one teaching experience here but that can be arranged. You can do one in Germany, one part of the semester, and come back here to complete. And vice versa. So I think we are willing to work with you, who knows the requirements may change. I do know that leadership are willing to work with students on that. They have made that known. I don’t see that as something that would hinder anybody.”</p> <p>“PDS – taught are a little different. I think it’s addressed there very well. Students get to see it and then we can talk about it. There’s the theory to practice.”</p>
6	<p>“This whole notion of fulfilling your student teaching requirements by teaching abroad as I know our Dean is seriously considering this, and we have had at least one ad hoc case had someone do that, but I know she’s been talking to Takeo about it. That’s a really interesting idea and I would support it but the problem with it is, most teachers teach in a government school and if you teach in a government school you must be certified. And to be certified you must go through a government school to be certified. And that has lots of negative implications for teachers.”</p>
7	<p>“I honestly don’t know. Hopefully, you will be interviewing others in the program who have this information.”</p> <p>“We have an organization on campus that is dedicated to international student collaboration and education. Also, we have in our college, the program for Asian studies, and the professor who runs it, who would actually be a much better respondent to this survey than I am. If Lucien is not already on your.”</p>

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Appendix M – Faculty Interview: How ready are the School of Education’s pre-service teachers for the global classroom and why?	
How ready are the School of Education’s pre-service teachers for the global classroom and why?	
1	<p>“I don’t think they are. I don’t think they have enough experiences to bridge that gap.”</p> <p>“One of the limitations we have is that students can only take 120 hours. For their bachelors degree. And so some majors, other majors on campus, I’ve heard students have room for a minor. But our courses, they don’t get to have a minor unless they stay an extra semester because we have it just so packed. And even with that, I see ways our programs can be strengthened but like I mentioned there’s no room. What class do you take away? I would love to have a multiculturalism class for our pre-service teachers. I think that’s something that is lacking.”</p>
2	<p>“I think we are doing a better job. I think they’re pretty knowledgeable as a new teacher. I think we could do a better job of field experiences into those classrooms. On a range, they are getting exposed to some things. Do I think we could do a better job? Yes.”</p>
3	N/A
4	N/A
5	<p>“I think they’re ready. Of course there’s always room for improvements.”</p>
6	N/A
7	I honestly don’t know.

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Appendix N- Faculty Interview: What could the university be doing to better prepare pre-service teachers in connection to any of these points?	
What could the university be doing to better prepare pre-service teachers in connection to any of these points?	
1	“I also believe that the PDS program either needs to be required for everyone or needs to be done away with, and a new program developed where everybody has the number of days in a school on a regular basis. What ends up happening with the PDS program is that, students who can’t afford to quit their jobs and basically go to work full time for their education, and don’t have the same experiences or even some people say aren’t as quickly hired as those who do. So I think it ends up being punitive for the people that really would probably be amazing or more amazing in the classroom. So I think even within our own program, we have issues of equity. “
2	“I would suggest we expose them to parents, engage, interview, discuss, and collaborate. What’s it like being a parent? What is your perspective? Coming here, not speaking English, your child being immersed in the culture. I think it could be a component of the Family Partnership class and I don’t think it is at the moment. I think I could do a better job of exposing students to children from another country. Then I think being a little bit more aware of our field experiences, where are they? Are we really aware of their engagement with children from different countries? I don’t even know if we pay attention to that.”
3	-
4	“I don’t know that’s beyond my knowledge. It’s one thing to say I am aware of it, it’s another thing to say I can fix it. I think most of the attempts to try to fix it have been modifications to an existing model. Schools are localized, centralized but they still come in and go to classes. The model is what has always been. Is there a way to tweak it with changes that will make it more successful? Some say yes some say no. I don’t know. The differences in our society that are becoming are such that they are drifting down into our schools. For example, middle class per recent reports are shrinking in the US. Mostly kids of the schools I went to here and throughout the United States were middle class kids. They would get a basic education, they had similar values. In my hometown one of the biggest fights is whether you are Presbyterian or Methodist. There were no Muslims and in my hometown there was 99%ethnic consistency. That doesn’t even exist there any more. With that in mind, schools are behaving pretty similarly to the way they always did. I don’t think that can go on forever. I think you are starting to see private schools breaking down to serve groups of students who are homogenous. American schools are trying to serve large heterogeneous populations but they don’t have the flexibility to break down into homogenous chunks. And maybe they shouldn’t. but its like you go to the restaurant and they say we serve hamburgers. I hope you like your hamburger, we ‘ll put on different condiments. We might even give you a sesame seed bun. If you want to pay an extra nickel. But it’s a hamburger. That’s what we serve. Well we are kinda in that boat. I

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	<p>don't blame teachers at all. And I don't blame underfunded school systems at all. I am simply saying I don't know how much longer that model can continue to work. Cos you are gonna have some kids who just can't stand a hamburger. What do you do?</p> <p>So I think you are dealing with an important topic at least in terms of intercultural experiences in this country. This is something that's here, it's not even coming at us."</p> <p>"If multicultural or international education is going to be pursued in any depth, it will probably be at the graduate level. At undergraduate level, it is called teacher training for a reason. It's like training a puppy roll over for a biscuit. It is really more training than experience and personal revelation. I think some revelation comes with it, but its closer to training."</p> <p>"International Education and international cultures seems to be more advanced than your basic teacher education courses. If you want to see something that's revealing, look at undergraduate program. It's about 120 hours and only about 30 hours are actually teacher education. It's a small proportion. By the time the state is done with you, as they say you need this much experience in reading, this much experience in math, and practicum, and student teaching, there's not much leeway. There might be more room at the master's level, you know post BA level work."</p>
5	<p>Faculty-led programs "are really picking up" "I think in a few years you'll see a different picture" "I think students are becoming more interested in it."</p> <p>"I think the new Director will do that. When I spoke with her about my experience in Ludwigsburg, she really wants to encourage and push faculty who are interested in doing that. I'm supposed to do a presentation for the faculty to share my experiences."</p> <p>"Ludwigsburg really wants faculty to come and do topical seminars."</p>
6	N/A
7	I am not qualified to answer this question, and I honestly don't know what to suggest.

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Appendix O – Faculty Interview: Anything else to add on the topic?	
Anything else to add on the topic?	
1	<p>“I know the perception in China is to hide disabilities. So when I read journal articles, there may be studies in different places, but in my particular focus field, there is not nearly as many US based. At least for the top tier, Special Ed journals. So in my scholarly reading, I don’t have a whole lot of exposure because ...I don’t know what’s going on because either people aren’t writing about it or it doesn’t make the cut. A lot of those journals say they are open to international education, they say they welcome those submissions, so I don’t know where the fall out is.”</p>
2	<p>One thing I need to do is be more knowledgeable about the opportunities for the students on campus. Programs that are available in the International Programs office.</p> <p>I couldn’t go overseas because of my personal life but I hosted two students in my home. I would like to seek out more opportunities to expose myself to different cultures.</p>
3	
4	<p>A second year teacher a lot smarter than the first year teacher. Probably haven’t picked up more skills, and they probably have forgotten some of the content they went out there with. But they are now, more perceptive of the world they are encountering. So you become more aware and better at encountering it. As you learn it, you are seen as more professional, more capable but what you’ve learn might now undergo a huge change. A lot of the schools around here are pretty darn wretched and they are not open to deep sustained change. It’s more veneer. The sense of desperation in public schools is such there is a huge temptation to jump on the next bandwagon.</p> <p>I guess the point I want you to walk away with is even though we train someone, and even though they manage to get into a position. They have inherent limitations on what they can do. Particularly if it doesn’t fit with the current model. They may not even get hired. I’ve known students who were pretty radical about local issues. They could play it subversive, go that route and make small changes. Or they can vocalize their views and not get hired.</p> <p>As far as international programs at the university, I really hope they can expand them. I don’t know how we can do that exactly, but I think it would be useful for the town and the university.</p>
5	<p>“I’ve told everyone that they should have this experience.”</p>
6	<p>I’ve been to one NAFSA and I attended the teacher education group. That’s where I learnt Kentucky actually had it in place where they could teach abroad.</p>

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	<p>On comparative education: “It’s a paradox in a way, because teachers are interested in experiencing other cultures. But the whole structure in education courses it’s just not conducive to creating comparative education courses.” “teachers are interested in comparative education. They don’t get comparative education courses in schools of education, because, I’m painting with a broad brush stroke, schools of education aren’t interested in comparative education. It’s amazing how insular they can be. I have a comparative education component, I teach a historical and social foundations course in education for the masters students seeking teaching licensure. I spend about 2 night classes on confuciusinism, and how it effects on north-eastern education, we did a session on the life of a high school English teacher. I brought in a guest speaker, to talk about teaching in Japanese schools.”</p> <p>“Teachers like to hear about other schools. Our school has been so supportive of my programs but I could not create a comparative education course because there wouldn’t be room as an elective and there wouldn’t be the demand. Teachers are not interested in taking a comparative education course, there is not a lot of demonstrable evidence of that, because there are caps on a certain amount of hours, which I completely support by the way because I think pedagogy is a means to an end but content knowledge is paramount. You can’t teach what you don’t know even if you know how to teach it. I don’t know if there is a place for comparative education. On the other hand, our school of education is very oriented towards working with teachers. Most of us are ex-teachers. Including the dean. She’s very supportive of programs, but as far as courses, it’s just not a priority.”</p>
7	<p>“I believe in and promote experiential, competency-based learning/education, so, in my opinion, the best way to gain the suggested experience/knowledge is to be immersed in an environment where the needed competency can be obtained by experience.”</p>

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Appendix P – Pre-service Teacher Survey: What is your understanding of international education/global education/intercultural education?			
What is your understanding of international education/global education/intercultural education?			
BS Early Childhood: Child and Family Studies Senior	I understand that America is diverse, and the goal is to make children feel comfortable no matter the background. I know the purpose behind the education is built to improve knowledge of different cultures.	Elementary Education- M.Ed.	While I'm understanding that each is representative of the same form of education, I view each phrase differently. To me, International Education is a form of teaching that contains provides students of all nationalities access to the same content material. Global Education means more of an education of the global population as a whole. Finally, Intercultural Education is a form of learning that blends methods, examples, and content from a multitude of different cultures to provide students with a culturally rich learning experience. This last description I would apply most readily to each phrase.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3)	I honestly know very little about international/global/intercultural education.	Secondary Education- M.Ed.	Zero
School Leadership- M.Ed., Ed.S., Certificate	none	Special Education- M.Ed	I have no idea.

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<p>BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3)</p>	<p>I'm not familiar with those specific terms. We have been trained to respectfully acknowledge the varying cultures of our students here in the U.S., and I've been through ESL training; I am not sure if these things relate.</p>	<p>Special Education- M.Ed</p>	<p>There are organizations that hire/send teachers overseas.</p>
<p>Special Education- M.Ed</p>	<p>You have to have a certain certificate to teach internationally. This is teaching in another country.</p>	<p>Secondary Education- M.Ed.</p>	<p>I am familiar with international education/intercultural education in terms of comparison to that of the United States at the high school level. I understand the reasons behind incorporating intercultural education within the classroom</p>
<p>Secondary Education- M.Ed.</p>	<p>I actually worked in a high school and middle school in France. I know that it was compulsory for French students to learn English from a young age. The French have a uniform curriculum no matter where the school is in France.</p>	<p>Masters, Eds School Psychology</p>	<p>I believe it to be studies that prepare the student for international relations and international economics.</p>
<p>BS Early Childhood: Dual endorsement Early Childhood Education and Special Ed. - Senior</p>	<p>I'm not sure I understand your question as to international education/global education and this may be totally off the mark for intercultural education but here is my thoughts on that. For intercultural education, teachers need to include in their classroom the different cultures not only represented in her classroom but those that are represented throughout the world. By doing so, the teacher helps students understand that there are people other than</p>	<p>BS Art Education Senior</p>	<p>My understanding of the purpose of international education is to incorporate into the classroom views that are different from what we are accustomed to whether it be a different country, culture, race, or community.</p>

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	<p>themselves. This also helps them to realize that not everyone lives, works, or believes the same way that they do. This also helps develop empathy for people that are different and helps students appreciate and understand those differences.</p>		
<p>BS Early Childhood: Child and Family Studies Senior</p>	<p>Intercultural education is important as the diversity of students in classrooms across America is growing every day.</p>	<p>M. Ed Secondary Education: Licensure</p>	<p>International/global/intercultural education is the inclusion of culturally diverse material to expose students to various cultures, thus making them more appreciative of them.</p>
<p>BS Exceptional Learning K-12 - Senior</p>	<p>I have knowledge of the IB DP Program being offered at our local HS. Beyond that, I have hosted exchange students from Germany, Switzerland, and Australia and have a cursory knowledge of their systems of education.</p>	<p>BS Middle Grades: Social Sciences - Sophomore</p>	<p>I could guess that it has to do with how education is taught globally, but do not know for sure.</p>
<p>BS Early Childhood: Child and Family Studies - Junior</p>	<p>None</p>	<p>Special Education- M.Ed</p>	<p>I'm aware that there are some exchange programs for high school and college students, but I don't know how they're organized or how inclusive they are for diverse students. I know several people who have taught English in other countries (China, Indonesia, Kenya), but they typically did so as a "passion project," which makes me think that many intention teaching opportunities have more benefits for the teachers, than for the students.</p>

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Secondary Education- M.Ed.	My mother and brother are into education in Africa so I know some about that.		Skipped
Secondary Education- M.Ed.	I do not know much of anything about international education.		Skipped
BS Middle Grades - Math	Do not know anything about this	Reading Specialist – M.Ed.	I know there are international schools across the globe run under the umbrella of the US government and in cooperation with other governments.
Secondary Education – M.Ed.	I believe that international education involves students who study abroad. It also includes preparing people who want to live internationally.	BS Early Childhood: Child and Family Studies	I understand that America is diverse, and the goal is to make children feel comfortable no matter the background. I know the purpose behind the education is built to improve knowledge of different cultures.

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Appendix Q - Pre-service Teacher Survey: What is your understanding of the need for global education in the classroom?			
What is your understanding of the need for global education in the classroom? What classes have you taken/experiences have you had that prepare you for this?			
BS Early Childhood: Child and Family Studies - Senior	The need for global education is a must. I have worked in a pre-k classroom and headstart 3 year old classroom with bilingual students.	Elementary Education- M.Ed.	Global education (a form of learning that blends methods, examples, and content from a multitude of different cultures to provide students with a culturally rich learning experience) is very necessary in the classroom. It encourages an open and inquisitive state of mind. It prevents xenophobia and discriminatory belief systems. Growing up in England I took 14+ years of mandatory religious education and I believe that this is key to a persons understanding of religious differences and acceptance. This experience leads me to believe the same will apply with Global Education. The more you know, the less there is to fear.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Sophomore	I have had one education class therefore I feel like I do not have much understanding.	Secondary Education- M.Ed.	Zero
School Leadership- M.Ed., Ed.S., Certificate	none	Special Education- M.Ed	We have a diverse population currently. It is important to have prior knowledge of other cultures in order to best serve all students.
BS Early Childhood: Early Childhood	As I said, we (the teacher Ed. Program) have been trained to	Special Education- M.Ed	It's very little, nothing comes to mind except a time when we cooked dishes from other

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Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3)	respectfully acknowledge the varying cultures of our students here in the U.S., and I've been through ESL training.		cultures for a class party.
Special Education- M.Ed	This is very important. Students need to be exposed to other cultures. I haven't taken any to prepare me for this.	Secondary Education- M.Ed.	It is important to show how education is valuable just beyond what is the "norm" in a typical society that students grow up in. I have taken multiple college courses in the undergrad spectrum of History path designations that incorporate global studies.
Secondary Education- M.Ed.	I was a French major in my Undergraduate years. We had to learn about French culture and the French diaspora. Also, we learned about the French influence from the widespread French colonization. I guess I'm just intrinsically motivated to learn about the world. From my point of view, a global education is EVERYTHING. Simple stuff--like knowing who the president of Canada/Mexico is-- would be a good start.	Masters, Eds School Psychology	Because the US has such cultural diversity and so many immigrants, a need for general understanding of cultural differences would benefit everyone and might teach tolerance.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Senior	I think it is important as a cultural awareness for students in classrooms to see how other students around the world live, and how education impacts their lives as well.	BS Art Education Senior	It is necessary to incorporate perspectives beyond the realm of what we are accustomed to experiencing in order to challenge the way we perceive the world. The only class I have taken that would challenge me to think globally, was the intro to art education class. I am curious in global education so I do personal research.

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<p>BS Early Childhood: Child and Family Studies - Senior</p>	<p>I don't know much about global education, but from what I do know it is important to emphasize global education in the classroom because it can make our world a better place. By getting students to understand diversity, be accepting of those who are fundamentally different than they are, and to be educated enough to know how to interact with those who are different than they are, we can help shape children to be better people all around.</p>	<p>M. Ed Secondary Education: Licensure</p>	<p>International/global/intercultural education is necessary to promote an inclusive climate and promoting/welcoming cultural diversity. I have taken one class that touched on the necessity for including global education materials in the classroom - the class was called "Teaching in Diverse Classrooms."</p>
<p>BS Exceptional Learning K-12 - Senior</p>	<p>It is of great value for students to understand what educational standards are in other countries so they can map their own educational relationship with the rest of the world. To become a globally educated person that deals with other countries as a livelihood, this knowledge is very important. I believe some of the courses I've taken regarding the specific subjects (math, social studies, etc.) have given brief examples of classroom activities abroad.</p>	<p>BS Middle Grades: Social Sciences - Sophomore</p>	<p>I think it is important for children to see how other people around the world live differently than they do, I have not taken a class on this yet.</p>
<p>BS Early Childhood: Child</p>	<p>To develop the ability to deal with my</p>	<p>Special Education-M.Ed</p>	<p>Besides an international literature class in undergrad, I</p>

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and Family Studies - Junior	different people from many different cultures and backgrounds. None		have had no experiences with global education. American students are given very little knowledge about other cultures, world history, geography, and international current events. It's a huge deficit and I worry about how that will impact me as a teacher who will inevitably work with immigrant families and students who identify with multiple cultures.
Secondary Education- M.Ed.	I had a teacher that also did Asian studies and he worked that into our articles we read and into some of his lectures	-	Skipped
Secondary Education- M.Ed.	I understand that there is always a need for global education but would not be able to pinpoint certain needs. I have seen some research comparing education in different countries to the education in the U.S but other than that I am not sure how to answer the second question.	-	Skipped
BS Middle Grades - Math	Not sure if I've taken any	Reading Specialist – M.Ed.	There has been no training for this other than incorporating minority/multicultural literature, sensitivity, and perspective-taking and techniques for teaching EL students. I don't believe I have an adequate understanding regarding global education.
Secondary Education – M.Ed.	I believe there is a need for global education in the classroom. Educating students about what is	BS Early Childhood: Child and Family Studies	The need for global education is a must. I have worked in a pre-k classroom and headstart 3 year old classroom with bilingual students.

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	<p>happening, as it relates to education, globally could create more well-rounded educators. In one of my graduate courses, we briefly discussed educational practices of Japan.</p>		
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Appendix R - Pre-service Teacher Survey: What is your understanding of the need for intercultural skills in the classroom?			
What is your understanding of the need for intercultural skills in the classroom? What classes have you taken/experiences have you had that prepare you for this?			
BS Early Childhood: Child and Family Studies Senior	The need is greatly needed, and more people need to become certified because it is more Hispanic children entering school. While in the headstart class for 3 year olds it was a few children who only spoke Spanish, and I tried to have a simple conversation.	Elementary Education- M.Ed.	I have a limited understanding of this and I don't recall that I have any first hand experience. However, I believe that the need for these skills is due to the ways in which different ideas of approaching learning and problem solving can be learned and evaluated.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Sophomore	Again little understanding.	Secondary Education- M.Ed.	I took Teaching in Diverse Classrooms.
School Leadership- M.Ed., Ed.S., Certificate	My knowledge of "Intercultural skills in the classroom" is based on multicultural needs within the classroom based on the diversity of the students. I am not sure if this is the same thing.	Special Education- M.Ed	As stated above, we teach in a diverse classroom. Many students come from vast cultures. If we, as teachers, better understand their heritage/cultures we can provide better teaching practices.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-	See question 4	Special Education- M.Ed	"intercultural skills"? I'm not familiar with that term.

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3)			
Special Education- M.Ed	I'm not quite sure what intercultural skills are and how they would affect the classroom.	Secondary Education- M.Ed.	Intercultural skills are needed to help break the "norm" that may be present. As America is one large melting pot, it is important to have various customs and cultures introduced in order to help students become educated of what is really out there, both locally and globally. One class that was great that comes to mind is a past African American Literature course I took as an undergrad. Also a course called History of the American Family, which showcased the upbringing of families from various time frames and cultures in our American history.
Secondary Education- M.Ed.	It is marginally important. In my experience, you really learn the cultural differences through immersion. I realize that I probably sound really pompous saying this, for I am one of the few that gets to experience immersion. I think it is helpful to be aware of cultural differences; however, you really learn about cultural differences through immersion. Thus, prior education is not required. An open-mind is the key component--I guess teach open-mindedness.	Masters, Eds School Psychology	Intercultural skills are needed because of the rate of immigration into the united states. Also, with the economy being so globalized, we need to have some understanding of cultures we might encounter in the workforce.
BS Early Childhood: Early	With the U.S. becoming more diverse	BS Art Education Senior	Intercultural skills are imperative for students to

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<p>Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Senior</p>	<p>and having people from all over the world living her, it is important for teachers to be aware of and know how to meet the needs of different cultures.</p>		<p>learn even if for the sole purpose of being a more understanding well-rounded person. Learning intercultural skills could have such positive effects as limiting the amount of bullying, reducing violence, and creating a better sense of community. I have not learned any intercultural skills within the classroom but I have studied abroad which has given me intercultural skills that most students don't have.</p>
<p>BS Early Childhood: Child and Family Studies - Senior</p>	<p>From my understanding, I see that it's important as teachers, administrators, etc., to accept that there will be students who may not even speak English, or that have extremely different religions than our own that require them to eat certain foods or dress in certain ways, and it's important that we honor these differences and help the child and his/her family fit into the American school system in the best way possible.</p>	<p>M. Ed Secondary Education: Licensure</p>	<p>Intercultural skills assist a classroom of diverse students with understanding one another. "Teaching in Diverse Classrooms" is the only class I have taken that addressed this topic.</p>
<p>BS Exceptional Learning K-12 - Senior</p>	<p>See question 4.</p>	<p>BS Middle Grades: Social Sciences - Sophomore</p>	<p>I think this is important so no one offends someone and to show how people grow differently. I have not taken a class on this.</p>
<p>BS Early Childhood: Child and Family Studies - Junior</p>	<p>None</p>	<p>Special Education-M.Ed</p>	<p>Awareness of and sensitivity toward diverse cultures has been emphasized in almost all of my classes so far, including coursework on</p>

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			collaboration, human development, and special education. Knowledge of the cultural norms for students of Native American, Asian, African-American, and Hispanic cultures is especially important for me as an educator in this city, since many of their norms for communication and behavior are often misinterpreted, leading to children being inappropriately placed in special education.
Secondary Education- M.Ed.	I had a course on inclusion and differentiation.		Skipped
Secondary Education- M.Ed.	Intercultural skills is needed more and more in the U.S due to so many different cultures that are becoming more prevalent in this country. I have taking class discussing differentiating lessons to accommodate different cultures as well as teaching students about different cultures.		Skipped
BS Middle Grades - Math	?	Reading Specialist – M.Ed.	I've worked in a Head Start program as an undergraduate that seized primarily Spanish-speaking students and learned much from that experience. I've read numerous studies regarding secondary language acquisition. However, intercultural skills are something I've developed almost exclusively with experience. I've received

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			some training during my Masters program but I think mostly, the impact varies with the individual teachers.
Secondary Education – M.Ed.	There is a need of intercultural skills in the classroom mainly because these skills are beneficial in any workplace.	BS Early Childhood: Child and Family Studies	The need is greatly needed, and more people need to become certified because it is more Hispanic children entering school. While in the headstart class for 3 year olds it was a few children who only spoke Spanish, and I tried to have a simple conversation.

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Appendix S - Pre-service Teacher Survey: What is your understanding of the need for language skills?			
What is your understanding of the need for language skills in the K-12 classroom? Have you studied a foreign language at the university? If the answer is yes, which language and how many semesters? Do you plan to take the ESL endorsement?			
BS Early Childhood: Child and Family Studies Senior	Very needed. No foreign language in college. No I don't plan to take ESL endorsement.	Elementary Education- M.Ed.	I think language is very important as early as possible in the classroom. This is because regardless of language retention, the understanding of language and its structure is very important in understanding your own writing and verbal skills. Also this too provides an extra understanding into other cultures and eliminates any fear that may be present.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Sophomore	I studied Spanish for a semester, but it was awful. I do not plan on taking ESL endorsement. I do believe we need more teachers who are better suited for the dual language skills in schools.	Secondary Education- M.Ed.	We have many students who struggle due to the language barrier. No.
School Leadership- M.Ed., Ed.S., Certificate	There is an EXTREME need for language skill in the K-12 classroom. Just this previous year, I had 7 students who did not speak English at all (5 were Guatemalan and 2 were Arabic). This was a major challenge for me even in my 8th	Special Education- M.Ed	I first started taking classes for an ESL certification, however, my main focus of exceptional education kept me from continuing due to class load.

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	<p>year teacher. I have taken some cultural diversity courses and instructional courses designed to help meet the needs of these ESL students - however, I do not feel I make much impact as an 8th grade teacher.</p>		
<p>BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3)</p>	<p>I have many years of foreign language, from ; I am a fluent French and proficient Spanish speaker. I am also ESL trained (soon to be certified.)</p>	<p>Special Education-M.Ed</p>	<p>When I was a substitute, I went into a kindergarten class in which one of her students served as a translator, for Spanish, for the other kindergarten teachers.</p>
<p>Special Education-M.Ed</p>	<p>Students need to understand what is being said and what is being asked of them. Language development is very important. I haven't taken a foreign language. I would like to do the ESL endorsement.</p>	<p>Secondary Education-M.Ed.</p>	<p>I believe language skills are important, as languages vary and are practiced constantly in our societies each day. I studied 4 semesters of Spanish from the University of Memphis, as well as took two Spanish classes in high school.</p>
<p>Secondary Education-M.Ed.</p>	<p>I studied French in high school and in my Undergraduate university (not this university). I want to take the ESL endorsement. I think languages can be really practical if they're spoken around you. For example, in my day job, a bilingual Spanish/English speaker would be extremely valuable. I am saying that</p>	<p>Masters, Eds School Psychology</p>	<p>Language skill are vital. I have not taken a foreign language course at this university. I am a school psychology student. In the future, I may pursue some foreign language development.</p>

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	<p>learning a language cannot hurt you ever. You might be able to use it at work. Other than this, it promotes open-mindedness. It inspires travel.</p>		
<p>BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Senior</p>	<p>Have never taken a foreign language and do not plan to have an ESL endorsement.</p>	<p>BS Art Education Senior</p>	<p>It is so critical!!!! I believe we are lacking far behind in this aspect in public school education. I started a spanish class at the university and dropped after 1 day. I would like to take the ESL endorsement.</p>
<p>BS Early Childhood: Child and Family Studies Senior</p>	<p>Language skills are very important in the classroom because, as mentioned above, there are some students entering the American school system that do not speak English. That should not, however, disqualify them from receiving a proper education,therefor we need to be able to accommodate to these children and their families.</p>	<p>M. Ed Secondary Education: Licensure</p>	<p>Language skills are vital in the K-12 classroom because our culture is becoming more diverse everyday. As an undergrad, I took 2 years (4 semesters) or Spanish at the university. I do not intend to take the ESL endorsement.</p>
<p>BS Exceptional Learning K-12 - Senior</p>	<p>Students from other countries that promote multi-lingualism have a much greater advantage to those who do not. The ability to communicate opens the world to people, so there is a vast increase in the number of people (thus learning experiences) one could gain with</p>	<p>BS Middle Grades: Social Sciences - Sophmore</p>	<p>This is important so they can properly communicate with one another. i have yet to take a language class.</p>

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	that ability. I took French and German in HS, and Spanish in the workplace. No university courses taken for language. No ESL endorsement is planned at this time.		
BS Early Childhood: Child and Family Studies - Junior	No	Special Education-M.Ed	I definitely think that basic proficiency in commonly spoken languages (in Chatt, that would be Spanish) is valuable for a teacher. However, I have not yet taken a foreign language. I plan to do so during the summer between completing my coursework and starting my student teaching. I will not be adding an ESL endorsement -- I just can't afford to take more courses than are required for my Sp.Ed. endorsement.
Secondary Education-M.Ed.	no college foreign language. not many ESL students in the high school where I teach.		Skipped
Secondary Education-M.Ed.	I don't have any experience with ESLs so I do not have much understanding. I took Spanish in my undergrad and I believe it was 3 or 4 semesters worth. I do not plan on taking the ESL endorsement.		Skipped
BS Middle Grades - Math		Reading Specialist – M.Ed.	If every teacher could speak more than one

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	<p>Language skills are important. No I have not studied foreign language at the university.</p>		<p>language, that would be ideal. However, I think the majority of the time, unless an individual has been raised in a dual language household, American students lack the ability to be proficient in more than one language. I did not study a language at the university, but my school system taught languages starting in 7th grade and I passed out of all but one semester of language in college. I would support beginning secondary language studies in elementary schools. I do not plan to take the ESL endorsement, which is largely due to financial constraints.</p>
<p>Secondary Education – M.Ed.</p>	<p>Language skill should be taught in the classroom from K-12. Many times language skills are electives or optional. I took Spanish for one semester here at the university, my freshman year. I do not plan to take the ESL endorsement, partly because I didn't know there was such thing.</p>	<p>BS Early Childhood: Child and Family Studies</p>	<p>Very needed. No foreign language in college. No I don't plan to take ESL endorsement.</p>

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Appendix T - Pre-service Survey: What teaching experience do you have?

What teaching experience (if any) have you had so far? Describe in as much detail as you can, the students you have taught and the environment you were teaching in. This may also include classroom assistant work, interning or volunteering in a classroom.

<p>BS Early Childhood: Child and Family Studies</p> <p>Senior</p>	<p>Volunteering at an headstart program school for Hamilton County TN. I worked with black, and Hispanic children in a classroom, and at the playground. In the 3 year old headatart classroom they had learning time at the different stations, and outside they just run around. The teacher was bilingual, so both the blacks and Hispanic children learned both languages. The pre-k class was mostly black, but 1 Hispanic and that student was fluent in English.</p>	<p>Elementary Education- M.Ed.</p>	<p>Limited teaching experience thus far. I have assisted in primary classrooms for work experience in England aged 16. This spanned 3 months and I attended the school one day a week. I also assisted instruction at this university in the Photography 1 class. Here I assisted students with darkroom techniques and photoshop. Both are widely different environments. The primary education felt much more challenging to me as classroom control and navigation is difficult with 5 year olds. College teaching was much more satisfying and enjoyable.</p>
<p>BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Sophmore</p>	<p>I have had little teaching experience.</p>	<p>Secondary Education- M.Ed.</p>	<p>I worked in an inner city school that had a high ESL population.</p>
<p>School Leadership- M.Ed., Ed.S., Certificate</p>	<p>8 years teaching grade 8 ELA in various states (NY, CA and TN). In CA the demographic was mostly Hispanic and African American - and most were in an additional ESL class. In NY the demographic was mostly Caribbean.</p>	<p>Special Education- M.Ed</p>	<p>I have not started my teaching carer at this point. I hope to begin teaching in the fall.</p>

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BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3)	PDS at Battle Academy, 1st and 5th grades; PAWS and CK Now (4th & 5th grade students); Volunteering in a 1st grade classroom (1 year); Assisting part-time in a preschool classroom (1 school year)	Special Education- M.Ed	I have been a substitute teacher for a few years.
Special Education- M.Ed	I have been teaching for 5 years. I teach Special Education for kindergarten through fifth grade. My students are in the Mild/Moderate intellectual disability separate classroom. This means they stay in my room for 70% of the day. The students will leave to go to lunch, specials, recess, and any other special events in their home room. They will also go on field trips with their home room.	Secondary Education- M.Ed.	I have brief experience student teaching a third grade elementary class. I also have a lot of experience as a tour guide teaching and educating visitors at 2 different Civil War battlefields.
Secondary Education- M.Ed.	I worked as an English teacher's assistant at one French high school and one French middle school. All they really wanted me to do was converse with kids in English/take kids off their hands. I corrected papers, I made cultural presentations, and I chaperoned field trips from time to time. High school students were really cool. They were really interested in my life in America. They loved hearing about American things--like is it really true that there are free refills of	Masters, Eds School Psychology	I have volunteered in a classroom where for most of the students, English was their second language. They were kindergarten students. I helped them with their math seat work. They were like all other children. They loved attention and praise.

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	<p>coffee in America. Or do you really drive a Jeep? Since my job was pretty much pressure less, I could talk to the kids and relate to them. I got to be more of a friend than any teacher could, but I was expected to keep order. I appreciated that the high schoolers were well behaved. I did not like middle school kids. Raging hormones makes kids act up. They were really hard to control.</p>		
<p>BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Senior</p>	<p>I worked for 8 years in a Pre-K classroom and 1 year in special education. In the Pre-K I was the assistant and also in special education. In the special education capacity, I worked with 2nd-6th grade students as an inclusion assistant.</p>	<p>BS Art Education Senior</p>	<p>I have taught at a preschool where I mostly work with middle-income family's who are able to pay for preschool. I have also taught at low-income middle schools where funding was limited and we worked with little to no supplies.</p>
<p>BS Early Childhood: Child and Family Studies Senior</p>	<p>I have observed one specific classroom for the past two semesters. It was a 4th grade room in the Catoosa County school system. I was able to teach a few lessons during my time there and all the students there were great. They were all your typical 4th graders. We had no exceptional learners in the classroom and no children that I observed who needed special assistance or accommodations throughout the day.</p>	<p>M. Ed Secondary Education: Licensure</p>	<p>I have taught and observed in a few classrooms in the last year. My classrooms have ranged from very diverse to the opposite. My diverse classroom contained Latino, African American, and Asian students. This was a 7th grade classroom in this city.</p>
<p>BS Exceptional</p>	<p>I have had extensive classroom volunteer work in elementary and HS</p>	<p>BS Middle Grades: Social Sciences</p>	<p>I have done a ton of volunteer work. I tutored inner city, middle school boys. I also helped inner</p>

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<p>Learning K-12 - Senior</p>	<p>grade levels as a parent. I homeschooled my children, as well as others', for all grade levels. I've taught various lesson plans to all grade levels via coursework and homeschooling. This includes instruction with population in Exceptional Education from mild to severe.</p>	<p>- Sophomore</p>	<p>city kindergartners in a classroom setting in an after school program. I also helped teach a bible study to middle school aged children. I also spent the past year being a pre-k after school teacher.</p>
<p>BS Early Childhood: Child and Family Studies - Junior</p>	<p>Interning in kindergarten at a four star county school. Substitute teaching for elementary schools in a four star district. Volunteer for an all girls after school program called Girls Inc.</p>	<p>Special Education- M.Ed</p>	<p>I've worked as a 1:1 special ed paraeducator for 7th and 8th grade students with significant disabilities in a Vermont suburb for five years. In this city, I have taught a variety of classes for a local nonprofit; that program placed me in class at Hardy elementary, East Lake academy, Orchard Knob Middle, Howard High, and Red Bank High. My students were mostly Black with a few white and Hispanic kids, mostly from low-income families, and with the exception of the kids at Red Bank, they all lived in the urban core. I often would have 1-4 students with limited English proficiency.</p>
<p>Secondary Education- M.Ed.</p>	<p>I have taught full time in a high school classroom.</p>	<p>23</p>	<p>Skipped</p>
<p>Secondary Education- M.Ed.</p>	<p>I have volunteered at after school programs. The students were from all different socioeconomic backgrounds and some did well in school while others struggled. The environment was as small class size with multiple teachers or aids helping multiple students on all different topics.</p>	<p>24</p>	<p>Skipped</p>

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<p>BS Middle Grades - Math</p>	<p>I was an assistant in a middle school class in high school. I just graded papers and handed things out. Never actually taught.</p>	<p>Reading Specialist – M.Ed.</p>	<p>I've taught full time for 9 years and part time for an additional 5. I've taught preschool and preschool music, kindergarten, 4th grade and substitute taught in TN in the suburban Nashville area. I also taught 3rd grade in southwestern Virginia. In college I worked part time at a central PA Head Start which had a large migrant population.</p>
<p>Secondary Education – M.Ed.</p>	<p>I am a full-time teacher at a private school. I teach 6th-8th grade in multiple subjects and content. There are 24 students with 2 teachers. The majority of my students are Caucasian, with those of Indian descent being next majority. The teaching environment of my classroom is mostly calm. Rather than lecturing from up in front of the room, I give lessons to small groups of students.</p>	<p>BS Early Childhood: Child and Family Studies</p>	<p>Volunteering at an headstart program school for Hamilton County TN. I worked with black, and Hispanic children in a classroom, and at the playground. In the 3 year old headstart classroom they had learning time at the different stations, and outside they just run around. The teacher was bilingual, so both the blacks and Hispanic children learned both languages. The pre-k class was mostly black, but 1 Hispanic and that student was fluent in English.</p>

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Appendix U- Pre-service Teacher Survey: What do you hope to do with your studies?			
What do you hope to do with your studies? Do you want to teach in Hamilton County/neighboring districts/Tennessee/U.S./abroad?			
BS Early Childhood: Child and Family Studies Senior	I hope to work for a government agency in Hamilton County.	Elementary Education- M.Ed.	I want to teach High school art and/or photography in this city. I believe the arts are finally making a comeback in schools in Tennessee and I am excited about being a part of that.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood PreK-3) - Sophomore	I wish it teach wherever I can.	Secondary Education- M.Ed.	Study math further and teach in Hamilton co
School Leadership- M.Ed., Ed.S., Certificate	I want to be an educational leader in instructional administration.	Special Education- M.Ed	I am currently applying for positions in Hamilton County. I hope to teach exceptional education K-12, mild to moderate disabilities. My first choice would be elementary age children, but I have also applied to middle and high schools throughout the county.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual	I want to be a general education teacher- preferably 1st grade, but I will be certified K-3 and open to any of them. I am also open to positions in	Special Education- M.Ed	I want to teach in Hamilton County.

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endorsement in Special Education Early Childhood (PreK-3)	schools within this city and the surrounding districts, including north GA.		
Special Education-M.Ed	I would love to teach abroad.	Secondary Education-M.Ed.	I hope to continue to pursue my work as a park ranger and educator within the National Park Service at various locations within the U.S.
Secondary Education-M.Ed.	I want to hit the jackpot with an international teaching job. I want to work in either Asia or the Middle East--I've looked and the fringe benefits in these two areas are the best. I would like to have the credentials to teach ESL in the US because jobs are not in short supply.	Masters, Eds School Psychology	I hope to practice school psychology in Tennessee, not Hamilton county.
BS Early Childhood: Early Childhood Education Pre-K-3 (with dual endorsement in Special Education Early Childhood (PreK-3) - Senior	I would like to teach in Hamilton County or neighboring school districts as a Pre-k through 3rd grade teacher.	BS Art Education Senior	I would like to teach abroad and then ultimately return to the US. I like this city so I may return to teach. I enjoy being abroad because I feel like I would learn just as much as the students and I would constantly feel challenged.
BS Early Childhood: Child and Family Studies Senior	I want to further my education after I graduate and become a school psychologist. After I receive my degree I would like to either work in Hamilton County or any neighboring districts in Tennessee or Georgia.	M. Ed Secondary Education: Licensure	I want to teach 10th, 11th, or 12th grade English or Biology in the Bradley County school system.
BS	I hope to extend my education into the testing	BS Middle Grades: Social Sciences	I want to teach inner city children for a few

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Exceptional Learning K-12 - Senior	and curriculum development for persons with challenging special needs identification.	- Sophmore	years and then i hope to go abroad and continue to teach
BS Early Childhood: Child and Family Studies - Junior	I I would love the opportunity to go abroad!!!!!!	Special Education- M.Ed	I plan on teaching in public schools either in this region or back in Vermont that fully embrace the inclusion model for special education. I have been very disappointed by how Hamilton County schools handle special education, so I do not plan to work in those schools.
Secondary Education- M.Ed.	Teach in Tennessee.	23	Skipped
Secondary Education- M.Ed.	I would like to teach in Tennessee. I will probably stay either here around here or move back home to Nashville. If the opportunity arises I would not mind teaching in another state but don't think I will go abroad.	24	Skipped
BS Middle Grades - Math	I want to teach in this city or Hendersonville area.	Reading Specialist – M.Ed.	Teach in the local county.
Secondary Education – M.Ed.	I'm hoping to teach middle school in a low-income school. I would like to teach in the U.S. but do not have a preference of state.	BS Early Childhood: Child and Family Studies	I hope to work for a government agency in the local county.

Appendix V - Best Practices Analysis

Framework for Internationalizing Teacher Preparation	
Longview Foundation and Knight frameworks	“Best practices”
<p>Revising teacher prep programs to ensure that:</p> <ol style="list-style-type: none"> 4. Gen Ed. Coursework helps prospective teacher develop deep knowledge of at least one world region, culture, or global issue, and facility in one language in addition to English 5. Professional education courses teach the pedagogical skills to enable future teachers to teach the global dimensions of their subject matter 6. Field experiences support the development of pre-service teachers’ global perspectives. <p>(Longview)</p>	<p>UBC – Global Citizenship and International Community Service Learning at Home Linköping University’s teaching exchange with the University of Kentucky and Western Kentucky University.</p>
<p>Facilitating at least one in-depth cross-cultural experience for every pre-service teacher by:</p> <ol style="list-style-type: none"> 4. Promoting study or student teaching in another country, or service-learning or student teaching in a multicultural community in the United states. 5. Financial support for such experiences 6. Appropriate orientation, supervision, and debriefing to tie these experiences to prospective teachers’ emerging teaching practice. <p>(Longview)</p>	<p>SOLES – international student teaching activities K-State - Teaching English as a Second Language “Go Teacher” program (2015 AACTE award winner) Indiana University – Gateway program – teaching abroad (2016 AACTE award winner) -</p>
<p>Modernizing and expanding programs for prospective world language teachers by:</p> <ol style="list-style-type: none"> 3. Preparing more teachers to teach less commonly taught languages 4. Updating language education pedagogy based on current research and best practice. <p>(Longview)</p>	<p>Indiana University – Gateway program – language immersion (2016 AACTE award winner)</p>
<p>Competency Creating formative and summative assessments to evaluate the effectiveness of new strategies in developing the global competence of prospective teachers Development of new skills, knowledge, attitudes and values in pre-service teachers, faculty and staff. (Longview and Knight)</p>	<p>The 2016 NAFSA teacher education colloquium seemed to have a particular theme of competencies, outcomes, and assessment. Cushner in a presentation called “<i>Mapping Intercultural Development across the Teacher Education Curriculum</i>” used intercultural learning theories to develop stage-appropriate intercultural learning within a lesson plan. Using the Developmental Model of Intercultural Sensitivity (DMIS) by Bennett as a framework, Cushner (2016a) created a developmental task or objective with strategies to support learning. This framework could be a</p>

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	<p>useful tool within an intercultural education course, as a tool for pre-service teachers, or perhaps for faculty to use when reviewing their own curriculum.</p> <p>The Longview Foundation and LEARN NC - The Globally Competent Teaching Continuum (GCTC) - twelve global competency outcomes for each stage of development, and to provide resources to support educators through the stages of development by using videos, lesson plans, websites, books and other opportunities. This could be a valued resource for faculty and pre-service teachers.</p> <p>NAFSA's Global Preparation Lens for The Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.</p>
<p>Activity</p> <p>Categories or types of activities used to describe internationalization; such as curriculum, student/faculty exchanges, technical assistance, international students.</p> <p>(Knight)</p>	<p>UM – relationships with “government entities and school systems, which help to produce internationally literate graduates for the community’s diverse schools” (2013 AACTE award winner)</p>
<p>Ethos</p> <p>Emphasis is on creating a culture or climate on campus, which promotes and supports international/intercultural initiatives.</p> <p>(Knight)</p>	<p>UM – partnership between the Office of International Initiatives and the College of Education at UM. On offer - The Gate Fellows Program, Principal’s Academy, and the Fulbright teacher fellowship program.</p>
<p>Process</p> <p>Integration or infusion of an international or intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.</p> <p>(Knight)</p>	<p>NEIU – “Grow Your Own Teachers” program that recruits students of color (2012 AACTE award winner)</p> <p>SOLES – recruit and retain diverse faculty (2014 AACTE award winner)</p>