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Educating for Global Competence: Co-Constructing Outcomes in the Field: An Action Research Project

Kristina A. Van Winkle
Antioch University - PhD Program in Leadership and Change

EDUCATING FOR GLOBAL COMPETENCE: CO-CONSTRUCTING OUTCOMES IN THE

FIELD, AN ACTION RESEARCH PROJECT

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Kristina A. Van Winkle

ORCID Scholar No. 0000-0003-3189-9963

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This dissertation by Kristina A. Van Winkle has
been approved by the committee members signed below
who recommend that it be accepted by the faculty of the
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Dissertation Committee:

Lize Booysen, DBL, Committee Chair

Jon Wergin, PhD, Committee Member

Emily Schell, EdD, Committee Member

ABSTRACT

EDUCATING FOR GLOBAL COMPETENCE: CO-CONSTRUCTING OUTCOMES IN THE

FIELD, AN ACTION RESEARCH PROJECT

Kristina Van Winkle

Graduate School of Leadership & Change

Antioch University

Yellow Springs, OH

Capacity building for globally competent educators is a 21st Century imperative to address

contemporary complex and constantly changing challenges. This action research project is

grounded in positive psychology, positive organizational scholarship, relational cultural theory,

and relational leadership practices. It sought to identify adaptive challenges educators face as

they try to integrate globally competent teaching practices into their curricula, demonstrate

learning and growth experienced by the educators in this project, and provide guidance and

solutions to the challenges globally competent educators face. Six educators participated in this

three-phase project, which included focus groups, reflective journal entries, and an exit

interview. Data were collected, grouped into emergent themes, and organized into cohesive

categories. The data from this project supported the creation of two foundational models for

educating for global competence. The first is pedagogical and the other, coaching. Both models

are in developing stages and are grounded in key theoretical frameworks and the data shared by

the participants. Globally competent and globally responsive pedagogy tasks educators with

examining their practice through a global and cultural prism to gain clarity of perspective, build

social capital, improve relationships, and meet ever-changing local and global challenges. The

approaches honor and respect diversity so as to dismantle systems of oppression and fight

policies and social norms rooted in cognitive biases. The model integrates theory and key findings from this study to support educators to integrate and implement global competence. This dissertation is available in open access at AURA, https://aura.antioch.edu/ and OhioLINK ETD Center, https://etd.ohiolink.edu/etd.

Keywords: global competence, teaching, learning, education, globally responsive pedagogy, action research, adaptive challenges, technical challenges, coaching, positive deviance

Dedication

This dissertation is dedicated to all the students of the world. May you continue to be our best teachers. May you ask many questions, seek out diverse perspectives, pursue your dreams and passions, and may you meet today's challenges with grace, compassion, and empathy. Thank you for inspiring me to be the best version on myself and for pushing me to practice what I preach.

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First and foremost, I would like to thank my family. Thank you to the generations of family members who came before me—you helped pave the way for my journey. Thank you my parents for your willingness to support me each time I ventured into unchartered territory in pursuit of my dreams and passions. To my brother, sister-in-law, and nieces, aunts, uncles, and cousins for cheering me on. Mil gracias, Ricardo por tu paciencia, cuidados, y desayunos. A nuestros hijos, mis suegros, y toda mi familia mexicana por sus ánimos y apoyo. Thank you to my colleagues at NTHS and friends for your flexibility and patience. And a special shout out to "the PhD Foursome" and Cohort 15 whose texts, phone calls, and check-ins kept me going when I was not sure I had it in me to continue.

I would also like to express my deep gratitude to the members of my dissertation committee for their unwavering support, thorough and thoughtful feedback, genuine commitment to their students and mentees, and their senses of humor. Thank you, Dr. Lize Booysen, for keeping me on track, believing in me, and inspiring me to think more deeply and articulate my thinking more clearly! Thank you, Dr. Jon Wergin, for engaging me in deep conversations, for being a sounding board, and for unwavering encouragement. To Dr. Emily Schell, for fully believing in my work with gusto!

Finally, but certainly not least, I would like to express my deep gratitude to the Northern California Global Education Project Fellowship and the participants of this study. This study simply would not have been possible without the dedication, risk-taking, and vulnerability of the participants, who navigated unchartered territory during a pandemic with grace, enthusiasm, and hopefulness.

For Mateo

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Chapter I: Introduction

> Education throughout human history has sought to prepare young people to contribute to the sustainability of their social contexts and times. Schooling in the twentieth century prepared young people for industrial realities of punctuality, predesigned work, performance monitoring, assessment, and then promotion. Schooling for the twenty-first century will continue to promote healthy work habits, as well as entrepreneurial living exploration, projections, and teamwork across borders and age groups. Today the capacities that are required for success are seeing the big picture, crossing boundaries, and being able to combine disparate pieces in a new whole. . . . Young people in time will also work in virtual environments in school with people across continents, time zones, and languages to achieve common purposes.

—Snyder et al. (2008, p. 3)

Today's learners are more interconnected and globally linked than ever before. Our economies, industries, diseases, environmental issues, politics, and human relationships have become both interconnected and interdependent. Today's learners are at the center of what Friedman (2006) called a flat world, not only economically, but socially, politically, and environmentally as well. The biggest issues facing the world today are the global pandemic, health care, racism, discrimination, social justice, human fallibility, the economy, poverty, hunger, and jobs, the environment and climate change (Fairchild, 2019; Martine-Jenkins & Galvin, 2020). Today's educators must respond.

As the global pandemic, COVID-19, diffuses exponentially, economies are shifting, jobs are changing, the environment is resetting, and teaching roles are transforming. Not only are economies shifting, heightened awareness of the complex racial, social, and political challenges is testing society's responsiveness to our wokeness to the injustices that currently plague American society. These challenges require global competence, adaptability, and adaptive leadership (Heifetz et al., 2009; Northouse, 2016).

The skills needed to participate and compete in today's global economy are of critical importance particularly in California: it boasts one of the largest economies in the world;

nevertheless, global competence is also critical relational growth as well. According to Mansilla and Jackson (2011), schools must teach students critical thinking skills coupled with strong socio-emotional skills and community connections. They explained that these socio-emotional skills are important for all students, yet they are even more critical for those students from ethnic and minority families or families who are in living in poverty.

Global education is hailed as one means by which schools can address curricular challenges in a way that address social emotional needs, political needs, and economic needs. Not only that, some claim global education as a system-wide change initiative that addresses human rights, equity and access, issues of racial justice, environmental challenges, socio-economic, geographical, racial, ethnic, gender, cultural assumptions about learning and teaching that can lead to disenfranchising of certain groups of people (California Department of Education, 2016; Diamond, 2005; Li & Xu, 2016; Mansilla, 2016; Mansilla & Jackson, 2011; Suárez-Orozco & Sattin, 2007; Tichnor-Wagner et al., 2019). Others argue that global education may address the issues of curricular relevance in students' lives (Albright, 2012).

Nationally, the United States Department of Education affirmed that it is now essential for students to develop and hone their critical thinking skills, interpersonal communication skills, socio-emotional skills, and second, third, or fourth language skills in order to work collaboratively at home and across oceans and borders, in order to be able to adapt to, succeed, participate, and compete in today's rapidly changing and ubiquitously global and interconnected world (U.S. Department of Education, 2018). The U.S. Department of Education's (2012) original publication on the value of global competence education is similar; however, there are a few subtle differences in the reasoning for global education between the 2012 publication and the 2018 publication. The most glaring is that in the 2012 version, global competence is seen as a

means of strengthening and providing opportunities for growth not only for the United States,

but for countries around the world, whereas in the most recent version, global competence is

deemed to be a key ingredient to global competitiveness rather than global cooperation.

Former U.S. Secretary of Education Arne Duncan stated,

> Ultimately, the economic future of the United States rests not only on its ability to strengthen our education system but also on citizens in other nations raising their living standards. Thinking of the future as a contest among nations vying for larger pieces of a finite economic pie is a recipe for protectionism and global strife. Expanding educational attainment everywhere is the best way to grow the pie for all. (as cited in U. S. Department of Education, 2012, p. 1)

On the other hand, the updated international strategy (U.S. Department of Education, 2018) identified strengthening the U.S. education system and advancing U.S. international

priorities as primary reasons for integrating global competence into current curricula. Although

global education policy and justification for such policy has changed under the different federal

administrations, all seem to agree that global competence education is a vital component of

contemporary curricular and pedagogical approaches at American schools. The U.S. Department

of Education (2018) stated, "Today more than ever, an effective domestic education agenda must

aim to develop a globally and culturally competent citizenry. It is not enough to focus solely on

reading, writing, mathematics, and science skills" (p. 2). These initiatives, frameworks, and

strategies on the national level help support and encourage initiatives at the state levels.

American states, as well as the U.S. federal government, have drafted their own

frameworks and recommendations for global competence education. According to the California

Department of Education (2016),

> Global education has become embedded into the policy agendas and initiatives of more than 50% of states, as evident through the infusion of global education into standards and frameworks, global education task forces and councils, summits, reports, and even state-level global education coordinator positions. (p. 4)

California is on the forefront of these global education initiatives. Indeed, in 2016, the publication of *Educating for Global Competency: Findings and Recommendations from the 2016 California Global Education Summit* served as the point of departure for rich discussions on the value of global competence as well as action steps for success in California public schools. Among those supporting a global education initiative are various non-governmental organizations who support these initiatives in a variety of ways.

The Longview Foundation (2021), the Asia Society Center for Global Education (2021), the Association for Supervision and Curriculum Development (2021), California Global Education Project, Partnership for 21st Century Learning, Global Ready Partners, Ed Steps, and World Savvy (2021) are just a few of the major supporters of global education. These organizations support professional learning opportunities, provide grants for educator development, financial support for research, assessment tools, along with a plethora of other resources that support the development, implementation, and articulation of globally competent education.

Global competence is critical as a foundational element in each and every subject area. While educators are on the forefront of supporting and implementing global competence into their lessons as a means to addressing what is commonly known as the skills gap, American students in public schools are not being exposed to global issues, nor are they developing "habits of the mind that embrace tolerance, a commitment to cooperation, an appreciation of our common humanity, and a sense of responsibility—key elements of global competence" (National Education Association, n.d., para. 3). For students to become globally competent, educators must develop and hone their globally responsive skills through self-reflection as well as through

developing and maintaining positive relationships with their students (Tichnor-Wagner et al., 2019).

Tichnor-Wagner et al. (2019) sought to formalize the process on how to become a globally competent educator in their research-based book. They identified 12 components for becoming a globally competent teacher, broken down into three areas: dispositions, knowledge, and skills. Each component was explicitly outlined and is accompanied by a continuum with which educators may assess themselves as they go through the process of becoming globally competent educators. The framework is an exceptional tool for all educators and provides research-based tools, ideas, and vignettes on the ways in which educators from kindergarten to high school have integrated global competence in their various curricula. The book highlighted and provided suggestions on how educators of almost all subject areas can and ought to integrate globally responsive teaching into their lessons. While this framework is an outstanding means by which educators may grow, learn, and improve their practice, it does not identify the potential challenges educators may face when they begin to implement and integrate globally competent teaching practices in their own organizations. Additionally, it does not address the possible solutions to these adaptive and systemic challenges.

Once educators have started identifying the skills needed to be globally competent, they must begin to examine and evaluate the frameworks for educating for global competence. The basis on which this study is grounded is the Global Competence Framework or California Global Education Project (CGEP). The CGEP framework identified the four domains of global competence as: investigate the world, recognize perspective, communicate ideas, and act (California Global Education Project, 2019). The second component of the framework identifies the United Nations Sustainable Development Goals (United Nations Department of Economic &

Social Affairs, 2015) as foundational elements of global competence. And finally, the CGEP framework provides a list of indicators and benchmarks to assess for globally competent teaching and learning practices.

Problem Statement, Purpose, and Scope of Study

Educators in the United States are tasked with meeting the needs of diverse learners in order to provide them with the most equitable, quality, and accessible education possible. Educators are expected to meet the needs and address adaptive challenges in creative and innovative way while adhering to local, state, and federal curriculum protocols and standards. Given these expectations, educators have become overwhelmed and distraught by the excess of expectations to do more coupled with the diminishing resources made available in order to meet the diverse needs of their students. This means having to support educators as they examine their own biases regarding their diverse student populations and coaching them as they navigate their own language and beliefs around achievement and growth is critical. Furthermore, teachers have often found themselves in nebulous roles with respect to their purpose within the educational sphere, struggling to identify the best content to teach, as well as grappling with appropriate pedagogical approaches in their classrooms. In addition, the global COVID-19 pandemic has forced educators to adapt to a virtual teaching environment and has required educators and students to face a reckoning regarding failing and passing.

Throughout my journey at Antioch, I have sought to understand dynamics of leadership, organizational change, growth, progress, relationships, relational skills, cultural and global competence, empathy, and student achievement. I have had a strong desire to link each of these themes into one cohesive project that would serve a greater purpose. In 2017, I was selected as a member of the California World Languages Curriculum Framework and Evaluation Criteria

Committee. During one of our meetings, Susie Marks Watt, an educational consultant at the

California Department of Education, presented on the value and importance of global

competence in various curricula frameworks for the state. It was in that moment that I began

making deeper links to the role global competence could play in improving our educational

practice on the micro and macro levels.

  The goal of this project was to identify, explore, and find solutions to the adaptive

challenges educators faced as they implemented globally competent practices as globally

competent educators. This was done by identifying educators who were becoming more globally

competent, who self-identified as positive deviants, and who were willing to participate in an

action research study in which they identified a problem in practice as they implemented and

integrated global education into their curriculums. After identifying the areas of focus,

participants addressed the barriers and challenges they faced as globally competent educators in

their spheres of influence.

Overview of Research Questions

  The purpose of this qualitative action research project was to identify the challenges

educators faced as they became globally competent educators and, as some began and others

continued, to integrate a globally competent and globally responsive pedagogy into their daily

curricula. I will address the concept of a globally competent and globally responsive pedagogy

(*GC & GRP*) in Chapter V. *GC & GRP* was born from my own experiential learning and life

experience along with the work and live experiences of the participants in this project. This

project used educator-determined portions of the framework set forth by Tichnor-Wagner et al.

(2019) and the Global Competence Framework published by CGEP as benchmarks for educator-

fellows in that project. As they identified the challenges faced, the Northern California Educator

Fellowship devised a plan or an intervention in order to solve the challenge, analyze and observe the outcomes of the intervention, and reflect and repeat as needed in order to identify and present solutions to their challenges (Coghlan, 2019; Herr & Anderson, 2015; Putman & Rock, 2018). The research questions this project sought to address were:

1. What adaptive challenges did educators face as they sought to integrate globally competent teaching into their curricula?

2. What learning and growth did educators experience as they participated in the action research cycle?

3. After completing the action research cycle, what solutions to educating for global competence did they suggest in response to the challenges they had previously identified?

Defining Global Competence

There are various definitions of global competence. The Organisation for Economic Cooperation and Development (OECD), the Programme for International Student Assessment (PISA), World Savvy, the Association for Supervision and Curriculum Development (ASCD), the Asia Society, the Council of Chief State School Officers (CCSSO), the CGEP, and United Nations Sustainable Development Goals each offer their own definitions of global competence, as does the United States Department of Education. Table 1.1 provides a brief review of these organizations' definitions.

Table 1.1

Definitions of Global Competence

Source	Definition
Organisation for Economic Cooperation and Development (2018)	"The capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development." (p. 7)

Source	Definition
World Savvy (2021)	"The skills, values, and behaviors that prepare young people to thrive in a more diverse, interconnected world. In a rapidly changing world, the ability to be engaged citizens and collaborative problem solvers who are ready for the workforce is essential. In the 21st century and beyond this is what all people will need. To be engaged citizens. To be prepared for jobs of the future. To be local and global problem solvers." (para. 1)
Association for Supervision and Curriculum Development (2021)	"The set of dispositions, knowledge, and skills needed to live and work in a global society. These competencies include attitudes that embrace an openness, respect, and appreciation for diversity, valuing of multiple perspectives, empathy, and social responsibility; knowledge of global issues and current events, global interdependence, world history, culture, and geography; and the ability to communicate across cultural and linguistic boundaries, collaborate with people from diverse backgrounds, think critically and analytically, problem-solve, and take action on issues of global importance." (para. 1)
California Global Education Project (2019)	"The disposition and knowledge to understand and act on issues of global significance" (para. 1)
Hunter (2015)	"Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments" (para. 3)
U.S. Department of Education International Affairs Office (n.d.)	"Global and cultural competencies comprise the knowledge and skills individuals need to be successful in today's interconnected world and to fully engage in and act on issues of global significance" (para. 1)
	"People who are globally and culturally competent are proficient in at least two languages, aware of the difference that exist between cultures; critical and creative thinkers, who can understand diverse perspectives; and able to operate at a professional level in intercultural contexts" (para. 3)

As is clear, the definitions of global competence vary slightly, in order to extract the most common and most frequently repeated words, I used the DataBasic counter to create a word cloud visual of the definitions, depicted in Figure 1.1.

Figure 1.1

Word Cloud of the Most Common Words in Definitions of Global Competence

Note. Prepared using free online Word Counter by Data Basic.io (n.d.).

In order to develop a working definition of global competence, I have adapted my own definition based on the existing definitions reviewed and discussed in Chapter II. In this study, I define global competence as the skills, attitudes, and values needed for educators and learners to examine and develop an awareness about the world around them, from both a local to global perspective. Globally competent educators and learners understand the interconnectedness of a rapidly changing world, are able to collaborate and problem solve by examining issues, historical events from diverse perspectives, and are engaged citizens. They are able to adapt, improvise, and innovate in our volatile, uncertain, complex, and ambiguous world. Global educators and learners communicate in culturally appropriate ways that honor a variety of cultural and social

norms, perspectives, and attitudes. In addition, globally competent individuals have strong relational skills in that they seek to build relationships that develop connections and empathy and provide opportunities for everyone to flourish.

Global and cultural competence researchers such as Howard (2003), Mansilla and Jackson (2011), and Suárez-Orozco and Sattin (2007) have claimed that integrating global competence into curricula has the potential to address the diverse needs of our learners, identify and meet students socio-emotional needs, help students feel that their culture, heritage, and ethnicity are seen. They have argued that such a curriculum will also provide opportunities for students to engage more fully in the academic content being presented because it is more applicable to real life. As a result of this, many educators, administrators, schools, districts, and offices of education identify some aspect of global competence as an important piece of what will provide students with an education that is accessible, equitable, and applicable.

Tichnor-Wagner et al. (2019) noted the different terms that encompass global competence are "often used interchangeably" (p. 4) Although there are differences and similarities between definitions (Kirkwood, 2001; Oxley & Morris, 2013), the goal is always to support educators as they implement a system of global competence education in their classrooms, schools, and districts. Therefore, for this dissertation, the terms global awareness, global education, global citizenship, global literacy, intercultural competence, cultural competence, global learning, and international education are considered components of global competence. While I do not use these terms interchangeably, I contend that global competence is a component of global education, and global competence encompasses the aforementioned terms.

In addition to the global competence frameworks and theoretical foundations of global education, this project is grounded in the following theoretical frameworks: relational cultural theory, positive psychology, positive organizational scholarship, and relational leadership practice.

Relational Cultural Theory

One of the foundational elements of global competence is the ability to cultivate, maintain, and be open to relationships that promote mutual understanding and growth (Mansilla & Jackson, 2011; Petro & Garin, 2017; Staudt, 2016; Tichnor-Wagner et al., 2019). Prominent educational researchers (Hattie & Yates, 2014; Olson & Cozolino, 2014) concur that the most important and most impactful component of student achievement is the relationship developed between the student and the educator. Psychiatrist James Comer (2005) argued that learning depends on strong educator-student relationships (Smith, 2005). Comer was cited by Pierson (2013) who noted that the value and importance of human relationships is rarely discussed, yet critical for learning. She argued that students most likely do not learn optimally from educators who they do not like.

Educators are consistently reminded and encouraged to build positive relationships with their students in order to have a stronger impact on their development and learning. Proponents of relational cultural theory (Jordan & Stone Center for Developmental Services & Studies, 1989; Miller, 1986) have argued that developing, maintaining, and fostering relationships is foundational to the human experience. As such, relational cultural theory is a critical underpinning of global competence. Educators must learn how to build and maintain relationships in order to become globally competent and be able to support the building of those skills in their students.

Positive Psychology

Positive psychology serves as another foundational theory for this project. Positive psychology is rooted in the work by Maslow (1954) who argued that the deficit approach to psychology does a disservice to the individual by not identifying and addressing the strengths that individuals possess in conjunction with their shortcomings and deficits. Positive psychology promotes and highlights the value of finding intrinsic meaning and personal satisfaction with all of life's experiences in order to promote and enjoy long-term, sustainable happiness. Seligman and Csikszentmihalyi (2000) extended Maslow's work by arguing that the "science of positive subjective experience, positive individual traits, and positive institution promises to improve quality of life" (p. 5). Likewise, acknowledging and valuing individual subjective experiences in conjunction with the promotion of hope for the future, contribute to better well-being at the individual level and more civic involvement (Seligman & Csikszentmihalyi, 2000).

Connecting global competence to positive psychology provides an opportunity to join and strengthen two theoretical frameworks in order to offer a more robust approach to global education. Within the realm of positive psychology, positive organizational scholarship offers scholars and researchers an opportunity to apply the tenets of positive psychology to organizational dynamics and examine what are the "generative dynamics in organizations that lead to the development of human strength, foster resiliency in employees, enable healing and restoration, and cultivate extraordinary individual and organizational performance" (Cameron & Spreitzer, 2012, p. 1).

Positive organizational scholarship is the exploration and study of positive attributes, actions, assets, and contributions of the individuals who comprise an organization (Barker Caza & Caza, 2008; Cameron et al., 2003; Cameron & Spreitzer, 2012). In its purest form, positive

organizational scholarship seeks to focus on the assets that individuals bring to an organization rather than their deficits in order to promote positive change and growth. One of the major goals is to gain a clearer understanding of how organizations can flourish when leaders focus on assets rather than deficits. In addition, positive organizational scholarship incorporates and includes the importance of virtuousness, compassion, humility, trust, authenticity, hope, resilience, optimism, positive deviance, and empathy (Cameron & Spreitzer, 2012; Dutton, 2003; Mishra & Mishra, 2011; Morgan Roberts, 2006).

Positive organizational scholarship also posits that humans inherently want to improve the human condition and have a deep desire to make a positive impact on the organizations for which they work (Cameron et al., 2003). It is rooted in what Cameron and Spreitzer (2012) identified as "heliotropism." Heliotropism is a biological term meaning that all living things will move towards light to grow and flourish. While heliotropism is experienced as sunlight in nature, according to Dutton (2003), humans, as well, are drawn towards life-giving positive energy that will encourage growth rather than stifle it. Therefore, Cameron (2008) might have argued that a shift from the deficit-based approach to organizational development is akin to moving a plant from a dark place where it is dying to a sunny window where it may flourish and grow. Positive organizational scholarship is a framework for teaching people "how to see rather than . . . what to see" (Caza & Cameron, 2008, p. 98). It is intended to shift the perspective from seeing and fixing what is wrong to building upon what is right. In other words, it is a strengths-based approach to organizational development and leadership.

Relational Leadership Practices

Relational leadership practices are a set of leadership models that focus on the building of and sustaining of relationships between individuals and posit that a vital aspect of building

relationships are trust and reciprocity (Brower et al., 2000). Komives et al. (1998) have shown that relational leadership is inclusive, empowering, purposeful, ethical, and focused. Booysen (2014) contended that a relational leadership model shifts the focus from individuals (human capital) to social capital or the capital built through relationships and practices in collaboration with others.

Relational cultural theory, positive psychology, positive organizational scholarship, and relational leadership practices are the foundational theories and foundational frameworks in which this project is grounded. The model for coaching for global competence and the pedagogical approach, a globally competent and responsive pedagogy, are the result of the outcomes from this project and the work done by the participants in this study. The coaching model and pedagogical approach are grounded in the emergent outcomes from the study in conjunction with the theories and frameworks presented.

Methodological Approach

This research project was embedded in the pragmatic constructivist approach and follows a qualitative design paradigm. This design paradigm was chosen because I was interested in working with a small group of educators, in order to support them as they identified the challenges they faced as they integrated global competence in their curricula. I collaborated with them to create an action plan for improvement, implementing the plan, reflecting on the implementation, adjusting and identifying solutions. I chose action research as an approach because it is a constructivist educational approach to improving practice and is constantly being refined and reshaped based on a educator's experience, interactions, experiences, reflections, and practices (Klehr, 2012).

Research Design

I used action research for this study. The six participants were educators who self-identified in a preliminary questionnaire as "positive deviants" within their organizations. Positive deviance is the observation of a small group of individuals who take it upon themselves to implement uncommon practices that add value and create positive changes for themselves and for those around them (Marsh et al., 2004; Pascale et al., 2010). Positive deviance falls under the umbrella of positive organizational scholarship. Educators who participated in the CGEP can be considered positive deviants within their organizations. They were and continue to seek ways to improve their practices without the directive of their supervisors. For my research, they participated in three focus group activities, three reflection journal entries, and an exit interview.

There are many reasons that positive deviance is compatible with the action research approach. It comprises five steps as foundational elements. Practitioners define the problem, causes, and goals; seek out and identify the positive deviants; discover the ways in which their behaviors are successful and strong; develop action steps based on the discovered behavior; and discern or evaluate the findings. Action research focuses on identifying a problem, reflecting on the problem and constructing possible solutions, implementing and testing out possible solutions and collecting data, analyzing the data, and reflecting on the outcomes. Lackovich-Van Gorp (2014) successfully integrated both approaches in order to "create action through a combination of theory and practice" (p. 54). Identifying positive deviant individuals, then setting semi-structured interviews, observing, analyzing, and finally working with the community to make a change are all common to positive deviance and action research. For this project, I used a positive deviance lens within an action research approach.

Researcher Positionality and Stance

A key component of action research is understanding the roles, positionality, and stance of the researcher in the research process. It is of critical importance that the researcher contemplates and reflects upon their positionality and stance in order to situate themselves in relation to the research being done, their participants, their organizations, and their own life-experiences (Coghlan, 2019; Herr & Anderson, 2015; Throne et al., 2016). This section will address researcher positionality and stance including the roles of insider-outsider, subjectivity, and intersectionality as it pertains to my role as researcher in this project. In addition, I address my own perceived biases and expectations, and the action steps I took in order to mitigate misinterpretation of data, so that I am able to maintain my credibility and the integrity of the data (Mayorga-Gallo & Hordge-Freeman, 2017) throughout the research process.

According to action research scholars (Coghlan, 2019; Herr & Anderson, 2015; McNiff, 2017; Pringle & Booysen, 2018; Schön, 1983), action researchers must begin their research by reflecting critically on their own positionality in relation to, rather than independent of, the research being done. Pringle and Booysen (2018) stated, "Our world view, identities and situated knowledge impact on our scholarship, practice, sense-making, and unfolding research agenda in a myriad of ways" (p. 28). One practice for understanding research positionality in qualitative, constructivist research is known as heuristic inquiry (Moustakas, 1990). Heuristic inquiry is an autobiographical process in which the researcher poses questions regarding challenges with which they have struggled in an effort to understand their own personal experience as well as the social context in which the living experience takes place (Moustakas, 1990). Therefore, in order to adhere to best practices for action research, I provide the reader with a brief, yet concise, overview of my positionality.

I am a White woman in my early 40s. I was born in a small western American city. I grew up playing hide-and-seek in the yard, riding my bicycle up and down our street, playing soccer, camping, and going to summer camps. We were not wealthy, but we lived near the wealthy neighborhoods, and I went to highly ranked schools. My parents, both well educated, volunteered and were active participants in our community. From a very early age, I was intrigued by the people around us. I often wondered why some of the kids at my school lived in motels and how it was possible that someone's grandfather graciously received the box of donated food that my dad and I delivered on Christmas Eve day. I contemplated why the abused women whom my mom helped fill out temporary protection orders against their abusive husbands struggled to abandon the threat of violence.

As a teenager, I was intrigued by people who spoke different languages and often dreamt of living abroad to learn a new language. As a result, I spent my senior year as an exchange student in Chile. I was excited to learn Spanish because I knew that my maternal grandparents spoke Spanish and I was excited about the possibility of communicating with them in a language other than English. My maternal grandparents' histories play an important role in my positionality as their histories and life stories set into motion a life of curiosity and empathy for others. My maternal grandparents were German Jews who fled Germany in order to escape the Nazis. Their families settled separately in South America, my grandmother's in Buenos Aires, Argentina, and my maternal grandfather's family in the highlands of Bolivia after being denied entry to Chile and Peru. My uncle and mother were born in a small mining town in the 1950s, and, after a fire nearly destroyed their home, they sought a work permit and permanent residency in the United States. Until the day they passed away, my maternal grandparents spoke with heavy German accents. Although they were fluent in Hebrew, Spanish, and English, their

native tongue and immigrant identities were easily heard whenever they spoke. Although they were White, spoke English, and were American citizens, their foreignness, although subtle, was never hidden. As a woman in my 30s, I remember observing my maternal grandmother's reaction when the young cashier at the grocery store asked her where she was from and her response was that she was from Green Bay, Wisconsin, which is where they settled after my maternal grandfather retired from his career in Salt Lake City.

My father's side of the family also shaped my perspective and view of the world around me. I would often peruse the Van Winkle family book in order to learn about the journey and life experiences of my relatives. My paternal great-grandparents emigrated from Denmark and Holland to the South of the United States. They purchased land there and founded and operated a well-known sawmill. Having an understanding of my family's intersectional history has helped me gain insight and perspective with regard to the world in which we live.

For me, it is important to highlight these personal and familial details. I believe that my curiosity about my family's history and my understanding of it shaped my interest in wanting to ensure inclusivity, empathy, and global perspectives in my teaching.

As a young girl, I felt like I lived in the invisible borderland (Anzaldúa, 1987) in which I did not fully fit in the dominant White, Christian, all-American box. Yes, my father was a White, Christian man, but I was raised going to synagogue as well as celebrating Christmas and Easter along with Chanukah and Passover. As a little girl, I did not understand the concept of intersectionality. I just assumed that my family and life story were supposed to be more like the ones we read about and watched grow up on television—and they weren't. As an adult and as an educator, this had a great impact on my desire to be inclusive and question the ways our

perspectives impact what we teach, how we interact with others, our perceptions of reality, and what constitutes normative behavior.

My curiosity for the world has led me to live in four different countries and traveling to over 30. I have a keen desire to learn about and from people around the world. As an educator, it is important for me to support my students as they research the world, understand that there are different points of view, practice becoming strong communicators, and are active within their communities. My life experiences, family history, political orientation, beliefs, and education have set the foundation for my positionality in relation to this project and the participants.

Professionally, I have taught Elementary Spanish, Secondary Spanish I, II, III, and, IV, Spanish for heritage speakers, AP Spanish, Global Studies, AP Human Geography, World History, undergraduate courses in Latin American History and International Affairs, Adult English as second language, and English as a foreign language in Mexico and Sweden. Moreover, I have taught private Spanish lessons to Iraqi refugees in Sweden and Swedish nationals at a small private language institution. I mention this because an important aspect of action research is what some call tacit knowledge (Herr & Anderson, 2015; Moustakas, 1990), or preunderstanding (Coghlan, 2019), that allows space for the researcher to reflect critically (Schön, 1983) in order to formulate an understanding of themselves within the context and in relation to their research. This critical self-reflection, or conscientiçao (Freire, 1979), provides the researcher with the opportunity to consider their own life experience as a tool for recognizing the lenses from which they interpret and view the world. Not only that, action research is grounded in self-improvement and improvement of one's own practice through self-knowledge and self-reflection (Cochran-Smith, 1991; Cochran-Smith & Lytle, 2009; Coghlan, 2019; Lewin, 1946; McNiff, 2017; Putman & Rock, 2018; Schön, 1983).

The assumption I made about the fellows and educators who have honored a globally responsive approach to instruction is that they shared many of the same values about teaching as I do. I assumed they, like me, valued equity and access and believed that globally competent teaching is one venue in which we may be able to best provide our students with an equitable and accessible education.

Whereas positionality has been defined as the "contextual influences that surround the statuses, abilities or disabilities, geography, and attributions of birth that comprise any single researcher who considers a problem embedded from within his or her workplace" (Throne et al., 2016, p. 4), *stance* considers the varied roles of the researcher both within and outside of their organization. Stance addresses the multiple layers of the researcher's positionality with respect to "the multiple roles practitioners perform, both individually and collectively, to generate local knowledge, perceive practice through a theoretical lens, and to dissect and synthesize the current research and theory that bridges theory and practice" (Throne et al., 2016, p. 6). *Inquiry as stance* was a phrase introduced by Cochran-Smith and Lytle (2009) in which "practitioners systematically investigate our own practice, that we adopt and cultivate an active inquiry stance on our practice" (as quoted in Ravitch, 2014, p. 7). The inquiry as stance framework highlights the role relationships, interconnectivity, practice, knowledge, communities, professional and practitioner identities, as well as the research process play in the co-construction of self in relation to other entities. Proponents of inquiry as stance (Cochran-Smith & Lytle, 2009; Throne et al., 2016) argued that stance differs from positionality in that it encompasses the intersectionality of the practitioner-researcher within the context of their profession. In other words, *insider/outsider* research.

Insider/Outsider Research

Action research requires researchers to reflect on their positionality and stance in order to explicate and make explicit their role and function within the context of the research project. Herr and Anderson (2015) suggested that researchers consider using the continuum which was created out of the meta-analysis of various action research studies in education. The continuum includes a synthesis of various action research projects and notes the different positionalities of the researchers. Scholar-practitioners can refer to this in order to help them determine their role or roles within the context of their research. On the continuum, Herr and Anderson (2015) identified insider researcher, insider(s) in collaboration with other insiders, insider(s) in collaboration with outsider(s), reciprocal collaboration, outsider(s) in collaboration with insider(s), and outsider studies of insider(s). Researchers do not need to put themselves into one box; in fact, it is considered useful for researchers to consider their stance as insider/outsider as fluid and ever-changing. Regardless, the differences between an insider and an outsider are varied, but overall, I consider an insider as one who has privileged knowledge of the context, culture, history, and underbelly of their own organization. As such, they are able to identify critical incidents (Tripp, 1993/2012), disorienting dilemmas (Mezirow, 1991), and/or problems in practice (Cochran-Smith & Lytle, 2009) with which they have struggled and which they desire to change or improve. Stance explains how scholar-practitioners can use critical incidents and their own experiences as organizational insiders to assess, identify problems, implement a change initiative, monitor, reflect, and improve their own practices whilst improving the structure and culture of the organization as a whole.

Because through this research project I sought to support positive deviant globally competent educators as they navigate the complexity of organizational change initiatives within

their institutions, this project supports the notion that my stance is fluid (Pringle & Booysen, 2018) on the insider/outsider continuum outlined by Herr and Anderson (2015).

     As a veteran educator at a small rural high school in a tourist town wrought with domestic and international travelers, I have been witness to multiple administration changes as well as the various challenges we have faced in the last decade and half. I am an insider in my organization and am deeply invested in creating sustainable and valuable change for current and future generations. As an insider, I take great pride in our accomplishments and feel embarrassed by our pitfalls (Bishop et al., 2019). I have tacit knowledge (Herr & Anderson, 2015) and preunderstanding (Coghlan, 2019) of my school, its history, students, and our staff. As a result, I have been both a witness and an accomplice to developing and promoting our public persona whilst having insider knowledge of the internal underpinnings and challenges we face in private. As an insider I am able to use my knowledge and experience to be a tempered radical (Meyerson, 2001) as I seek to implement global competence in my classroom and school.

     My insider status is multidimensional (Pringle & Booysen, 2018). The majority of the students where I teach live in my neighborhood, I am actively involved in community events, hold and have held leadership roles at the community, school, district, and state levels. Nevertheless, I am not an administrator and, therefore, do not have the insider status to make systematic and hierarchical change decisions.

     As a result of my insider status there were some pitfalls of which I needed to be cognizant as I embarked on this project. For instance, Bishop et al. (2019) suggested recognizing the tendencies for hindsight bias, self-serving bias, confirmation bias, and in-group bias. Because I am so connected and invested in the research I sought to embrace the insider-outsider hyphen

and use journaling as a means to reflect on my frustrations throughout the process in order to avoid pitfalls, assumptions, and conflicts of interest (Humphrey, 2007).

Duality and the lenses from which I view the world are not simple nor easily defined. As many have suggested (Bourke, 2014; Humphrey, 2007; Mayorga-Gallo & Hordge-Freeman, 2017; Pringle & Booysen, 2018), our lenses and our researcher identities are intersectional and fluid in that different aspects of our identity are highlighted or dimmed in different contexts. This fluidity allows for the researcher to bring to the forefront certain aspects of their identity while dimming others as Mayorga-Gallo and Hordge-Freeman (2017) did in their research. This action highlights the need to be reflective about the struggle researchers may confront when addressing issues of subjectivity/objectivity.

Some scholars (Bourke, 2014; Humphrey, 2007; Mayorga-Gallo & Hordge-Freeman, 2017; Pringle & Booysen, 2018) highlighted the impossibility of objective research because research, data collection, interpretation of data, and presentation of findings are done through our own lenses and worldviews. As an educated White woman who teaches in a public high school, I needed to be critically reflective of my position on the subjectivism/objectivism continuum (Cunliffe, 2011). Because my research was in collaboration with others and impacted others, it was important for me to consider my own stance in relation to those who participated in this project. The sensemaking I created was not done in isolation from but in collaboration with others, and it was important to come to terms with and mitigate my own biases and assumptions every step of the way. For instance, the challenges I faced were not the same challenges my colleagues/participants faced in their organizations. It was imperative for me to listen, record, and take notes during interviews and focus groups, as well as avoid suggesting, inferring, and

assuming the points of view and experiences of the project's participants are similar or dissimilar to my own.

Finally, I recognized that my research stance and positionality were not created in a vacuum, but in relation to and with others. Cunliffe (2011) and Sluss and Ashforth (2007) noted that researchers must consider how and where to locate and define themselves within the context of their organization and in relation to others. The relationships I have with others within my organization and the fellowship are foundational to this study and must be considered as growth fostering relationships (Miller & Stiver, 1993) in that each of us have a personal stake in learning from each other and growing throughout this process and these relationships impact my stance and positionality.

Ethical Aspects of Research

Academic research requires the researcher take into consideration an appropriate code of ethics that shall be followed and adhered to throughout the research process. Not only shall the code of ethics be honored, but all research plans must be reviewed and approved by the researcher's academic institution's institutional review board (Creswell, 2014). For the purpose of this project, the code of ethics set forth by the American Educational Research Association (2011) was followed.

IRB approval was required for this project to protect human rights, evaluate the level of risk for the participants, and consider the needs of vulnerable populations (Creswell, 2014). For approval, it is recommended that researchers consider the questions, who is going to be involved? How will consent be obtained? And, what are the ways that the researcher plans to engage with participants?

During the data collection, it was critical for me to take into consideration the following ethical issues: respect for power imbalances, avoiding exploitation of participants, and avoiding collecting harmful information (Creswell, 2014).

Given the nature of this action research study, it was expected that power imbalances could occur. There were opportunities for power imbalances between the participants and me, and the participants themselves to occur. While some power imbalances were impossible to avoid given the nature of the project, it was my responsibility to identify when and if the imbalance occurred and document it accordingly. I address these imbalances in Chapter V.

Study Assumptions

This study assumed that educators who sought to implement elements of global competence into their curricula would experience challenges. I anticipated the educators would experience adaptive challenges (Heifetz et al., 2009)—ones that can be challenging to identify, require a paradigm shift, demand crossing boundaries, require human capital in order to solve the challenge, and require a reflective practice in which educator participants identify the problem, consider possible solutions, implement changes, reflect on their action and make adaptations as needed. Developing a teaching practice that is globally competent called upon educators to become familiar with the 12 elements of globally competent teaching (Association for Supervision and Curriculum Development, 2021), as well as self-assess themselves using the Globally Competent Learning Continuum (GCLC) to determine their growth as they move from nascent to advanced (Tichnor-Wagner et al., 2019). Furthermore, becoming a globally competent teacher requires educators to become familiar with the CGEP Global Competence Framework. It was assumed that educators would experience challenges and would seek support from their co-fellows as they navigated these new domains.

Another assumption of this study was that educator-researchers would seek solutions to these challenges. Educators-researchers worked collaboratively to identify challenges, discuss such challenges, and support one another's process as each sought to solve their own adaptive challenges. The hope was that educator-fellows would be able to find solutions to their adaptive challenges by going through the action research cycle (G. L. Anderson & Herr, 1999; Coghlan, 2019; Lewin, 1946; McNiff, 2017; Putman & Rock, 2018).

Finally, due to the recent global pandemic, COVID-19, all California educators have had to set up their classrooms for virtual learning. This study included an additional adaptive challenge of becoming a globally competent educator in the age of a global pandemic.

Goals and Contributions

The goal of this project was to support educators as they identified challenges, developed interventions, and offered solutions for educating for global competence. Additionally, this project supported the extension of the global competence frameworks by recognizing the value of critical self-reflection and critical self-awareness as integral components of globally competent teaching. Finally, this project supported the extension and development of a model for coaching for global competence and a pedagogical framework for globally competent and responsive pedagogy.

The CGEP fellows who volunteered to participate in this project confronted various challenges. Some were adaptive challenges and others were technical. In order to integrate and implement elements of the global competence frameworks, the participants sought support, collaboration, and guidance while on their journey. The participants also identified and recognized the need for critical self-reflection and critical self-awareness as important steps towards gaining clarity regarding one's own positionality in relation to others.

Finally, this project extended the ideas and definition of Ndemanu (2014) regarding a globally responsive pedagogy. Ndemanu used his own personal experience as an international graduate student and then as a professor to ground his work on the subject. Ndemanu defined a "globally responsive pedagogy as an approach to teaching that involves leveraging worldwide funds of knowledge to design instructional and curricular materials in a given curriculum" (p. 11, 2014).

Systems Impacts

This project sought to provide an opportunity for educators to build capacity as globally competent educators within their spheres of influence. The goal was to provide a structured environment for the participants which was grounded in the action research and positive deviance processes.

The frameworks for becoming a globally competent teacher and for implementing and integrating global competence into one's own sphere of influence are valuable tools for globally competent educators. That said, little research has been done on the challenges educators face with these frameworks in their own organizations. This project sought to support educators as they identified their own goals with regard to global education. Further, it has identified challenges, developed an intervention plan, tested their intervention, reflected upon it, made changes as needed, and presented solutions that could help support other globally competent educators as they work with the frameworks.

This project provided an opportunity to learn from the challenges that the participants faced as they navigated this process. After completing the action research cycle and participating in this project, participants had provided key insights on their experiences as globally competent

educators and the challenges and solutions they faced within their own spheres of influence and organizations.

Study Limitations

As a fellow in the CGEP Northern California Educator Fellowship and an educator striving to implement and advocate global competence within my own organization, it was likely that I had bias leaning towards the imperative of globally competent teaching practice. Additionally, because the prospective participants were also positive deviants in their own organizations and were passionate about global competence, our focus group lacked a dissenting voice. Dissenting voices can be critical to organizational change because they help the group identify and face challenges from a different perspective. Dissenting voices provide groups an opportunity to reflect more deeply and avoid groupthink—"the mode of thinking that persons engage in when *concurrence-seeking* becomes so dominant in a cohesive ingroup that it tends to override realistic appraisal of alternative courses of action" (Janis, 1972, p. 91). In order to avoid groupthink, the participants of the focus group and I needed to reflect deeply and critically about each component of our action plans. Finally, the short timeframe, small sample size, and limited access due to COVID-19 were also limitations in this study.

This action research project was two months long, during which the participants met, identified a challenge, proposed an intervention, reflected on the interview, adapted the intervention, identified solutions, and reflected on their process and how they would continue the work into the future. For the participants this short period was challenging and left them wishing for more time in order to continuing adapting and improving their interventions.

Sample size was also a limitation. The six participants were dedicated and diligent in their participation; and, although they were a diverse group of educators professionally and socially, a larger sample size might have allowed for building more social capital.

Although the sample size was a limitation, it paled by comparison to the limitations that were presented as a result of the COVID-19 pandemic.The COVID-19 pandemic limited the study in a variety of ways, including but not limited to access to students, time, shifts in teaching and learning, and new pedagogical approaches due to an online teaching and learning environment.

Outline of Chapters

Chapter I has provided an introduction to this project and included an overview of the key terms, concepts, and frameworks that are critical to understanding the study. It provided an overview of the research questions and the purpose of the study. Chapter I discussed researcher positionality and stance, an exploration of the study's assumptions and limitations, as well as an outline of the chapters. Chapter II offers a review of literature on positive psychology, positive organizational scholarship, positive deviance, relational cultural theory, relational leadership practices, high quality connections, global competence, and the frameworks on becoming a globally competent teacher and the CGEP framework for global competence. Chapter III discusses the study's methodology and design. It reviews the purpose and goals, provides a detailed overview of action research and appreciative inquiry. Chapter III includes a discussion on the justification for the research design and discusses how the research design was implemented and executed. Chapter IV provides a discussion of the system used to keep track of data and emerging data. The findings are presented in a sequential order. Chapter IV also includes an overview of the ways in which the study meets the standards of quality and explains

the ways in which procedural protocols were followed to ensure validity and evidence. Chapter V provides an overview of the why and how the study was done. It discusses the research questions and study's findings and links these back to the literature discussed in Chapter II. Finally, Chapter V includes implications for leadership and change and recommendations for action.

Chapter Summary

This action research project sought to identify and present solutions to problems and challenges that educator-participants faced as they implemented globally competent teaching practices more fully to their curricula and teaching practices. The framework and continuum for globally competent teaching, which was created by Tichnor-Wagner et al. (2019), and the CGEP frameworks served as foundational frameworks from which we identified our goals and tracked our progress during this project. In order to support and fortify this work, relational cultural theory, positive psychology, positive organizational scholarship, and relational leadership practices helped me frame and ground the study in an academic context. Finally, the action research cycle provided the methodological foundation and roadmap in order to carry out the study using theoretical practices and protocol to ensure reliability and validity.

Chapter II: A Review of the Literature

In order to meet the needs of today's students, educators are tasked with an incredible responsibility. On the one hand, they are required to deliver content; yet, simultaneously, they are expected to develop relational skills (Jordan, 2017) and other essential skills, commonly known as soft skills. In K-12 classrooms, essential skills are those that cannot necessarily be measured with data collection from formative and summative assessments. In other words, they are the skills students need in order to be successful in life, not just in the classroom. These can also be called essential skills or relational skills. These are often the intangible, nontechnical, personality-specific skills that determine one's strengths as a leader, facilitator, mediator, and negotiator (Robles, 2012).

Soft skills, essential skills, or relational skills are the skills needed to succeed in this volatile, uncertain, complex, and ambiguous world. Robles (2012) found that the most critical soft skills are integrity, communication, courtesy, responsibility, interpersonal skills, professionalism, positive attitude, teamwork skills, flexibility, and work ethic. For K-12 educators acquiring these is daunting but possible. One way in which educators can answer this call to action is by integrating global competence into their curricula and lessons.

The aim of this chapter is to provide a critical discussion of the relevant literature and the theoretical and practical frameworks that ground this study. The chapter begins with a discussion on positive psychology as the overarching theoretical framework that encompasses the foundational theories and frameworks. Next, I discuss positive organizational scholarship and positive deviance. I then provide a critical review of relational cultural theory, relational leadership theory, high-quality connections, and global competence. Finally, I explain the ways in which the globally competent learning continuum (Tichnor-Wagner et al., 2019) and the

CGEP global competence frameworks are to be used as the foundational practical framework for implementing globally competent practices in the classroom. These foundational theories have been chosen because they each considers that relationships, critical consciousness, critical awareness, cooperative learning, mutual respect, empathy, growth, self-agency, and the upholding of democratic and egalitarian structures as vital to meeting the needs of individuals.

Positive Psychology

Positive relationships, socio-cultural awareness, and developing individual competencies such as positive self-image, agency, and a growth mindset (Dweck, 2007) are connected to student learning and student progress not only during high school but post-secondary and beyond (Rector-Aranda, 2018; Romero, 2015; Ruiz, 2005; Schwartz, 2017; Tucker et al., 2018).

Positive organizational scholarship focuses primarily on ways in which organizations can influence positive results for their organizations and their members (Cameron et al., 2003; Morgan Roberts, 2006). The main purpose of positive organizational scholarship is to understand how that which is considered morally good (Cameron et al., 2003; Morgan Roberts, 2006) impacts growth in organizations. Positive organizational scholarship accounts for the ways that virtuous deeds, actions, behaviors, and words create an environment in which all thrive. The framework originated from positive psychology. Seligman and Csikszentmihalyi (2000) noted, "A science of positive subjective experience, positive individual traits and positive institutions promises to improve quality of life and prevent the pathologies that arise when life is barren and meaningless" (p. 5).

Relational cultural theory (Jordan et al., 2004; Jordan & Stone Center for Developmental Services & Studies, 1989; Miller, 1986) was developed in the 1980s and posits that humans are relational and social beings and as such we have a natural yearning to connect and be accepted

by others. People are driven to grow and progress. One of the ways in which humans seek growth and progress is through authentic human relationships and high-quality connections (Dutton, 2003).

Relational cultural theory and positive organizational scholarship both have roots in psychological therapy and psychology. Positive organizational scholarship provides an organizational positionality rather than a therapeutic one, and therefore, I hypothesize, it will provide a principal point of departure from which to explore and apply the two theories in a school or educational setting.

Positive Organizational Scholarship

Positive organizational scholarship is an interdisciplinary approach to organizational studies in that it incorporates concepts from a variety of disciplines such as positive psychology, social psychology, positive deviance, flourishing, and optimism (Seligman, 2011; Seligman & Csikszentmihalyi, 2000). Although it is an interdisciplinary and versatile approach, positive organizational scholarship has primarily been employed to examine organizational leadership and development outside the realm of educational leadership.

While there is a multitude of reasons why positive organizational scholarship is an excellent way of studying growth, progress, and positive outcomes in organizations, there are challenges or—as these are referred to in positive organizational scholarship—*opportunities* for growth. As noted by Caza and Carroll (2011), the opportunities for growth are to identify and clarify the term positive. Positivity is not zero-sum, and therefore one should not avoid or exclude the negative experiences or actions which lead to reflection, growth, and positive outcomes. Caza and Carroll argued that positive organizational scholarship ought not to generalize stating that there is a "universal desire to improve the human condition and that the

capacity to do so is latent in most systems" (as cited in Cameron et al., 2003, p. 10).

Additionally, Caza and Carroll cautioned against the zero-sum idea that actions, behaviors, and

outcomes must be either positive or negative. They argued that while an economic outcome may

be positive for some, it may be detrimental and negative to another. Overall, Caza and Carroll

warned against simply labeling something good or bad, but they also argued that those who use

positive organizational scholarship ought to deliberately define what it means to be a positive

leader.

While there have been studies on the impact of positive organizational scholarship on

banking, nursing, and other organizations, positive organizational scholarship in educational

leadership and in-classroom leadership has yet to be fully explored. Cherkowski (2018) noted

that educational leadership and classroom leadership could benefit from studying positive

organizational scholarship in schools. She noted that there is extraordinarily little on how

positive organizational scholarship may have resoundingly positive impacts on the ways

educator leaders see themselves. She stated,

> From this perspective, educator leaders may need to learn how to pay sustained attention
> to the good in themselves, in their colleagues, and in their systems to experience the
> benefits that can come from an appreciative, strengths-based and positive approach to
> their work in school organizations. (p. 69)

Not only did Cherkowski believe that school leaders might benefit from positive organizational

scholarship, but she considered it to be an important systemic approach to addressing burnout,

stress, and educator attrition. She explained that educators currently feel undervalued,

underappreciated, and that quality learner-centered, professional learning opportunities are rare.

She argued that one way to combat this burnout is by,

> Shifting toward a more appreciative perspective, and using findings from positive
> psychology, positive organizational scholarship, and learning community research
> provided theoretical insights for what it might mean to work in a flourishing school—a
> sense of being known, an awareness of difference-making, a feeling of appreciation, an

acknowledgment of contributions, and ongoing opportunities for professional learning and growth. (p. 70)

As noted by Cherkowski (2018), schools could benefit from moving away from the deficit approach and focus more attention on building upon the assets that educators bring to the school in order to improve schools. The shift from a deficit approach about what students or educators are lacking to an assets approach in which educators and learners are honored for the unique gifts that they contribute to the classroom learning environment is another critical component of global competence (Tichnor-Wagner et al., 2019). One such assets-based approach is positive deviance which encourages leaders to identify the assets rather than the deficits within their own communities and organizations.

Positive Deviance

Positive deviance is part of positive organizational scholarship. Cameron et al. (2003) stated, "POS [positive organizational scholarship] encompasses the examination of typical patterns of behavior and exchange, but it also tends to emphasize the realization of potential, patterns of excellence, especially positive deviance from expected patterns" (p. 5). Positive organizational scholarship challenges leaders to explore the ways in which connections and relationships support and sustain positive deviant behaviors in their communities and their organizations (Spreitzer & Sonenshein, 2004).

One way to move towards an asset-based approach is by seeking and calling upon the positive deviants in an organization. Positive deviance is a new theoretical and practical framework. Also known as constructive deviance (Galperin, 2012; Vadera et al., 2013; Warren, 2003), positive deviance is a foundational aspect of positive organizational scholarship (Spreitzer & Sonenshein, 2004) and is rooted in the work with Save the Children by John and Monique Sternin (as cited in Sternin & Choo, 2000). During their time in Vietnam, they were

tasked with solving the country's rural malnutrition problem. In order to seek solutions to this wide-spread problem, the Sternins sought families who had the same access to resources and food as other families in the villages, but who were able to evade the pitfall of malnutrition afflicting other families in the area. These villagers had experienced the same roadblocks as their neighbors, yet were able to identify their problems and seek solutions to overcome them (Herington & van de Fliert, 2018; Lavine, 2011; Pascale et al., 2010; Singhal, 2013). Seeing how the well-nourished villagers dealt with malnutrition led the Sternins to identify their behavior as positively deviant because their actions went against the social and structural norms regarding eating habits in their communities. The Sternins met with well-nourished families and found that they "were going out every day to nearby rice paddies and collecting tiny shrimps and crabs, which they were adding, along with sweet-potato greens, to their children's meals" (Sternin & Choo, 2000, para. 3) . This behavior was considered deviant because the families collected foods that would normally be considered inedible, thus providing meals that were rich in nutrients for their families. Because their behavior and action had a positive impact and was successfully solving a problem within their community, they are considered *positive deviants* (Zeitlin, 1991). These families were invited to share their experience and educate their neighbors.

Defining Positive Deviance

Scholars have sought to define and redefine positive deviance in order to provide the most precise definition possible. Table 2.1 shows paraphrases of various definitions of positive deviance.

Table 2.1

Some Perspectives from the Literature on Positive Deviance

Source	Perspective of Positive Deviance
Galperin (2012)	A self-determined, voluntary behavior that violates socially accepted norms with the intention of significantly improving the health, success, and welfare of an organization and/or its members.
Spreitzer and Sonenshein (2004)	Unpredictable, prosocial, courageous, and efficacious actions with honorable intentions carried out by members of an organization or group. These actions circumvent traditional norms in an effort to do good. These actions and behaviors are done independently and are intrinsically driven. While the actions are not done in order to gain recognition, when others notice the positively deviant behavior, they praise it.
Pascale et al. (2010)	An individual or a small group of individuals, who defy structural and systemic odds and expectations in order to improve practices and behaviors in dramatically better ways. These often-overlooked individuals make positive organizational change possible by modeling best practices that often fly under the radar.
Vadera et al. (2013)	Independent, autonomous, intrinsically motivated actions by a small group of people who seek to make a positive structural change within their organization. Their actions are a departure from the norms, dominant culture, ideal image, and expectations; and uphold a high moral and ethical standard in order to improve the welfare and structure of the community or organization.

Positive Deviance and Positive Organizational Scholarship

Deviance in the usual normative sense connotes a negative action in that goes against accepted norms, constructs, and expectations of society. The online Britannica (n.d.) defined *deviance* as "a violation of social rules and conventions." Merriam-Webster (n.d.-a) provided examples of the term in context: "Acts of punishment thus designate who is in our community by clearly defining who is not in our community. Social solidarity is purchased through the punishment of deviants." Spreitzer and Sonenshein (2004) noted that "One component of deviance is volition" (p. 215).

While the semantics of deviance is rooted in the negative, the positive organizational scholarship movement has sought a change in thinking focused on the positive instead. Therefore, positive deviance is instead seen as a deviant behavior valuable for improving systems and structures, and human lives. Although some scholars note that the concept of positive deviance seems to be an oxymoron (Herington & van de Fliert, 2018), Pascale et al. (2010) framed positive deviance as an asset-based approach that identifies a few people who are deviants in their communities in that they use non-normative practices, go against the grain, and violate certain social rules and conventions in order to solve problems and present sustainable solutions to challenges with which they are faced. These deviants are considered assets because they confront these wicked problems with creative solutions.

Positive deviants are those people whose intentional actions and behaviors, are abnormal, but that have a positive impact (Mertens et al., 2016) and are therefore, commended rather than criticized. They represent the out-of-the-box thinkers, the innovators, the ones who take risks in order to grow, change, and progress (Herington & van de Fliert, 2018; Lavine, 2011). Meyerson (2001) argued that tempered radicals are positive deviants who lead change, create opportunities, and confront adaptive challenges by celebrating small wins in a collaborative, inspiring, and organized manner. Positive deviant educators are often tempered radicals who are self-determined to improve their practice for the benefit of others.

In her study on positive deviance in educators, Quintero (2015) found that three factors most influence support for positive deviant development:

- ability to reflect on one's feelings and emotions in order to recognize a problem and try to change it;

- educators who developed prosocial positive deviant behaviors which led to sustainable change demonstrated high levels of self-efficacy and self-determination; and

- educators who had positive attitudes and who often went against the grain in order to make a positive impact had better long-term results.

Relational Cultural Theory

Educators are consistently reminded and encouraged to build positive relationships with their students in order to have a stronger impact on their development and learning. A foundational element of global competence is the cultivation of positive educator-student relationships (Tichnor-Wagner et al., 2019). One such theory focused on developing, maintaining, and fostering relationships is relational cultural theory (Jordan & Stone Center for Developmental Services & Studies, 1989; Miller, 1986).

Relational cultural theory began as therapeutic theory focusing primarily on the experiences of women in a male-dominated world. The theory posits that there are multiple variables in women's psychology that have been overlooked by the dominant Western psychological theories of the 20th century. Miller (1986) explained that there are power dynamics and power challenges that women face that, unlike men, have a profound impact on the ways in which they show up in the world. This is important as a foundation, particularly in teaching because 76.3% of educators in both primary and secondary schools throughout the country in the 2011–2012 school year were women (National Center for Education Statistics, 2013).

Relational cultural theory's origins within the therapeutic realm and sought to address the issues of relationships, power, privilege, self-esteem, self-worth, healing, growth, empathy, as

well as mutuality and reciprocity in relational dynamics. Furthermore, the approach was developed to explore the psychological and socio-emotional benefits of relationships on all people. There has been a transition from applying this theory in a primarily therapeutic settings to its application in other areas such as higher education.

A cornerstone of relational cultural theory in fostering relationships is that one can visually notice that when a person feels authentically connected to another human being, the following "five good things" (Miller, 1986) are present: vitality; clarity; sense of self-worth; productivity; yearning for more connection. Miller explained that people will experience, zest, or vitality and energy, and will have the ability to complete action items. They will complete them, have a clearer image and understanding of themselves in relation to others, as well as a clearer understanding of the other person. This leads to a greater sense of self-worth and feeling a stronger connection to the other person and a stronger desire to build more strong connections with others. Jordan (2000) also explained that relational cultural theory facilitates relational and personal growth that goes beyond the traditional Western therapeutic philosophy that the therapist should not engage personally with the client.

Miller (1986) argued that the problem with non-engagement is "Non-responsiveness of the therapist often reinforces the patient's relational images of relational incompetence, of not mattering; it leads to unauthentic relating and locks patients into a sense that their feelings and thoughts do not matter" (p. 1010). Clearly, feeling as though one matters and that another human being is responding authentically helps build the relationship and provides opportunities for mutual growth and understanding.

Relational images and controlling images (Miller & Stiver, 1993) are important in developing and creating relationships because they impact the ways in which individuals show

up in relationships. Relational images are the ideas and expectations that people hold about

relationships. People will construct meaning and expectations about the relational interaction

based on past experiences. For instance, if a student is treated poorly by an educator, it may

impact their expectations of future relationships with other educators. If one's life experience is

such that one believes that they will be treated well, one is more likely to approach relationships

openly. Conversely, if one believes people are closed off, one may be trepidatious about human

interaction for fear of how they may be received or not. Miller and Stiver (1993) called this the

relational paradox. People yearn for connection, yet, in order to protect themselves from the pain

of disconnections, they may avoid the very connections they seek. As Miller and Stiver (1993)

argued,

> These images are expressions of the central paradox since they reflect a person's
> expectations and fears of how other people will respond to her longings for connection. It
> is the articulation and understanding of these different layers of relational images and the
> meaning they acquire that inform the therapist's communications and interventions in the
> course of therapy. (p. 2)

In other words, due to past hurts and disconnection, people will intentionally avoid connection as

a way to prevent others from hurting them. They may keep others at an emotional distance and

strive to limit their vulnerability as a means of protecting themselves from being hurt again. As

we know, people have a human desire to connect and when that connection is compromised, the

authentic connection may feel too risky.

Relational images are a product of people feeling shame and unworthy and they are

carried from relationship to relationship. They feel as though they are not worthy of connections

and therefore isolate themselves and expect disconnection and pain. Relational images can be the

result of stereotypes and stigmas often known as controlling images.

Controlling images are those feelings of inadequacy and internalized oppression due to

racism, sexism, classism, and other isms that are projected on others and are accepted as just the

way things are (Comstock et al., 2008). For instance, a controlling image impacts the way people see themselves within the social realm. In an educational context if school leaders and educators consistently identify the challenges they face with regard to student achievement as the achievement gap and correlate that to the socio-economic status, race, ethnicity, and language abilities of the students, they are creating and sustaining controlling images that have long-lasting impacts on the ways in which students see themselves in the context of school. This internalized classism, racism, and linguistic elitism can cause people to act as they are perceived by the leaders in school and accept a socially constructed identity rather than a self-created identity.

In addition to focusing on relationships and women's connections in therapy, relational cultural theory meant reconsidering the Western philosophical tenet that in order to grow, people must become independent (Jordan & Stone Center for Developmental Services & Studies, 1989). Throughout history and in classrooms around the country, the idea has been that creating independent learners and thinkers was the hallmark of human growth and success. Relational cultural theory counters this idea and suggests that personal growth ought not to depend on the level of independence a person has achieved but rather on the level of mutual growth two people experience. Jordan and the Stone Center for Developmental Services & Studies (1989) argued that connection, authenticity, and empathy are the primary pillars of the human experience and, therefore, ought to be considered when contemplating human growth and progress.

Relational practice includes the exploration of mutuality in relationships. Through mutuality, all participants can learn and grow; this requires that educators be open to learning from their students. It is important to remember that mutuality in the relationship is coupled with the aspect of culture and identity. Miller (1986) contemplated the impact of the White

male–dominated culture and power within the psycho-therapeutic discipline. She argued that socio-cultural complexities vary for those who are not part of the dominant culture. She noted that women are impacted by race, gender, and class in ways that are incomprehensible to others. Miller further claimed that the power dynamic and *power over* rather than *power with* was problematic within the relational construct and that the concept of power over even more profoundly impacted women who were not White, heterosexual, and/or upper-middle-class. It is important to note the value in recognizing race and culture as key components for the development of mutual healing and growth within relationships.

Relational cultural theory provides the foundation for what Jordan (2017) identified as "growth-fostering relationships" (p. 27). This key concept is central to developing and creating an atmosphere of social justice as well as a more egalitarian society in which all human beings have access to growth and success. I will later discuss this further as it relates to secondary education, but for now shall focus on relational cultural theory as it pertains to therapy. According to Jordan (2017),

> RCT [relational cultural theory] acknowledges its value basis: the belief that the capacity to build good connection is an essential human skill; the belief that it is valuable, even essential, for our global well-being that human beings develop relational skills and honor our basic need for connection; the belief that people have an *essential* need to connect with others; the belief that if these core yearnings for connections are supported by the larger context and people learn how to relate in growth-fostering ways with one another, people will experience and increasing sense of well-being at a personal and collective level. (p. 10)

There are certain competencies that must be developed if one wants to advance their relational practice. Jordan (2000) identified the following key requirements for relational competence: mutuality and mutual empathy; anticipatory empathy (i.e., noticing one's impact on others); openness to accept that one can be influenced by others; relational curiosity;

vulnerability in order to grow; and connection as a means to growth rather than simply a means of control. These components are also essential in globally competent teaching.

Another vital cornerstone of relational cultural theory is mutual empathy. As Jordan and the Stone Center for Developmental Services & Studies (1989) explained, empathy is critical to relational cultural theory, growth, and healing as it helps people understand individual experiences and perspective-taking. It allows people to see themselves in the stories and life experiences of others. Empathy helps us understand others and, therefore, provides an opportunity to shift the power dynamics from power over to a shared power dynamic (Jordan, 1997). As relationships develop and mutuality becomes the norm rather than the outlier, the opportunity to develop mutual empathy grows.

Empathy, as Jordan and Schwartz (2018) argued, is an example of mutual responsiveness, as it allows people to feel less isolated in life. Jordan (1997) stated that empathy helps us see others as subjects and not simply as objects. It means that one strives to find the similarities rather than the differences in order to connect and relate on an authentic level. Empathy is also a foundational element of globally competent teaching.

While empathy and authenticity are important, so too is the development of cultural competence. As Jordan (1997) pointed out, empathy and authenticity cannot be developed without the therapist's willingness to address, learn about, and develop skills that help them to become more culturally competent and aware of their clients' unique and vastly diverse lives. As it applies to the classroom, relational cultural theory and cultural competence are foundational aspects of globally competent teaching.

Relational Cultural Theory as It Relates to Research in Education

Relational cultural theory is rooted in the female experience of therapy and mental health. The basic tenets focusing on developing and fostering authentic, empathetic, vulnerable, mutually responsive relationships that flatten social hierarchies of power have existed for many years. Relational cultural theory is inclusive in that it is meant to respond to the unique experiences of a diverse population including, but not limited to, women, women of color, gay, bi-, and lesbian, as well those who have experienced trauma. Central to relational cultural theory is that it is aimed specifically to counter the traditionally White male–dominated field of therapy. Another dominant feature is moving away from focusing primarily on self and the self's independence as a means of growth within the context of and in relation to mutual experiences with others.

Relational cultural theory has evolved since the 1980s to being applied in different disciplines. For instance, Comstock et al. (2008) noted that the theory plays a significant role today with regard to multicultural and social justice movements in the United States. They argued that relational cultural theory is a critical theory for counseling and development in the 21st-century, stating that "using RCT [relational cultural theory] strategies to deal with the disconnections that commonly occur in multicultural counseling situations can increase counselors' propensity for culturally competent professional practice in other specific ways" (Comstock et al., 2008, p. 283). They further explained that without relational cultural theory counselors may find it difficult to connect with clients who do not fully trust their counselors.

In the last decade, relational cultural theory has found its way to the realm of college academic advising, graduate schools, undergraduate education, and is beginning to break into the K-12 pedagogical and relational paradigm, nevertheless, research is scant. In the area of

college academic advising and mentoring, Edwards and Richards (2002), Lewis and Olshansky (2016), Liang et al. (2006), Ragins and Kram (2007), Snyder-Duch (2018), and Schwartz and Holloway (2014) have all contributed to the literature in important ways. They have argued that when mentoring and advising are grounded in relational cultural theory, it can strengthen student and professor connections. This, they contended, is due to the diverse lenses from which relational cultural theory examines and considers relational mentoring.

Liang et al. (2006) found that mentoring Euro-American and Asian college women was important to both groups as each sought mentor relationships believing these contributed to college success and the feeling of being supported and guided. The major difference found in the study between these two groups of women was that Asian American students were less likely than their European American counterparts to find solid mentorships. These findings are consistent with other scholars' findings regarding mentoring students of color. For instance, Zalaquett and Lopez (2006) articulated the role that culturally responsive mentorship contributes to positive growth of students. The difference is that relational cultural theory was not considered as a possible theoretical framework for their work. Nonetheless, their research shows that mentoring experiences are critical to academic success.

In a quantitative study, Beyene et al. (2002) explored how protégés describe their mentoring experiences and found that mentoring is helpful and that race more than gender played an influential role in the development of successful relationships. They noted that communication, trust, knowledge, connection, nurturing, common interests, open-mindedness, respect, and patience were the foundations of fruitful mentee-mentor relationships.

Snyder-Duch (2018) considered the importance of acknowledging the emotional lives of students and advisees. She noted that since relational cultural theory is a human development

theory, it is well-suited for advising and mentoring as it shifts the paradigm of success based on independence to success and growth as a result of connection and mutuality. She explained, "The relational approach is aligned to developmental advising in that they both value the interactions between advisor and advisee, use the strength-based approach to students, and focus on student growth and success rather than grades and degree completion" (Snyder-Duch, 2018, p. 58).

A further extension of relational cultural theory applied in academia can be seen in the studies by Schwartz (2019) and Schwartz and Holloway (2014) of mutuality, mattering, and boundaries. Their work highlighted that mentoring is beneficial to the student but also provides opportunities for the growth of the mentor. By being able to develop authentic teaching relationships, both student and educator find invigorating pockets of growth and joy. As suggested above, mutuality is a key component of relational cultural theory of the dyad. Additionally, it helps both mentor and mentee feel a sense of belonging and mattering to another. The final component of the work of Schwartz and Holloway is on creating boundaries within the relationship. By helping students and professors set boundaries, the educator attempts to maintain the respect of their students, yet is not bound to the traditional power over approach often apparent in many classrooms across the country.

Relational cultural theory is a comprehensive theoretical framework and is easily applied to a myriad of different disciplines. It has been used as a point of departure for examining and exploring relationships within the therapeutic and counseling disciplines. It has evolved from a culturally responsive therapeutic approach to be more inclusive and, therefore, has been applied to other disciplines particularly in mentoring university students and new professors. Yet, there has been scant discussion of applying relational cultural theory to K-12. Most research has

focused on the training of professionals within educational arena rather than the dynamic and environmental factors that need to be in place for thriving relationships between educators and students. For instance, Tucker et al. (2018) noted that relational cultural theory seems to be easily adapted and applied to middle school counseling as its major components are focusing on strengths, meeting clients where they are developmentally, and having a clear understanding of the context in which the interaction is taking place. They also explained that given the developmental progress of pubescent teens, most of the struggles they face are of not fitting in, feeling disconnected, or dysfunctional relationships.

Similarly, Pennie et al. (2016) discussed the ways in which relational cultural theory contributes to supporting at-risk youth and reducing the dropout rate of high school students. The authors identified environmental factors, language ability, academic failure, feeling hopeless, and behavior issues that contribute to high dropout rates. They argued that mutual empathy is critical given the delicate situations these students are in and their need for a trusting connection in order to grow. They stated, "School counselors, educators, and administrators can decrease the dropout rate and improve academic performance for at-risk students. Creating supportive environments, leadership initiatives, and service-learning may be achieved through mentorships, specific assignments, supportive connections, and student-selected projects" (Pennie et al., 2016, p. 9).

I have not found any research that identifies relational cultural theory as the foundational theoretical framework for studies of student-educator relationships. In her dissertation, Zakrzewski (2012) studied how a private school in India creates opportunities for educators and students to develop caring relationships. Her qualitative study found that schools can create environments and structures in which educators' capacity for building sound relationships with

their students is fostered. Although similar in nature, this dissertation focuses on caring rather than relational cultural theory.

To conclude, relational cultural theory and global competence are very much compatible. In fact, relational cultural theory as a theoretical framework supports the practical framework created by Tichnor-Wagner et al. (2019); most components of globally competent teaching can be linked to relational cultural theory in a variety of ways.

Relational Cultural Theory and Globally Competent Teaching

Relational cultural theory and globally competent teaching are interconnected and interrelated in a variety of ways. Both recognize the importance of fostering relationships, developing empathy, awareness of impacts our actions have on others, the importance of accepting others, being authentic, and honoring culturally responsive practices. The connection between these two frameworks can be used to build on one another and enhance the quality of interactions for educators who are striving to integrate and implement globally competent practices into their spheres of influence.

Relational Leadership Practices

Relational leadership theory holds an influential role in this research dissertation. Not only is it a foundational, leadership theory, it is also closely interconnected to positive organizational scholarship as well as relational cultural theory. The pivotal components of relational leadership theory are trust, reciprocity, authenticity, growth, and sustainability (Brower et al., 2000; Sklaveniti, 2016; Sluss & Ashforth, 2007). These components are also ubiquitous in positive organizational scholarship and relational cultural theory.

Relational leadership theory focuses on the on-going and fluid processes and practices of leadership that contribute to co-constructed experiences and meaning-making in partnership with

others (Brower et al., 2000; Cunliffe & Eriksen, 2011; Sklaveniti, 2016; Uhl-Bien, 2006). relational leadership theory holds that leadership does not radiate outward from individuals in isolation, but is created, cultivated, and shared during relational episodes by people working collaboratively in relation with each other (Donaldson, 2007; Sklaveniti, 2016; Uhl-Bien, 2006). As McLean (2011) pointed out, "To understand relational leadership is to understand that leadership, at its most fundamental level, is about the inter-relationships of people" (p. 7).

Relational leadership theory is derived from the vertical dyad linkage approach of Dansereau et al. (1975) who focused on the dyadic relationships between leaders and followers that are unique to each leader and each follower. As a result, leaders must develop essential relational skills that help them behave and interact positively with their subordinates (Dansereau et al., 1975). Leader-member exchange theory evolved from this approach. This theory focused on the interactions between leaders and followers as a means to an end. The end is a mutually beneficial relationship between the leader and the follower (Dansereau et al., 1975; Graen & Uhl-Bien, 1991). In leader-member exchange theory, there is an understanding that some people within organizations are part of the in-group while others are in the out-group. "In-group members are willing to do more than is required in their job description and look for innovative ways to advance the group's goals" (Northouse, 2016, p. 144). Out-group members do exactly what is required.

The concept of in-group might be similar to positive deviance; however, the difference between positive deviance and leader-member exchange theory is that the former does not assume individuals can only be part of an in-group or of the out-group. Neither positive deviance nor relational leadership theory assumes that individuals can either be with us or against us. For positive deviance and relational leadership theory, relational dyads between

leaders and followers are not zero-sum. People can be part of both simultaneously and still contribute to the growth and flourishing of an organization (Northouse, 2016; Uhl-Bien, 2006).

The discussion on the transition and development of relational leadership theory from the vertical dyad theory to leader-member exchange theory is important in order to understand the gaps and shortcomings of the two aforementioned theories. These gaps lead to the development of relational leadership theory. This is different from leader-member exchange in that it "is *not* a theory or model of leadership; it draws on an intersubjective view of the world to offer a way of thinking about who leaders are in relation to others (human beings, partners) and how they might work within the complexity of experience" (Cunliffe & Eriksen, 2011, p. 1434). Relational leadership theory is an inclusive, empowering, ethical, and purposeful process (Komives, 2013). This intersubjective process requires a set of relational skills that support the development, creation, and sustainability of connections and relationships between leaders and followers.

Inclusivity juxtaposes the in/out-group of leader-member exchange theory in that it promotes gaining an understanding and appreciation of diverse cultural and gender-specific views, approaches, perspectives, and ways of being and doing (Komives, 2013). Inclusivity in relational leadership recognizes that different people will act differently depending on their perspectives, lived experiences, and cultural and ethnic identities. Like positive organizational scholarship, relational leadership theory is an assets-based approach to leadership in which diversity is honored, respected, and encouraged. It is necessary for leaders to hone their listening and communication skills in order to cultivate the feeling of inclusion. Relational leaders recognize that inclusion means navigating a grey area within organizational communities in order to support creative solutions. In addition to being inclusive, relational leadership is also empowering.

Relational leadership acknowledges and embraces shared leadership between leaders and their followers. The approach is aimed at cultivating a culture of empowerment and encouraging individual growth and learning as a means of building more personal power. In fact, relational leaders recognize that while boundaries exist between the leaders and the followers, the philosophy of power with rather than power over is honored (Brower et al., 2000; Komives, 2013; Schwartz, 2019; Uhl-Bien, 2006).

In order to cultivate shared leadership and empowerment, relational leaders must lead in an ethical manner. Relational leadership is guided by values and ethics which are socially responsible, utilitarian (Rawls, 1971/1999), values the collective more than the individual, supports developing trusting relationships, and confronts behaviors that are inappropriate (Komives, 2013; Komives et al., 1998). In addition to supporting and encouraging ethical behaviors, relational leadership is process oriented.

According to Komives et al. (1998), a group becomes a cohesive unit through a relational process. This process is a means for itself rather than a means to an end. The process, or the space in between, is precisely what Sklaveniti (2016) referred to as the second insight, identified as the relational practice that is created between leaders and followers. The process of developing and maintaining authentic relationships in leadership positions is part of the foundational components of relational leadership theory (Brower et al., 2000; Sklaveniti, 2016; Sluss & Ashforth, 2007). This process builds on leader-member exchange theory. Whereas leader-member exchange theory emphasizes communication as the key part of leadership, relational leadership theory focuses on the full process of leadership and includes communication as a necessary but not singular component of that process.

To cultivate the critical elements of relational leadership, leaders must have relational skills that support the development of trust, reciprocity, authenticity, growth, and sustainability (Brower et al., 2000; Sklaveniti, 2016; Sluss & Ashforth, 2007). Brower et al. (2000) argued that trust is created through reciprocity and the dyadic space between individuals. Trust is an intimate and vulnerable space for some, and if leaders are concerned with creating strong relationships, they must develop a keen sense of trust within their organizations. When people trust one another, they are more likely to move from self-interest to mutual-interest (Uhl-Bien & Maslyn, 2003). Uhl-Bien and Maslyn (2003) found that reciprocity is critical in building trust. *Reciprocity* is defined by Merriam-Webster (n.d.-c) as "the quality or state of being reciprocal: a mutual dependence, action, or influence." When individuals engage in reciprocal relational sharing and behavior, they are opening themselves up to being vulnerable with another human being.

Vulnerability and reciprocity are not mutually exclusive in relational leadership theory but are mutually interdependent in order for a relationship to flourish. Vulnerability is the root of human connection (Brown, 2015). For leaders to co-create a relationship with their followers, leaders must be willing to recognize their imperfections, share them openly, and be willing to have authentic conversations with others. It is within this space of vulnerability and reciprocal relating that relational leadership happens (Sklaveniti, 2016). That which leads to vulnerability is living and relating authentically (Brown, 2015).

Authenticity is a foundational element of vulnerability. Gardner et al. (2005) found that when leaders engage authentically with their followers, organizations experience heightened levels of trust, inclusivity, empowerment, engagement, well-being, and better performance within their organizations. For Gardner et al. (2005), authenticity means honoring one's own

lived experience and acknowledging that their thoughts, emotions, perceptions, perspectives, and beliefs are all unique to each person. While relational leadership theory does not explicitly include self-awareness, the call for authenticity identifies self-awareness as an embedded attribute to a relational leader. In addition to self-awareness, authentic leaders also value personal growth (Gardner et al., 2005; Graen & Uhl-Bien, 1991).

Growth and progress are important aspects of being human. They are also fundamental to relational leadership. Each person must have equitable access to opportunities that support and encourage their growth, not only for the good of the organization but for the good of the person. The term *progress* means moving forward, growth, a noun associated with an improved situation, development, independence, power, and access (Merriam-Webster, n.d.-b). As noted by Miller and Stiver (1993), growth-fostering relationships are a result of actively supporting the growth of others in a mutually beneficial manner. Nevertheless, growth and progress might be limited to a specific privileged group if leaders refuse to recognize the vital role egalitarian practices play in a relational dyad. McLean (2011) highlighted the work done by Jordan (2000) on ways that privilege and power are implicit factors that may undermine access to growth. Relational leadership theory is inclusive and empowering and therefore supports growth and progress by building capacity, promoting shared information, and involving others in planning and building processes (Komives et al., 1998). By involving followers, leaders are able to encourage growth and progress not only for the organization and themselves, but for the followers as well. In education, this is called educator buy-in. When educators buy into an idea, it is more likely to be implemented and sustained.

Sustainability is a pivotal attribute to quality leadership. Sustainability is particularly salient when leadership involves any sort of change initiatives. For education in particular,

change initiatives are ubiquitous and ever-present. It can often seem as though there is a new initiative, a new method of teaching, a new textbook, a new classroom management practice, and/or a new student data tracking system every year. The most common top-down changes come in the form of content and content delivery. Administrators at the district level will often add a new and improved method of delivering content to students. For educators, these constant change initiatives seem to be haphazardly researched and hastily implemented. As a result, they are rarely sustained for the longterm.

For leaders to implement meaningful and impactful change, the practices must be sustainable. Speaking from personal experience, I have found that when positive organizational scholarship, relational leadership theory, relational cultural theory, positive deviance, and action research practices are applied, educators have more buy-in to support and maintain the change initiatives. These change initiatives, then, move from being a passing fad to a sustainable practice. In addition, the aforementioned practices, and in particular, relational leadership theory, focus on mitigating the sense of powerlessness that may come with being a subordinate by developing a leader's relational intelligence (McLean, 2011). It is therefore important that leaders ensure that their followers are actively engaged, there is community commitment and involvement with regard to the organization's goals, and that power is shared and people are heard (Komives et al., 1998).

Relational leadership theory is compatible with relational cultural theory and globally competent teaching because at the foundation of each of these theories and frameworks are the development of trusting, reciprocal, authentic, individual, and mutual growth-centered, and sustainable relationships. Relational leadership theory considers the way people co-construct meaning and build their beliefs of the world around them a fluid, adaptive, and mutual process

(Dyer, 2001). Because relational leadership theory, relational cultural theory, and global competence are based on relational mutuality and growth, this leadership theory is often at odds with other leadership theories and practices which prioritize power over other rather than power with others.

Relational leadership theory juxtaposes the hierarchical and transactional models of leadership often seen in professional organizations (Donaldson, 2007), and relational cultural theory and global competence promote cultural competence, relational skills, and empathy. In fact, McLean (2011) noted that while transactional leadership has its place in response to leadership situations that appeal to the basic needs of human nature, power of relationship can be a much greater motivator and catalyst to exceeding expectations.

As with global competence, relational leadership theory promotes a sense of collective responsibility and well-being rather than focusing on self-interest that does not recognize or call attention to the impact individual choices and actions may have on the community as a whole. Similarly, global competence asks educators and students to reflect on their personal practices and choices to understand the ways in which their actions affect the world (Tichnor-Wagner et al., 2019). A globally competent and responsive pedagogy is an opportunity for educators to develop the knowledge, skills, and dispositions required for global competence alongside their students. To nurture the foundational elements of relational leadership theory and global competence, it is imperative that individuals cultivate and strengthen their relationships with others by creating high-quality connections (Dutton, 2003; Stephens et al., 2011).

High-Quality Connections

High-quality connections, positive organizational scholarship, relational leadership theory, and global competence are interrelated theoretical foundations that support the ideals

presented in this dissertation. The concept of high-quality connections is rooted in relational cultural theory (Miller, 1986; Miller & Stiver, 1993; Stephens et al., 2011) and integrates well with the theoretical concepts articulated in this chapter.

Dutton (2003) argued that there are five ways to foster respectful engagement in the workplace between individuals and promote high-quality connections between them: "Conveying presence, being genuine, communicating affirmation, effective listening, and supportive communication" (p. 54). Stephens et al. (2011) used the term high-quality connections to "designate short-term, dyadic, positive interactions at work" (p. 1). They presented four considerations regarding high-quality connections. First, they argued that humans are social beings with a desire to fit in. Second, the connections people have with one another are dynamic and adaptive. These connections adapt based on how people think, feel, and behave in varying contexts. Third, human connection and collaboration are necessary components of the work environment and are essential to accomplish tasks and projects. Fourth, connections between individuals vary and are not always the same. These considerations foster high-quality connections and support and sustain peoples' sense of self-worth, learning, flourishing, vitality, and mutuality (Heaphy & Dutton, 2006).

High-Quality Connections and Positive Organizational Scholarship

High-quality connections and positive organizational scholarship are both based in the belief that in order to create environments that support human flourishing, people must learn how to develop better connections with the members of their organization. Human connection is vital and supports individual growth and thriving as well as providing a foundation for overcoming and persevering through challenges and disagreements (Heaphy & Dutton, 2006).

High-Quality Connections and Relational Cultural Theory

People grow when they are in mutually empowering and mutually empathetic relationships with others (Miller & Stiver, 1993). High-quality connections are based on the premise that relationships ought to be mutually engaging, authentic, mutually empowering, and invigorating (Heaphy & Dutton, 2006; Miller, 1986; Miller & Stiver, 1993). When leaders provide opportunities for such connections and relationship building, people form a trust and a bond, which leads to a more fulfilling sense of purpose and stronger sense of self. By allowing individuals to be vulnerable and feel safe exploring their unique attributes, organizations are more apt to build on individual assets, thus supporting a sense of worth and empowerment. The concepts of high-quality connections and relational cultural theory are also important to global competence.

High-Quality Connections and Global Competence

There are several aspects of high-quality connections that align with globally competent teaching. Tichnor-Wagner et al. (2019) stated that recognizing global perspectives and global interconnectedness, experiential understanding of cultures, speaking multiple languages, intercultural communication, valuing diverse perspectives, creating an environment that values diversity, community and "glocal" (global plus local) partnerships, empathy, intercultural conversations, and equity were the foundational elements to becoming globally competent educators. Likewise, Stephens et al. (2011) argued that to form high-quality connections people must not only be aware of the effect of their own behavior on others but also of others' behaviors and environments, be able to recognize and understand the importance of non-verbal cues of body language and facial expressions, be capable of recognizing and respecting different perspectives, be empathetic, and be able to engage respectfully with others. In order to become a

globally competent educator, educators must be able to develop and sustain high-quality connections with their colleagues, administration, educators, community members, other stakeholders, and, most importantly, their students.

Global Competence in Education

Global competence can prove challenging to define. In an effort to synthesize and extract the key components of global competence, I referred to the definitions presented in Table 1.1. Global competence involves skills, attitudes, and values needed for educators and learners to examine and develop an awareness about the world near and far from a global perspective. Globally competent educators and learners understand the interconnectedness of a rapidly changing world and are able to collaborate and problem solve by examining issues, historical events from diverse perspectives, and are engaged citizens. They are adaptable, quick to respond to unanticipated events, and are creative problem solvers. Global educators and learners are effective communicators who uphold and honor culturally appropriate and social norms, perspectives, and attitudes when interacting with others. In addition, globally competent individuals build relationships and connections that go beyond borders, language barriers, and/or cultural differences, to create and support democratic environments in which each person is honored for their assets, supported, and guided with empathy, kindness, and acceptance, and each person has an opportunity to grow and flourish. Furthermore, globally competent educators recognize the importance of deep learning (Wergin, 2020) to counter the cognitive biases and navigate the ever-changing world.

Deep Learning

Deep learning is an essential component of global competence because it requires individuals to analyze, synthesize, and integrate various disciplines and diverse points of

knowledge in order to face issues of critical contemporary importance. Wergin (2020) defined deep learning as "learning that lasts . . . [the] result of cognitive and emotional disorientation" (p. viii). This learning inspires looking at the world from a different perspective as well as changing the how people act in the world. He explained, "It is a worldview that our understandings of the world around us are only temporary understandings, subject to constant inspection and scrutiny" (p. viii). In *Deep Learning in a Disorienting World*, Wergin offered a model for cultivating a mindset grounded in mindfulness, constructive disorientation, critical reflection, and relationship.

Deep learning is an important aspect of global competence because it acknowledges that individual dispositions can be developed, honed, and adapted for the volatile, uncertain, complex, and ambiguous world of "permanent whitewater," a concept from Vaill (1996) meaning "the continual state of turbulence faced by most organizations" (Wergin, 2020, p. 5).

Global Competence

Global competence is a complex concept to define in a precise yet inclusive manner. Differences and discrepancies also exist when people refer to and define qualities such as cultural competence, intercultural competence, global awareness, global literacy, global citizenship, global education, and international education (Tichnor-Wagner et al., 2019). Deardorff (2004), in research with intercultural post-secondary educational experts, found that the most useful definition of intercultural competence is the ability to develop an understanding of self, knowledge of other, the ability to value others' beliefs, behaviors, and perspectives, the ability and desire to learn about others, as well as the ability for individuals to see themselves in relation to others who are different from themselves. Deardorff also found that an interculturally competent learner has strong analytical, interpreting, relational, and listening skills.

For this project, global competence serves as an overarching expression to encompass the terms reviewed above. The terminology that addresses and highlights global competence is vast, and, therefore, not every term related to global competence in education has been identified and addressed. For this project, I have highlighted the terms identified in the literature review as the most critical in order to understand the foundations and principles of global competence. These are cultural competence, global awareness, global citizenship, and global education.

Cultural Competence

The concept of cultural competence evolved in the healthcare industry as educators and bureaucrats sought to meet the needs of diverse student populations in the American school system, have molded and changed to what it is today (Jones & Nicols, 2011). Cultural competence is the knowledge and understanding of the ways in which socio-political, economic, and historical experiences impact and influence people in diverse ways. It is understanding that race, ethnicity, cultural, gender, and socio-economic status play a role in the ways people experience these phenomena (Jones & Nicols, 2011). Knowledge and understanding constitute a skill set based on developing respect for these differences, yet also require educators to develop an awareness of their own positionality and privilege in relation to what they are teaching.

Cultural competence helps promote academic equity because educators begin to see that their own situatedness and perspective impact how and what they teach, as well as the ways in which they interact and react in diverse encounters. They begin to reflect upon their own life experiences and can recognize those experiences as assets to their professional identities. In doing so, they can begin to see the unique life experiences of their students as assets as well. Jones and Nicols (2011) contend that when educators "take time to self-reflect about their

personal histories and beliefs and values about student ability relative to the impact that they have on students," they are culturally proficient (p. 7). Cooper et al. (2011) explained,

> Educators' values and assumptions about student diversity are strongly influenced by their firsthand experiences within and beyond the classroom settings. Although the majority of today's public school educators are still White, middle-class females (Zumwalt & Craig, 2005), many have had experiences interacting with people from ethnic, cultural, and linguistic backgrounds different from their own as a result of the changing demographics in the country, globalization, and enhanced use of technology. (p. 4)

Cultural competence is a skill set required to create equitable, just, and welcoming classrooms. Cultural competence is more than an awareness of others; it is a critical awareness of oneself in relation to others.

Intercultural Competence

Intercultural competence is a set of skills, knowledge, and experiences that are constantly evolving, require regular self-reflection, and ought to be interwoven throughout one's life and education (Deardorff, 2004). Deardorff (2004) found that intercultural competence has many different definitions and is constantly evolving but does include some foundational elements similar to those of global competence. Those who are interculturally competent are self-aware. They demonstrate the ability to empathize with others and are able to communicate appropriately and effectively in diverse cultural settings. They also have knowledge and respect of the world, of others, their languages, their communication style, and their cultural norms. They possess the ability to adapt and pivot their communication styles and messaging in diverse social and cultural interactions, they have global skills, and they can relate to others. Although this list of attributes is by no means exhaustive, it provides a basis on which we may discuss intercultural competence.

Global Awareness

Global awareness, in contrast to the preceding concepts I have discussed, is the ability to name and recognize differences and similarities of people and places. It is a term often used by school districts and schools in their local accountability plans and graduation goals to identify competencies and skills their students need to meet the demands of the 21st-century. Global awareness is defined here as the ability of individuals to see, value, and understand diverse perspectives and experiences in an open-minded way. Global awareness provides opportunities for individuals to recognize and observe their own actions in relation to others rather than in isolation from others around the world (Merryfield et al., 2008). Global awareness allows people to become cognizant of the differences and similarities that exist across political, ethnic, and cultural boundaries, yet it lacks the components of self-reflection and critical self-awareness of self in relation to others, which are so critical to global competence.

Global Citizenship

To become globally aware, educators must develop and instill a sense of global citizenship or cosmopolitanism in themselves and in their students. Rooted in ancient Greece, global citizenship promotes the idea that every single person regardless of nationality, ethnicity, race, gender, culture, etc. are all united as a global unit (Güçler, 2019). Global citizenship allows individuals to identify with a community much larger than their immediate surroundings. Global citizenship is supported by B. R. O. Anderson's (2006) concept of the *imagined community*. Rooted in explaining nationalism, the concept posits that although citizens of even the smallest nations do not all know one another personally, they each represent a thread in the fabric of their own country's quilt. As a result, people will act in the best interest of their country rather than in their own self-interest. Global citizenship recognizes that when people identify those near and

far as members of their community regardless of location or nationality, they are more likely to address others' needs and feel a sense of duty to them rather than simply ensuring their own needs and those of their country's citizens are met first (Güçler, 2019; Parekh, 2003; Zhao, 2010).

Global citizenship is learned and promotes the construct of interdependence, service to others, and the realization that global challenges affect everyone (Pisani, 2018). Global citizenship allows people to develop a sense of empathy for others and see them as part of their group. Reimers (2017) recognized that global citizenship education is essential for students, because it helps learners understand their places in the world, develop a sense of agency, and make a difference in the world. He argued that when learners understand that their lives are interconnected with global issues, they are empowered to make a difference in the world.

Global Education

Educating students and developing these skill sets are both connected to and independent of global education. Global education has a short, yet diverse history and purpose in the United States. Global education in the United States began to take shape as American isolationism came abruptly to an end with the United States' involvement in World War II, followed by involvement in the Cold War, reviving the concept of the importance of knowing one's enemy (O'Connor & Zeichner, 2011; Tichnor-Wagner et al., 2019).

Tichnor-Wagner et al. (2019) named three stages of global education in the United States. The first wave lasted from 1945 to the 1960s, the second from the 1970s to the mid-1990s, and the third wave began in the late 1990s. Each wave of global education can be characterized by social, political, and economic needs of the time period. The first wave of global education focused on rebuilding relationships, building international cooperation, and maintaining peace

after World War II; the second wave sought to promote a skewed understanding of communism and its threat to American democracy; and the third wave highlighted the importance of recognizing the interconnected and interdependence of countries on one another, in addition to providing students with an academic advantage as a means to compete in the global economy (Sutton, 1999).

Some scholars see global education as an end in itself, necessarily focused on building substantive knowledge of global issues and developing an ethical framework to accomplish that (Standish, 2014). From this perspective global education involves a myriad of classes, programs, and community-school partnerships intended to build global competence. In the same vein, it is also a way of teaching that aimed at engaging and prepare students for a more interdependent and globalized world. O'Connor and Zeichner (2011) described global education as "an approach . . . that seeks to educate students about the causes and consequences of global injustices and that aims to support students to work in solidarity with the world's people towards transformative change" (p. 523). On the other hand, from a neoliberal perspective, global education is considered an imperative for American students so that they can compete in the new world economy and support American hegemonic power throughout the 20th century. Regardless of the purpose of global education, the bottom line is that it is an approach in recognition that isolationism is no longer an option as global interdependence and interconnectedness is today's reality.

Summary of Global Competence

I have defined global competence as the skills, attitudes, and values needed for educators and learners to examine and develop an awareness about the world around them near and far, from a global perspective. Globally competent educators and learners understand the

interconnectedness of a rapidly changing world, are able to collaborate and problem solve by examining issues and historical events from diverse perspectives; they are engaged citizens. They are able to adapt, improvise, and innovate in this volatile, uncertain, complex, and ambiguous world (Tichnor-Wagner et al., 2019). Global educators and learners communicate in a culturally appropriate way that honors a variety of cultural and social norms, perspectives, and attitudes. In addition, globally competent individuals have strong relational skills in that they seek to build relationships that seek to build connections, develop empathy, and provide opportunities for everyone to flourish.

Global Competence as an Essential Skill in Californian K-12 Curricula

California is the most densely populated and is the most culturally diverse state in the country (World Population Review, 2021). In 2019, California also had the largest economy in the United States, producing more than $3 trillion in economic output, more than the entire country of India (Perry, 2020). California's diversity is an asset to America's economy and well-being. Global competence is a 21st-century imperative encompassing and addressing the needs of jobs, relationships, civic engagement, critical thinking, social-emotional skills (Standish, 2014). As a result, the California Department of Education (2016) has identified global competence as an essential skill in the curricular frameworks for English language arts and English language development, world languages, history, social sciences, natural science, and environmental studies, career technical education, and the arts.

Fostering global competence across the curriculum in California requires that educators provide a variety of opportunities for students to reflect on global themes, identify and propose solutions for issues of global significance. It means having to connect and examine the

relationship between the local and global, as well as recognize the interconnectedness of local and global issues (California Department of Education, 2016; Mansilla & Jackson, 2011; Standish, 2014).

In the California Department of Education's (2016) report on global competence in California schools, global competence plays a major part in maintaining and growing the state's place as a global leader. The report noted,

> California educators and scholars recognize the vital role of education in preserving and enhancing the state's position as a global leader in education, business, and the industry as well as the imperative to develop students' capacity to fully engage and participate in a globally interconnected society. (California Department of Education, 2016, p. 6)

Additionally, the report recommended making global competence a priority through several strategies:

- building professional capacity in global education;

- promoting global education in all classrooms, schools, and districts;

- creating guidelines on how to include global education across content areas, programs, grade levels, and in educator/administrator credential programs;

- engaging and celebrating the ethnic, cultural, racial, and linguistic diversity of students, families, and communities;

- collaborating with non-education entities as a means to designing and supporting professional learning focusing on the local to the global concept; and

- increasing world language and dual immersion programs, offerings, and participation in PK–12 system.

The California Global Education Project

CGEP is an organization designed to support professional learning for global competence. It began in 1985 under the name California International Studies Project. In 2018,

the name changed. CGEP is part of California Subject Matter Projects, a state and federally funded K-12 professional learning network led by the University of California Office of the President. The organization's guiding principles are justice, equity, integrity, global citizenship, empathy, creativity, action, and curiosity. CGEP strives to provide ongoing support and professional learning to improve teachings in order to improve student outcomes and achievement.

The CGEP global competence framework combines work from Council of Chief State School Officers (CCSSO) and the Asia Society (Mansilla & Jackson, 2011) and the United Nations Sustainable Development Goals (United Nations Department of Economic & Social Affairs, 2015).

The United Nations Sustainable Development Goals

The United Nations Sustainable Development Goals comprise worldwide objectives to promote and provide sustainable opportunities for all. In total, the 17 interconnected goals support efforts to address modern-day problems. In order to address these challenges, the United Nations believes that everyone must be globally competent. The UN Secretary-General's Envoy on Youth described global competence as "the competency that will have the greatest impact on young people's success in the global workforce, and ultimately support the achievement of the Sustainable Development Goals" (Hunter, 2015, para. 1).

Global Competence Models

The CCSSO and Asia Society (Mansilla & Jackson, 2011), the Organization for Economic Cooperation and Development (2018), and World Savvy (2021) have each described global competence and created visual models to explain the components of the concept. In the

course of this project if not before it, each of the participants in my project became familiar with these visual models.

This action research project used the framework created by Tichnor-Wagner et al. (2019). This framework is the most comprehensive and inclusive of the models that I have reviewed. The framework takes into consideration the other global competence outlines as published by Mansilla and Jackson (2011), the Organisation for Economic Cooperation and Development (2018), UNESCO (United Nations Department of Economic & Social Affairs, 2015), the Asia Society Center for Global Education (2021), and World Savvy (2021). Tichnor-Wagner et al. (2019) sought to create a framework that provided, "clear delineation of the knowledge, skills, and dispositions educators need to instill global competence in their students" (p. 8). Figure 2.1 shows the skills needed for educators to become globally competent.

Figure 2.1

Elements of Globally Competent Teaching in the Tichnor-Wagner et al. Model

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 9. Copyright ASCD. Used with permission.

The framework consists of 12 elements divided into three interrelated domains. The elements in numerological order are developing a sense of empathy and the ability to honor and find value in diverse perspectives; a commitment to global equity; an understanding human conditions worldwide and an awareness about global events and their impacts; an understanding of the ways in which world is interconnected and interdependent; an experiential understanding of multiple cultures; an understanding of the skills needed for intercultural communication; the ability to communicate in multiple languages; the ability to create a classroom environment that values diversity and global engagement; the ability to integrate global learning experiences across the curriculum; facilitating and promoting dialogues that transcend borders and promote academic conversation, critical thinking, and perspective-taking; the ability to collaborate with local, federal, and global organizations to promote learning opportunities. The first two elements belong to the *dispositions* domain, elements three to six fall under the *knowledge* domain, and the remaining are categorized as *skills*.

The Globally Competent Learning Continuum is a self-assessment tool for educators of all levels who have the desire to improve their craft and integrate global competence into their courses. It is rooted in self-reflection and self-improvement. The continuum was created during a two-year process which was carried out in four stages. Each domain has its own accompanying rubric with which educators may self-assess themselves and celebrate as they move through *nascent, beginning, progressing, proficient,* and *advanced*.

Dispositions

The first domain, dispositions, encompasses the two elements of empathy and equity. "Dispositions are the attitudes, values, and commitments educators hold and espouse that inevitably influence how they teach" (Tichnor-Wagner et al., 2019, p. 19). Dispositions are the

foundation and the point of departure for what happens in the classroom. Addressing issues of equity means that educators are critically aware of their own positionality, privilege, and power in various situations.

A Commitment to Equity

Equity requires that educators become critically aware of the ways in which their power and privilege promote oppression of marginalized groups. Critical consciousness asks educators to examine the ways in which their teaching messages promote the narrative of the dominant culture and how these messages might exacerbate feelings of inadequacy, inferiority, or invisibleness. This critical awareness is a metacognitive process, which for some could prove to be radical and quite uncomfortable. Nevertheless, in order to truly be a champion of equity for all, educators may have to ask themselves uncomfortable, critically reflective questions about their power and privilege. Figure 2.2 is the rubric created by Tichnor-Wagner et al. (2019) t o assess educators' commitment to promoting equity.

Figure 2.2

Rubric for Self-Assessment Continuum for Promoting Equity

Element	Nascent ⟶	Beginning ⟶	Progressing ⟶	Proficient ⟶	Advanced
Commitment to Promoting Equity Worldwide	I have not yet considered local and global inequities.	• I care about the well-being of others. • I recognize that inequities exist locally and globally (e.g., poverty and discrimination).	• I understand that there are barriers to equity locally and globally. • I seek opportunities to contribute to efforts to address inequities.	• I engage in opportunities that address particular issues of local and/or global inequity (e.g., poverty and discrimination). • I take responsibility for helping my students and others in my school to recognize inequities.	• I actively seek to understand why inequities exist and challenge those underlying causes. • I lead students and others in my school to act on issues of equity locally and globally.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 43. Copyright 2019, ASCD. Used with permission.

Empathy

Tichnor-Wagner et al. (2019) argued that the commitment to equity and empathy are foundational qualities for globally competent educators. Similarly, Warren (2014) posited that empathy is an integral aspect of education and that empathy is a gateway to high-level critical thinking, problem-solving, and analysis, which are three components of global competence. Like Tichnor-Wagner et al., Jordan and Stone Center for Developmental Services and Studies (1989, 1997) explained that in relational cultural theory empathy allows people to see themselves in the lives of others and see different perspectives.

Empathy is the gateway to equity. Empathy allows people to recognize that inequities exist and that there are levels of access to resources which are dependent on one's socio-economic level, race, ethnicity, gender, language level, education level, home life, among others, that impact peoples' opportunities and access to progress and growth. Empathy helps people move beyond equality, where everyone receives equal amounts and types of support to an empathetic understanding that some people might need more resources than others in order to level the playing field. For educators, this means recognizing that every student comes to class hoping and wanting to find success. Educators must avoid holding individual kids solely responsible for their academic success: recognizing that there are systemic inequities that prevent kids from succeeding is vital. Educators must also strive to identify these systemic injustices and work to change them. The self-reflection tool created by Tichnor-Wagner et al. (2019) requires educators to rate themselves and determine what they need to do in order to become more empathic and value diverse perspectives. Figure 2.3 shows the rubric created by Tichnor-Wagner et al. to assess educators' ability to empathize and value multiple perspectives.

Figure 2.3

Rubric for Self-Assessment Continuum for Empathy and Valuing Multiple Perspectives

Element	Nascent →	Beginning →	Progressing →	Proficient →	Advanced
Empathy and Valuing Multiple Perspectives	I have not yet explored how my personal beliefs have shaped my worldview.	• I can identify my personal beliefs and experiences and recognize how they shape my view of the world. • I recognize that I might hold stereotypes.	• I understand that my beliefs and experiences are not universally shared. • I can identify the influences that shape how others and I view the world. • I am willing to explore the experiences and perspectives of people who challenge my beliefs.	• I recognize biases and limitations of my own perspective and those of others' perspectives. • I recognize how my personal beliefs influence my decisions as a teacher. • I empathize by seeking to understand the perspectives of others.	• I challenge my personal assumptions to understand viewpoints that differ from my own. • I value diverse perspectives, including those that challenge my own.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 25. Copyright 2019, ASCD. Used with permission.

Knowledge

The second domain, knowledge, includes four elements: "understanding of global conditions and current events," "understanding of the ways that the world is interconnected," "experiential understanding of multiple cultures," and "understanding of intercultural communication" (Tichnor-Wagner et al., 2019, p. 55). Knowledge, as defined by Tichnor-Wagner et al. (2019), is the application of understanding based on learned experiences via synthesis and critical analysis. It is useful to acknowledge that knowledge is not objective, impartial, nor is it unbiased. Knowledge is created subjectively and through the lenses of individuals' unique socio-economic, ethnic, linguistic, and racial lived experiences and their relationship to what has been taught. Tichnor-Wagner et al. (2019) affirmed the significance of educators gaining knowledge of the above-mentioned elements.

Global Conditions and Current Events

It is important for educators to have knowledge of global conditions and current events in order to become globally competent. Much of what is in textbooks on global conditions and current events is not up to date. Access to news and global events seems to be lightning-fast. Students' smartphones alert them instantaneously when something that they care about happens. Educators must stay up to date on the latest global conditions and current events by diversifying their news sources and seeking out news that impacts and interests their classroom populations (Tichnor-Wagner et al., 2019). Topics that may be of interest are endless. Nevertheless, some themes that I have frequently found engaging for my students include the following:

- global population,

- immigration and migration,

- human rights,

- human trafficking,

- racism and implicit bias,

- food insecurity and impacts of industrial farming,

- global conflicts,

- global economic systems and supply chains,

- impacts of climate change on different regions,

- the role of language diversity and linguistic dominance,

- hegemony and global governance,

- gender and equality, and

- religion and spirituality.

The goal for educators is to expand their horizons, push their boundaries, and go beyond their own comfort zones in an effort to connect the knowledge to the interests and sometimes lived experiences of their students. By studying, contemporary educators can facilitate and design lessons that connect the present to the past and the local to the global. Tichnor-Wagner et al. (2019) noted that "globally competent educators recognize the ways the past intersects with the present . . . (they) seek to comprehend the complexity of today's events in light of the historical past, and they consider the implications of today's current events in the future" (p. 58). Figure 2.4 shows Tichnor-Wagner et al.'s rubric to assess educators' understanding of global conditions and current events.

Figure 2.4

Rubric for Self-Assessment Continuum for Understanding Global Conditions and Current Events

Element	Nascent ⟶	Beginning ⟶	Progressing ⟶	Proficient ⟶	Advanced
Understanding of Global Conditions and Current Events	I do not yet have knowledge of world conditions and current events.	• I have a basic understanding of world geography. • I have a basic understanding of current local and/or global events.	• I can articulate geographical, historical, political, economic, social, and/or cultural influences on current events. • I can access multiple resources that portray current events.	• I seek out multiple sources to understand contrasting perspectives on an issue. • I stay informed on current local and global issues.	• I regularly seek resources from varied perspectives and opportunities to stay informed on local and global issues. • I think critically about the potential impact of current events on future conditions, both locally and globally.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 60. Copyright 2019, ASCD. Used with permission.

Global Interconnectedness

Knowledge of global interconnectedness and understanding that it is ubiquitous through most people's daily lives should not be surprising. Globally competent educators understand the role and impact globalization has on their lives and the lives of others. As Tichnor-Wagner et al.

(2019) explained, globalization connects us and the products we consume to people and cultures halfway around the world. Nevertheless, globalization often appears to benefit and serve the most wealthy and powerful through economic neoliberalism supports neo-colonization, systemic oppression. It is perceived as mainly widening the division between the haves and the have-nots (Milanovic, 2012).

There is increasing recognition that the flattened world of globalization (Friedman, 2006) has mainly provided opportunities for economic and social upward mobility for some but has left others barely making ends meet. Furthermore, "The genocide and displacement of indigenous communities, the loss of language and culture, ecological destruction, job outsourcing, and nativism and xenophobia are emerging as a backlash to globalization" (Tichnor-Wagner et al., 2019, p. 74). For educators, the ability to see this interconnectedness in their own lives and address it with their students is an invaluable skillset on the pathway to becoming a globally competent educator. Figure 2.5 shows Tichnor-Wagner et al.'s (2019) rubric for the continuum for educator self-reflection on understanding the interconnectedness of the world. It was created to assess educators' understanding of how the world is interconnected.

Figure 2.5

Rubric for Self-Assessment Continuum for Understanding Ways the World Is Interconnected

Element	Nascent ⟶	Beginning ⟶	Progressing ⟶	Proficient ⟶	Advanced
Understanding of the Ways the World Is Interconnected	I have not yet considered the ways the world is interconnected.	• I recognize that our world is interconnected and interdependent (e.g., economically, socially, culturally, and environmentally). • I recognize that the ways in which the world is interconnected are constantly changing.	• I understand ways that a global issue affects my local context (including myself, my students, and my local community). • I understand ways that a global issue affects cultures or nations aside from my own.	• I can explain ways that global issues affect my local context and individuals in other nations. • I can explain global influences on local issues and local influences on global issues.	• I can critically analyze ways that global interconnectedness contributes to inequities within and between nations. • I can explain how actions I take at the local, national, or international level address inequities related to our interconnected world.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 76. Copyright 2019, ASCD. Used with permission.

Experiential Understanding of Diverse Cultures

The next element in the globally competent framework is ability to understand diverse cultures. This also requires educators to be critically self-reflective and critically self-aware. It requires that educators critically examine the ways they experience and see the world in order to gain clarity around the ways in which their students and world cultures experience life. Tichnor-Wagner et al. (2019) stated, "The culture(s) with which we identify often form the lens through which we come to understand and experience the world" (p. 89).

This component is important because educators must recognize that their lens is likely to be different from that of their students. In order to encourage students to see the ways in which their lenses impact their view of the world, I like to use Miner's (1956) article "Body ritual of the Nacirema" as a tool for teaching about culture (Nacirema is not a real society but is derived by spelling "American" in reverse). It is a satirical anthropological paper in which Miner (1956)

highlighted various cultural norms that Americans have, such as oral hygiene, and explained

them using hyperbole and humor. Being able to make visible mainstream American beliefs and

values is important to understanding culture.

Culture is both visible and invisible. It is easy to see and address the components of

material culture such as food, religious symbolism, and architectural expression, but it is much

more challenging to recognize the non-material cultural habits such as attitudes, values, and

beliefs. Tichnor-Wagner et al. (2019), citing Hofstede (2011), noted that there are "six

dimensions of culture: individualism/collectivism, masculinity/femininity, power distance,

uncertainty, avoidance, long-/short-term orientation, and indulgence/restraint" (p. 89). Educators

must be able to recognize that for some students the non-material culture of a democratically run

classroom may be vastly different from an authoritarian-run classroom to which they may be

accustomed. Tichnor-Wagner et al. recommended that educators hone their understanding of

diverse cultures by "authentic immersion and engagement opportunities in diverse communities"

(p. 91). This, however, does not mean that educators must travel the world. In fact, in their

qualitative study, Parkhouse et al. (2016) found that "globally competent teaching can develop

through a range of pathways beyond travel or cross-cultural immersion" (p. 274). This suggests

that experiences in unfamiliar cultural settings can be what Mezirow (1991) called "disorienting

dilemmas" (p. xvi)—and they do not have to happen abroad, but can occur within one's own

communities. Disorienting dilemmas provide opportunities for educators to recognize the ways

in which diverse cultures may connect with their curriculum or avoid it. Figure 2.6 is the rubric

created by Tichnor-Wagner et al. (2019) to assess educators' experiential understanding of

diverse cultures.

Figure 2.6

Rubric for Self-Assessment Continuum for Experiential Understanding of Multiple Cultures

Element	Nascent →	Beginning →	Progressing →	Proficient →	Advanced
Experiential Understanding of Multiple Cultures	• I have not yet reflected on my own cultural values and norms. • I have not yet considered experiencing other cultures.	• I am aware of my own cultural practices, values, and norms in relation to other cultures. • I am interested in experiencing other cultures.	• I understand differences in practices, values, and norms across cultures. • I understand that multiple perspectives exist within and across cultures. • I seek opportunities to experience other cultures.	• I demonstrate knowledge of various cultures through cultural immersion experiences (e.g., study abroad and local immersion). • I reflect on the immersion experience in relation to my own cultural constructs, perspectives, and educational practices.	• I critically relate multiple cultural immersion experiences to one another and to my own perspectives and practices. • I modify my educational practices and/or advocate for changing educational policies and practices based on immersion experiences and an understanding of multiple perspectives.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 93. Copyright 2019, ASCD. Used with permission.

By recognizing and being aware of the mundane and auto-piloted actions they take every day, educators can gain a clearer understanding of their own culture and biases. Educators can also think about the examples and anecdotes they use in order to make their lessons come alive. One way to become critically aware and to critically reflect on one's own culture is by recording a lesson, watching it, and reflecting on the practice and the ways in which the lessons include or exclude students in the class. This correlates with Kahneman's (2011) notion of the two cognitive systems humans use to make meaning. System 1, where the brain is on autopilot, is an often bias-laden reaction to what is being observed. System 2, on the other hand, is complex and requires reflection, analysis, and conscious observation of the whole situation, thus leading to a

more reliable interpretation. Global competence requires an acute examination of both System 1 and 2 thinking.

Having experiential knowledge of diverse cultures is a key component of global competence. In addition, it is valuable for educators to understand intercultural communication. Often, this understanding of the ways in which diverse cultures communicate is learned through experiential knowledge of diverse cultures. Tichnor-Wagner et al. (2019) noted, "First, educators need a deep knowledge of the ways in which students from linguistically diverse backgrounds may communicate differently-in terms of not just the words and phrases used, but also the nonverbal elements of communication" (p. 105). According to Wagner-Tichnor-Wagner et al., communication embodies a complete set of non-verbal components such as "physical proximity, gestures, intonation, turn-taking, degree of directness, punctuality, and dress" (p. 105).

To become globally competent, educators must recognize their own biases and preconceived notions of socially appropriate communication. For instance, some students may speak more loudly and may often be told to stop yelling or speak quieter. This is a form of linguistic dominance and cultural repression and could negatively impact a student's comfort level in the classroom, their relationship with their educators, and/or their learning. It is important to recognize that language is not only about communication but also encompasses identities. An attack on one's language and communication may be felt as an attack on identity. Figure 2.7 is the rubric created by Tichnor-Wagner et al. (2019) to assess educators' intercultural communication abilities.

Figure 2.7

Rubric for Self-Assessment Continuum for Intercultural Communication

Element	Nascent ⟶	Beginning ⟶	Progressing ⟶	Proficient ⟶	Advanced
Understanding of Intercultural Communication	I am not yet familiar with cultural differences in communication.	I am aware that different cultures may have different ways of communicating (e.g., differences in language, gestures, and norms for communicating).	• I can identify strategies that enhance intercultural communication. • I can explain the relationship between language, communication, and identity.	• I can use strategies to navigate intercultural interactions effectively. • I understand that learning languages has social, emotional, and cognitive aspects.	• I critically reflect on how particular languages and modes of communication are valued more than others and the effect this has on identity. • I can help others navigate the social, emotional, and cognitive aspects of intercultural communication.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 109. Copyright 2019, ASCD. Used with permission.

The dispositions and knowledge needed for people to become globally competent are vast. People must understand global events and the conditions that impact those around the world; they must understand the ways in which everything is interconnected; they must understand multiple cultures and possess the know-how to communicate interculturally. In addition to the dispositions and knowledge needed, educators in particular must also develop their professional skills in order to become truly globally competent (Tichnor-Wagner et al., 2019).

Skills for Global Competence

One of the most vital aspects of this framework is the concept and implementation of a specific skill set needed to become a globally competent educator (Tichnor-Wagner et al., 2019). The skills section of this framework outlines the abilities, skills, and practices that educators across disciplines must develop in order to be globally competent. These skills include how to plan, how to implement, and how to apply this knowledge throughout their curricula.

Tichnor-Wagner et al. (2019) argued that the skill set needed for educators to encourage globally competent students include the following abilities:

- to communicate in multiple languages,

- to design a classroom that encourages and values diversity and global engagement,

- to integrate learning experiences that foster an exploration of the world aligned to the content standard,

- to facilitate intercultural and international conversations,

- to develop partnerships, and

- to use appropriate methods of inquiry to assess global competence.

Being able to communicate in another language has multiple benefits. Language is the essence of what it means to be human. Educators who are able to communicate with their students in their mother tongue open many doors to stronger student-educator relationships and stronger parent-educator relationships. "Communicating with students and their families in their native language benefits their social-emotional development, English proficiency, and academic achievement" (Tichnor-Wagner et al., 2019, p. 126). In addition, educators benefit cognitively from learning to speak another language. Figure 2.8 is the rubric Tichnor-Wagner et al. (2019) created to assess ability of educators to communicate in multiple languages.

Figure 2.8

Rubric for Self-Assessment Continuum for Communicating in Multiple

Element	Nascent ⟶	Beginning ⟶	Progressing ⟶	Proficient ⟶	Advanced
Communicating in Multiple Languages	I speak one language and have not yet pursued learning another.	I am pursuing or have pursued learning a language other than my native language.	I can have a basic conversation in two languages (including my native language).	• I am proficient in at least two languages (including my native language). • I can effectively communicate with students and families in at least two languages.	I am fluent in at least two languages and seek opportunities to use them in schools and communities.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 130. Copyright 2019, ASCD. Used with permission.

"Creating a classroom environment that values diversity and global engagement is about fostering in students the motivation to acquire global skills and knowledge" (Tichnor-Wagner et al., 2019, p. 139). Valuing diversity correlates with relational cultural theory and positive organizational scholarship in that each framework values diversity and cultural capital (Yosso, 2005) for fostering learner growth. In order for educators to do this, the most significant component in the classroom is the tone and the feeling that students get when they walk into the classroom.

I believe that relational cultural theory is an important theoretical framework for addressing challenges to implementing and creating a classroom culture that values diversity and global engagement. It provides the theoretical foundation for this skill and supports valuing diversity. The key to valuing diversity relationship mutuality and recognizing through self-reflection that personal privilege, relational images, cultural privilege, power differentials, and cross-cultural connections are critical components to creating this type of classroom environment (Miller, 1986; Surrey, 1987). Figure 2.9 is the rubric Tichnor-Wagner et. al (2019)

developed to assess educators' ability to create a classroom environment that values diversity and global engagement.

Figure 2.9

Rubric for Self-Assessment Continuum for Creating Classroom Environments That Value Diversity and Global Engagement

Element	Nascent ⟶	Beginning ⟶	Progressing ⟶	Proficient ⟶	Advanced
Create a Classroom Environment That Values Diversity and Global Engagement	I do not yet consider global issues or diverse perspectives and cultures in my classroom.	I discuss global engagement and the value of diverse perspectives and cultures in my classroom.	• I engage students in learning about other cultures by emphasizing the relevance of global issues to students' lives. • I teach my students to respect diverse perspectives and cultures. • My classroom contains resources that represent multiple global perspectives.	• I teach my students to respect and learn from diverse perspectives and cultures. • I provide opportunities for students to collaboratively discuss global issues. • I consistently encourage students to use resources in my classroom for global learning.	I help my students develop a concern for global issues, an interest in learning more about diverse cultures, and a desire to take action.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 142. Copyright 2019, ASCD. Used with permission.

Another key skill is the ability to integrate global learning experiences into subject-specific lessons. It is important for educators to recognize that integrating global learning experiences into the content-specific curriculum is not a zero-sum game. In other words, it should not be an either-or phenomenon. Tichnor-Wagner et al. (2019) stated, "When integrating global learning experiences, educators align global connections, content, and perspectives to rigorous content-area standards and use a constructivist approach to learning that allows students to explore the world beyond their school, community, and country" (p. 156). These learning opportunities are woven into the lessons. This constructivist approach juxtaposes Freire's (1979) concept of banking education and allows students to connect their learning to topics that are

interesting to them. Figure 2.10 is the rubric by Tichnor-Wagner et al. to assess educators'

ability to integrate learning experiences that promote explorations of the world.

Figure 2.10

*Rubric for Self-Assessment Continuum for Integrating Learning Experiences to Promote
Content-Aligned Explorations of the World*

Element	Nascent	Beginning	Progressing	Proficient	Advanced
Integrate Learning Experiences That Promote Content-Aligned Explorations of the World	I do not yet include global learning experiences aligned with content standards.	I can identify global learning experiences that align with content standards.	I integrate into my instruction global learning experiences aligned with my students' interests and content standards.	I regularly integrate real-world and challenging global learning experiences aligned with my students' interests and content standards.	• I reflect on my students' global learning experiences and revise my teaching accordingly. • I support the school community in integrating global learning experiences.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J.
Glazier, & J. M. Cain, 2019, p. 159. Copyright 2019, ASCD. Used with permission.

Cultivating an inclusive classroom environment supports facilitation of intercultural

conversations. "Globally competent educators provide ongoing opportunities for students to

connect with individuals from diverse countries and cultures, all while teaching students to listen

actively, think critically, and recognize new perspectives" (Tichnor-Wagner et al., 2019, p. 172).

This skill also provides opportunities for relationship mutuality championed by relational

cultural theory (Jordan, 2000; Miller, 1986; Surrey, 1987). By supporting a classroom

environment in which educators promote healthy intercultural conversations, educators are

supporting students as they glean essential 21st-century skills that are critical to their future.

Figure 2.11 is a tool to help educators assess themselves as they facilitate intercultural

conversation.

Figure 2.11

Rubric for Self-Assessment Continuum for Facilitating Intercultural Conversations

Element	Nascent	Beginning	Progressing	Proficient	Advanced
Facilitate Intercultural and International Conversations	I do not yet provide opportunities for students to converse with individuals from other cultures or nations.	I provide opportunities during the school year for students to converse with individuals from other cultures or nations.	I provide opportunities for students to converse with individuals from other cultures or nations, in which students demonstrate active listening, critical thinking, and/or perspective recognition.	I provide ongoing opportunities for students to converse with individuals from other cultures or nations, in which students demonstrate active listening, critical thinking, and perspective recognition.	My students initiate communication with individuals from across cultures and nations, in which they demonstrate active listening, critical thinking, and perspective recognition.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 176. Copyright 2019, ASCD. Used with permission.

This element is focused on developing partnerships both within the local community and abroad. These can be among individuals from within their communities and but also connect classrooms virtually around the world. For both, such partnerships enhance students' learning experiences by exposing them to people, systems, and cultures that are different from their own. Figure 2.12 is the rubric to help educators assess themselves as they develop local, national, or international partnerships that provide real-world contexts for global learning opportunities.

Figure 2.12

Rubric for Self-Assessment Continuum for Developing Local, National, or International Partnerships That Provide Real-World Contexts for Global Learning Opportunities

Element	Nascent →	Beginning →	Progressing →	Proficient →	Advanced
Develop Local, National, or International Partnerships That Provide Real-World Contexts for Global Learning Opportunities	I do not yet create opportunities for my students to communicate with local, national, or international organizations or individuals.	I present students with an opportunity to participate in a global learning experience with local, national, or international organizations or individuals.	I present students with opportunities for short-term collaboration with local, national, or international organizations to learn about the world.	I develop local, national, and/or international long-term partnerships that allow my students to learn about the world with diverse communities.	I guide my students to develop local, national, and international partnerships; direct their own communication with these partners; and develop their own global learning opportunities.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 192. Copyright 2019, ASCD. Used with permission.

The final element to consider is how educators should assess global competence. Tichnor-Wagner et al. (2019) confirmed that "Intentionally and explicitly assessing students' global competence shows that these are outcomes that are important to them, gives your content area significance beyond the classroom, and helps students become lifelong learners" (p. 204). Educators can use a variety of assessments including formative and summative assessments in order to gauge and assess student learning and progress. Figure 2.13 shows the rubric that educators can use to assess progress in using methods of inquiry to assess changes in students' global competence.

Figure 2.13

Rubric for Self-Assessment Continuum for Developing and Using Appropriate Methods of Inquiry to Assess Students' Global Competence

Element	Nascent ──→	Beginning ──→	Progressing ──→	Proficient ──→	Advanced
Developing and Using Appropriate Methods of Inquiry to Assess Students' Global Competence Development	I am not yet familiar with how to assess students' global competence development.	I am familiar with resources to assess students' global competence development.	• I develop and use appropriate assessments of students' global competence development. • I can provide students with feedback and analyze students' global competence development.	• I develop and use frequent, authentic, and differentiated assessments of students' global competence development. • I can provide students with constructive feedback and analyze students' performance to inform subsequent instruction.	I guide students to evaluate their own global competence development.

Note. From *Becoming a Globally Competent Teacher* by A. Tichnor-Wagner, H. Parkhouse, J. Glazier, & J. M. Cain, 2019, p. 208. Copyright 2019, ASCD. Used with permission.

Tichnor-Wagner et al. (2019) created a globally competent learning continuum self-reflection tool which includes each of the other elements and asks teachers to rate themselves and provide examples of the ways in which they implement global competence in their work. Using this framework to support educators as they become globally competent is valuable work. This framework provides a solid tool for educators and is unique and timely, given the state of the world and education. Not only is the framework a tool for reflection, but it also provides valuable resources and tools for educators as they begin their work.

While the framework is critical and very comprehensive, educators will inevitably encounter challenges. The goal of this project is to support educators as they navigate the vast world of globally competent teaching, identify challenges, and seek solutions to those challenges in order to further enhance this framework and provide support for future globally competent educators.

Integration and Conceptual Model

The purpose of the conceptual model is to provide a visual representation of the ways in which each component of this project connects. Positive deviance, a component of positive organizational scholarship and relational cultural theory, and relational leadership are the theoretical frameworks that will serve as the foundations for this project. The continuum for becoming a globally competent educator is the practical foundation.

Figure 2.14 illustrates the integration of each component of the project. After careful analysis and review of the literature of globally competent educator, positive organizational scholarship, including positive deviance, relational cultural theory, and relational leadership, I was able to weave the common threads together. Each component of this project identifies relationships, critical consciousness, critical awareness, cooperative learning, mutual respect, empathy, growth, self-agency, and the upholding of democratic and egalitarian structures as foundational elements to their theories.

Figure 2.14

Conceptual Model for This Dissertation

Chapter Summary

This review of literature has provided an extensive discussion of global competence, relational cultural theory, and positive organizational psychology as it relates to becoming a globally competent educator and the challenges associated with that process. It is clear that integrating and including positive organizational psychology, relational cultural theory, relational leadership practices, and global competence as theoretical and practical approaches is important. Each of these theories, approaches, and frameworks provides a foundation for the approach to action research project. The foundational elements and skills for each of the above-mentioned theories and approaches are critical self-reflection, critical self-awareness, and the ability to build

and sustain strong relationships with others. Likewise, action research as an approach to research

also holds self-reflection, self-awareness, and relationship-building in an extremely high regard.

Chapter III: Research Design

The aim of this project was to identify, explore, and find solutions to the adaptive challenges educators faced as they become globally competent educators. This was done by identifying educators who are striving to become globally competent, are positive deviants, and willing to participate in an action research study in which they identified a component of the global competence frameworks that they wanted to integrate into their practices, then they discussed and identified the technical problems and adaptive challenges they faced for components they chose. After the participants identified their areas of focus, the participants discussed the barriers and challenges they faced when striving to improve their skills and discussed possible solutions for mitigating the challenges and overcoming the barriers to becoming globally competent educators.

This chapter addresses the justification for the method and approach, a review of literature of the approach to research, lessons learned from the pilot study, the connection of action research to other foundational theories, participant recruitment, proposed plan of action for the project, data collection, and data analysis.

Research Questions

This project sought to extend the work of Tichnor-Wagner et al. (2019) by addressing the challenges educators face on their journey and provide real-time and real-life solutions to those challenges. Furthermore, this project sought to connect the frameworks to real-time educator action. The research questions were as follows:

1. What adaptive challenges do educators face as they seek to integrate globally competent teaching into their curricula?

2. What learning and growth did educators experience as they participated in the action research cycle?

3. After completing the action research cycle, what adaptive solutions do they suggest in response to the challenges they had previously identified?

The answers to these questions were addressed during the action research/positive deviance processes. Through coding, categorization, thematic grouping, deep analysis, and reflection the research participants and I were to contribute to the field of knowledge and develop two new concepts—a model for coaching for global competence and a pedagogical approach to global competence and responsiveness called a globally competent and responsive pedagogy.

Choice of Methodology

I chose action research because it provided an opportunity for participants to take an active role in a change initiative in their organizations and because it supports individual learning and growth through a structured research process. I used a hybrid approach of action research and positive deviance. The six participants for this study were educators who self-identified as positive deviants within their organizations in that they are actively seeking ways to improve their practices without the directive of their supervisors.

There were three phases to this action research project. Phase one centered on the action research side as the research questions and project were initiated by me. Phase two provided more opportunities for action research and positive deviance as the participants were invited to identify the challenges they face as they implement global competence in their organizations. Once the challenges had been identified, participants were able to discuss possible interventions as solutions to their challenges. The third phase was a combination of action research and

participatory action research as it was facilitated by me with the input, experience, and dialogue of the participants.

Overview of Action Research

Education systems and pedagogical practices in the United States and globally are diverse in a multitude of ways. Nevertheless, they all have one common constant that serves as a starting point for a discussion on how societies can improve their educational systems in a productive and equitable manner. That common denominator is change. Change is the only constant in education both at home and around the world (United Nations Department of Economic & Social Affairs, 2015).

Policymakers, politicians, school administrators, educators, parents, students, and the community at large continuously seek ways to improve practice, pedagogy, curriculum, and content in order to meet the needs of students in the 21st-century. Stakeholders in education are always looking for new and innovative ways to re-educate or enhance the professional capabilities of educators as a means to meeting learners needs in today's ever-changing world. While one may posit that the stakeholders' intentions are ethical, positive, and laden with purposeful objectives that are equitable, just, and accessible for students, there is often conflict between those who strive to implement policy and those who are in the trenches striving to meet the subjective standards set by those in power (Thomas & Brown, 2011). Kurt Lewin (1946), known as the grandfather of action research, discussed the ways in which these social conflicts impact individuals and organizations and discussed how best to address these problems in practice. He noted that stakeholders may identify a problem in practice or an area that needs improvement and, while all may agree that there is indeed a need for change, it may be challenging to get all stakeholders on the same page.

Action research is a disciplined, yet open-ended approach to assessing, implementing, testing, and reflecting on change initiatives in one's own organization. It is a constructivist approach to improving practice and is constantly being refined and reshaped based on a educator's experience, interactions, experiences, reflections, and practices (Klehr, 2012).

Action research embodies a multitude of themes that culminate in an approach to research that is emancipatory, participatory, democratic, learning- and growth-oriented, reflective, interactive, change-focused, and empowering. It is a means by which practitioners may cultivate knowledge and theory in their area of expertise as well as become empowered as scholar-practitioners in their own practice (Argyris et al., 1990; Cochran-Smith, 1991; Herr & Anderson, 2015).

Action research is an emancipatory approach to research because the process directly involves all stakeholders in an egalitarian way and seeks to empower educators in their practice (Elliott, 2005). Newton and Burgess (2008) noted, "Educational action research can be classified as emancipatory, practical, or knowledge building, and, as such, the conception of validity ought to reflect the different modes of research" (p. 19). In other words, each person becomes a creator of knowledge and is therefore empowered to enact change and speak about the change and its impacts rather than the change initiative being implemented and required from superiors. As Levin and Rock (2003) explained,

> The major goals of action research are: a) to help educators make decisions about their classrooms, b) to improve classroom or school practice, c) to encourage educators to see themselves as producers of educational knowledge, and d) to allow educators to clarify, elaborate, and modify theories that inform their teaching. (p. 13)

This creation of knowledge gives educators the opportunity to systematically question their own practice, grow from their inquiry into their practice, and seeks to promote personal development and learning. The personal growth and learning are in and of themselves

emancipatory because the educators can begin to see themselves as autonomous practitioners with the power to analyze their system, develop an action plan for change, and become the creators of knowledge in their areas of expertise rather than waiting until their principal, district, or state tells them a new plan. This concept also echoes Paolo Freire's (1979) concept of *conscientizao*, in which people become creators of their own destinies, are empowered to make a positive change in their communities by leading change initiatives rather than waiting for someone to save them and change the system for them. Since education is part of a larger political system, educators must learn to do research effectively in order to make a systemic impact. Learning to do research and contribute to knowledge is also an emancipatory process that empowers educators.

As an emancipatory and democratic process, action research also requires participation and collaboration. This participation process is critical to a democratic process in that it supports educators' participation rather than their observation and acceptance of new norms by others. As Chomsky (2013) noted, in order for the democratic process to work, people must recognize that they are responsible for thinking and planning. These people are the participants. When people participate and have a voice, they become creators rather than consumers. Action research requires people, in this case educators, to be creators of knowledge rather than consumers or "spectators" in the implementation of new agendas.

Finally, another major goal of action research is change. In assessing the quality of an action research project, one of the major components is whether or not the project brought about change. According to Leuverink and Aarts (2019), there are five criteria for assessing the quality of an action research project. Expressed as questions these were as follows:

- Did the question get answered?

- Was the method acceptable, appropriate, and satisfactory?

- Were all stakeholders involved?

- Did the project bring about change?

- Did the researcher receive peer feedback?

In assessing the degree to which a change occurred, Lewin (1947) explained that in order for an action research project to be of quality, educators must challenge and change the status quo by changing their cultural, social, and political patterns in regard to education. This change process is a "re-culturing" or re-educating of educators in order to improve their practice (Cochran-Smith & Lytle, 2009; Lewin, 1946).

Another important component of social and practitioner change is sustainability. The goal of any change ought to be long-lasting and not simply a temporary bandage, rather it should have long-term impacts and practitioners ought to be able to continue the practice in a feasible way. When educators conduct their own research, we are ensuring that they are researching that which they are most passionate about changing. According to McNiff and Whitehead (2006), if we are dependent on outside consultants, the likelihood of a change initiative being sustained long-term is small. Therefore, it is important that practitioners create their own theories through their own practitioner research. In this way, the system or organization is not dependent on an external expert in order to grow and improve.

The foundation of action research is its cyclical process that was first introduced as a theoretical model by Lewin (1946). The iterative process begins with observations, data collection, and the development of an objective. Then critical reflection is undertaken in which the scholar-practitioner along with other stakeholders reflect upon the problem in practice and an analysis of the problem. Once the problem in practice is identified, the scholar-practitioner and

the stakeholders co-create a strategic action plan in which they contemplate ways in which they might address and solve the problem in practice. Next, the group implements the plan and upon completion of the action project, reflects on the ways in which the action plan supported, hindered, or had no effect on the problem in practice. This process is repeated a number of times and the action plan is assessed. This process is an empowering process because all the stakeholders are involved in the identification of the problem, the analysis of the problem, the planning of the change initiative that the research team hypothesizes is the best means to which address the problem, and finally they reflect on the outcome and results of the plan and its impacts or lack thereof.

To improve and grow, scholar-practitioners must adopt a mentality and practice of critical reflection both of themselves and their actions. Reflection and self-examination in teaching is not new. John Dewey (1933) championed educator reflection as an important aspect of teaching and learning because it encourages educators to become more deliberate in their practice. According to Shandomo (2010), active and deliberate reflection and analysis of one's practice promote the creation of new and improved teaching strategies, as well as educator re-education leading to behavior changes and professional growth. Cochran-Smith (1991) argued that transformative and critical reflection is absolutely necessary in successful action research. Educators must cultivate a culture of critical reflection of their actions as well as their practice and pedagogy. Critical reflection is not an easily acquired skill for most educators. It must be explicitly taught and practiced. While educator education programs and professional learning communities seek to promote educator reflection, the depth of that reflection is often less profound and critical than necessary for authentic growth and learning.

For the purpose of this project the reflection process is embedded in the three journaling activities. Both individual reflection and collaborative reflection are critical components of quality action research. Wessels and Wood (2019) studied educator well-being using a participatory action learning and action research approach; they found that cycles of critical reflection and observation in a collaborative environment helped educators re-evaluate, re-create, and improve their practice in order to cultivate more positive emotions.

The reflection process as a means to critical self-awareness is a key component of global competence as well. In Chapter II, I identified an educator's ability to see and reflect on their own positionality, status, and power as necessary in order to be empathetic and equitable. Empathy and equity are important foundations to becoming a globally competent educator.

Lessons from the Literature Study in My Pilot Study

The pilot study I conducted sought to analyze and demonstrate understanding of the ways in which action research could be used as an approach to the research I was interested in conducting on educators and global competence. I designed a pilot study in which I sent a survey to all district stakeholders including administration, educators, and educator support staff. The purpose of the pilot study was to determine whether there was an interest in learning about the implementation of global competencies in classes throughout the district in which I teach. One of the most important take-aways I gleaned from the survey was that there is an interest and a desire on behalf of educators to become more globally competent in order to better meet the needs of their students. This study found that educators in this district felt that global education was important to teaching and learning and that they lacked a clear understanding of how to foster an environment in which global competence is explicitly taught and practiced. Further, it showed that the participants would be interested in investing time in order to address global competence

in their content areas. These results were an indication to me that educators are interested in educating for global competence and that they need support in order to be successful.

The results of the pilot study gave me clarity about goals for my dissertation research. It became clear to me that I was interested in supporting educators to identify the challenges faced in meeting their professional learning goals regarding global competence and holding space for them as they navigated the complexity of finding solutions to these challenges. Prior to conducting the survey, I grounded my study in the action research literature and examined the various ways researchers have used it to implement systemic change in education.

Levin and Rock (2003) examined the perceived costs and benefits of collaborative action research projects by pre-service and experienced educators in a semester-long internship. They identified 25 pre-service educators and paired each of them with an experienced mentor educator. Each team developed a project and plan that was geared toward improving learning for at-risk students. Levin and Rock found that the pre-service educators gained an improved understanding of self, helped educators understand and know themselves better (critical self-awareness) with regard to their teaching, and helped them identify their biases in order to address the needs of their students.

This study is a valuable study and model from which I can glean substantial information about how to implement a quality action research project. This study effectively implemented the appropriate action research cycle of identifying a problem in practice, plan an intervention, implement the intervention, observe impact of intervention, and reflect on next steps. Additionally, the study supported personal growth and systematic change for the participants.

A weakness of the study can be seen in the lack of growth and learning on behalf of the mentor educators. The authors recognized that since the mentor educators were not asked to keep

a reflective journal, they did not seem to recognize an increased understanding of themselves and their curriculum. I think this weakness could be mitigated by asking the mentor educators to keep a reflective journal. In this way, the experienced educators may be able to see that, while their learning is less pronounced than that of the pre-service educators, they are still learning and growing.

In a different study, Paparo (2016) sought to help a choir educator improve her practice and thereby her students' signing by participating in what he called the "somatic practice" (p. 488). Paparo recruited one educator and 11 high school chamber choir singers to participate in this project. After months of taking field notes, reflective journaling, interviews, classroom interactions, and observations, Paparo analyzed the data and used emic and etic coding in order to identify themes and gain an understanding of the impacts of the intervention on the educator's practice and the students' learning. The research showed that participants gained more self-awareness, became more deliberate in their singing, and saw improvement in their skills. The educator learned new and more effective ways of teaching and grew in her practice. Paparo's study also met the expectations for a quality action research project. I appreciate the way in which the researcher identified a problem in practice *with* the choir educators and then worked with her collaboratively to implement somatic practice as a means to improving teaching and learning. This study also provided opportunities for growth for all stakeholders. I particularly appreciated the fact that both the educator and the students became much more self-aware and, therefore, improved in their practice.

In a different study, Van Der Voort and Wood (2016) sought to understand how South African school district leaders, known as circuit teams, effectively support school management teams of underperforming schools towards whole-school development. As a result of the data

from this study, the researchers were able to develop a model to help district leaders support whole-school change. Van Der Voort and Wood's model asked educators and school district leaders to begin developing reflective practice and simultaneously promotes the implementation of the phases of an action research process. Phase 1 was the assessing and planning phase and Phase 2 was implementation phase. At the same time, there was a fluid and cyclic process providing guidance on how and what all stakeholders ought to be doing in order to impact school improvement. The fieldwork study was instrumental in developing this model.

The use of the scale was helpful in attaining the goals of an action research project. It sought to ensure that the intervention was sustainable by collecting input from the schools and educators, providing opportunities for all stakeholders to voice their feelings and thoughts, providing opportunities for long-term learning, recognizing individual experiences as assets rather than deficits, providing opportunities for stakeholders to be autonomous and independent, and also encouraging all stakeholders to reflect critically on their behaviors and roles in their organizations and schools. Van Der Voort and Wood's (2016) study is a good model of how researchers might create a model to guide stakeholders in their future endeavors. I think the creation of the model may help to keep the intervention project sustainable.

By reviewing these studies, I was able to better design my study in order to ensure rigor. For instance, this project ensured project validity by using triangulation. The triangulation occurred as this project invited participants to participate in three focus group meetings, provide three reflective journal entries, and participate in an exit interview.

Relationships and Action Research

As an action researcher, I am intent on facilitating a research project that values, listens to, and honors the contributions and experiences of each of the participants. I recognize that

although I am the researcher, my experience, expertise, and positionality are not superior to or more important than that of the participants. Additionally, I recognize that the relationships that would be built in this project would be mutually beneficial. By focusing on these ideals, I am underlining the importance of fostering and supporting shared power with the participants. By initially cultivating an egalitarian system for participant research, I incorporated many elements of relational practice and a focus on high-quality connections.

The success of an action research project hinges heavily upon the relationships that the scholar-practitioner is able to cultivate and sustain. Action research is an interactive and collaborative process by which the scholar-practitioner, alongside other stakeholders, seeks to improve their practice. This is by identifying and observing a problem, reflecting on their work, discussing and collaborating with colleagues and hypothesizing about possible interventions, implementing an intervention, collaboratively evaluating the intervention, and seeking feedback and suggestions on how the intervention could be improved or changed. Scholar-practitioners may benefit from considering relational cultural theory as an applicable theoretical framework from which to explore, cultivate, and sustain relationships in their organization. This framework intersects well with action research which, to be effective and sustainable, requires that relationships be authentic and trusting. Action research requires the researcher to connect in an egalitarian way with participants and work with them collaboratively rather than in a stratified hierarchical way. In other words, the researcher is not superior to the research participants. Rather, they and the partcipants are equal in the shared quest for knowledge creation. Since action research often challenges the status quo and systems that support oppression, with relational cultural theory it may create a symbiotic relationship to address how the researcher may confront challenges of researcher-participant relationships.

Positive Deviance and Action Research

For this project, I relied on a positive deviance lens, but action research/PAR served as my research approach. Positive deviance approach and an action research approach are compatible. Positive deviance as a methodology identifies five steps which are the foundational elements of a positive deviance approach to research. These steps are known as the five D's: PD requires practitioners to define the problem, causes, and goals; determine who are the positive deviants; discover the ways in which their behaviors are successful and strong; develop action steps based on the discovered behavior; and discern or evaluate the findings.

The action research cycle is similar to the positive deviance cycle. Action research focuses on identifying a problem, reflecting on the problem and constructing possible solutions, implementing and testing out possible solutions and collecting data, analyzing the data, and reflecting on the outcomes. The goal of a positive deviance approach is to fill that gap between the knowing and the doing via self-discover, social examples, and practice (Positive Deviance Collaborative, n.d.). In her dissertation, Lackovich-Van Gorp (2014) integrated both approaches in order to "create action through a combination of theory and practice" (p. 54). Lackovich-Van Gorp (2014) first identified PD individuals, held semi-structured interviews, observed, analyzed, and worked with the community to make a change. Her research is a strong example for the ways in which PD and action research are compatible. Table 3.1 compares and shows the similarities between PD and action research.

Table 3.1

Comparison of Action Research and Positive Deviance

Action Research	Positive Deviance
Identify a problem and create a forward-looking, flexible, and strategic plan of action to improve what is happening.	Define the problem. Identify an outcome that would be desirable.
Implement the plan and take action accordingly.	Identify the positive deviants who are already doing what is necessary to achieve the goals.
Observe what is happening throughout the implementation of the plan in order to collect evidence.	Figure out unique or uncommon observable behaviors and/or practices that PDs exhibit that allow them to excel in achieving their community's goals.
Reflect, analyze, and evaluate the implementation of the plan and identify next steps.	Develop and create a plan so that other members of the community can learn the PDs' practices and behaviors as well as work collaboratively to create new solutions.
Repeat	Act

A deeper look at the two approaches can help readers visualize an action research/PD approach to intervention. As Figure 3.1 illustrates by entwining and connecting action research to PD, the research and rigor is elevated because it allows for an expansion of both approaches to form a solid research strategy.

Figure 3.2

Inter-Woven Approaches of Action Research and Positive Deviance
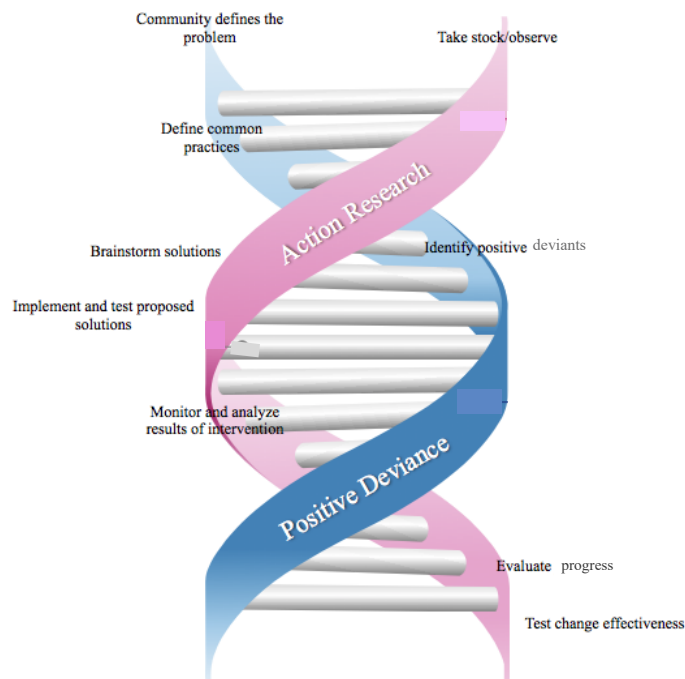
In conclusion, I chose action research as an approach for my study because the approach supports a democratic and egalitarian approach to research. It strives to improve practice, promote democratic and participatory education, and seeks to create social good (McNiff & Whitehead, 2006). In action research, the practitioners are the researchers and their involvement influences the change process, provides opportunities for participant learning, and supports participants' abilities to contribute to the knowledge with regard to their work (McNiff & Whitehead, 2006; Newton & Burgess, 2008). Additionally, it is important to provide educators with the opportunity to question the system in which they teach. By supporting educator critical dissonance, educators can identify and cease instructional and institutional practices that perpetuate injustice and inequity (Cochran-Smith, 1991).

dissonance, educators can identify and cease instructional and institutional practices that perpetuate injustice and inequity (Cochran-Smith, 1991).

The Study Participants

Recruitment and Selection

I recruited participants for this study with the support of my sponsor and external committee member Dr. Emily Schell. Dr. Schell serves as the Executive Director of California Global Education Project at University of San Diego and is one of the principal facilitators for the CGEP Northern California Fellowship. Dr. Schell generously offered to mentor me as well as help me recruit fellows to participate in the project. She has also offered to help connect me with other educators outside of the fellowship group in the event that I am unable to find an appropriate number of participants. Because all members of the fellowship group have been selected based on their desire to become more globally competent, I used the fellowship selection as a key indicator in selecting participants.

Participants were selected based on their experience and desire to implement global competence into their curricula. As noted, it was my goal to recruit from the CGEP Northern California Fellowship. The participants' ages ranged from 25 to 60. Because I recruited from a small cohort of 15 people and only recruited a small number of participants, I had hoped that there would be at least two women and two men, that there would be racial and ethnic diversity, as well as diversity in education job assignments. For the purpose of this project the participants were asked to respond to a questionnaire in which they acknowledged the following attributes:

- Had an interest in integrating/implementing global competence in their organizations.

- Were a global education project fellow.

- Had attended at least 80% of the fellowship meetings (five of the seven meetings).

- Were an educator who is currently teaching in the classroom, an educator or teacher who is on special assignments (TOSA), or a former teacher who is working at the district level to integrate and implement global competent teaching in classrooms throughout your district.

- Were a fellow in CGEP Northern California Fellowship who is intentionally seeking to take action in order to implement and integrate global competence education into their classroom or organization.

- Self-identified as a positive deviant.

Appendix B shows the questionnaire which was sent to the prospective participants. The questionnaire was used to assess the participants' eligibility in this study.

Description of Participants

The participants were recruited from the CGEP Fellowship. First, I presented my work at the CGEP monthly virtual meeting. Those who were interested in the study contacted me to ask questions, clarify the purpose of the study, and determine whether it was something in which they wanted to participate. Once a potential participant expressed interest in the study, I sent them a brief questionnaire to determine their eligibility. Appendix B details the questions I asked in the questionnaire. For this study, participants needed to be currently actively working in education to integrate and implement globally competent pedagogy in their organizations, as well as self-identify as positive deviants. A total of six participants met the criterion for this study.

Each of the six CGEP fellows who expressed interest in the study met the criterion. In order to protect the participants identity, the participants were identified by their pseudonyms. The participant group was small, yet diverse. The group was diverse in terms of educational

roles, years of teaching, years in their current positions, learner ages, race/ethnicity, and gender. The eligibility and participant self-identification data were gathered through a questionnaire (Appendix B). Table 3.2 illustrates the participant makeup.

Table 3.2

Participant Makeup

Pseudonym	Title	Content Area	Years teaching	Years in current position	Gender	Race/ Ethnicity
Silvia	High School Teacher	World History, Advanced World, AP Macroeconomics, and AP U.S. Government and Politics	6–10	6	Female	Caucasian
Beatriz	District Administrator Curriculum and Professional Learning (TK-12 HSS)	History Social Science	6–10	6	Female	Multi-racial Citizen Potawatomi Nation Black
Tadeo	Career Technical Education (CTE) Instructor	Culinary Arts	10–15	15	Male	Cuban
Bella	TK-12 Instructional Coach	History, Math, Writing	> 20	3	Female	White, European French
Raquel	High School Teacher	Spanish 1-2	6–10	4	Female	White, Hispanic (Spain)
Camila	Teacher	Multi-subject (Grade 2)	> 20	16	Female	Hispanic

The CGEP Fellowship began in January 2020. The CGEP Fellowship intended to meet virtually on a monthly basis from January 2020 to December 2020. The original plan was to include a two-day in-person summer convening, as well as a fall Global Education Forum at which the fellows would have presented their work on global education.

The global pandemic required educators to pivot quickly into a virtual learning environment. For the study's participants, COVID-19 impacted their initial plans to integrate and implement globally competent teaching practices, nevertheless, as Chapter IV will show, the participants pivoted, adapted, and were able to use the tools available to them to overcome challenges and adapt to a professional teaching and learning environment with which they were quite unfamiliar. During the time period in which this project took place, all of the educators who participated in the study were in distance learning.

This research project consisted of three phases. Phases I and II included a focus group meeting and a reflective journal entry for each of the participants and Phase III included a focus group meeting, a reflective journal entry, and an individual exit interview. Data were transcribed, coded, and analyzed after each phase. After the completion of the data collection, data were analyzed again in order to categorize the emergent themes appropriately.

Participant Incentives

The incentive for participating in this project was $500. In addition, after discussion, Dr. Schell, Executive Director of California Global Education Project, agreed that participating in this project would also count towards the expectation to develop, implement, and share findings from a local inquiry project related to the Sustainable Development Goals. The $500 incentive is a small amount for the amount of work the participants were asked to do in a short amount of time. The participants were asked to commit to attending all three focus group meetings which

were 120 minutes each. They were expected to respond to three guided reflective journal questions in either written or oral form, they were expected to implement globally competent teaching into their organizations, identify challenges, and present possible solutions, and finally they participated in a 90-minute exit interview. In total, the participants invested an estimated 21 hours of work in a two-month period. If divided by the 21 hours, the $500 incentive is about $23.80 an hour. This was a very small amount for the amount of time the participants volunteered to invest.

As noted, participation in this study was voluntary. If a participant chose to drop out and did not complete the project, they would not have received the incentive. The incentive was for those participants who completed all of the project requirements and saw it through completion. The incentive was paid after the project had been completed.

Dr. Schell allowed me to present my project to the CGEP fellows at one of our monthly meetings. She did not participate in the presentation. Once the participants were recruited, Dr. Schell was not involved in the data collection or analysis. Regarding the assessment of credit for the inquiry project, Dr. Schell set those expectations separately from this project. The fellows were still be expected to share their findings from the inquiry project in order to meet the expectations of the fellowship. Dr. Schell may receive questions from fellows about my project, but I asked that she direct participants to speak to me directly. As noted, Dr. Schell also serves on my dissertation committee. I used the fellowship selection as a key indicator in selecting participants.

There were 12 fellows who met the above criteria. If all 12 had applied to participate in this project, I would have placed all the names in a drawing and randomly drawn names in order to select a maximum of ten participants.

Participants were either educators, educators or teachers on special assignments (TOSA), or former teachers or educators who were working at the district level to integrate and implement global competent teaching practices in the classroom in order to participate.

Data Collection from Participants

Data was qualitative and collected in the form of focus groups, reflective journaling, and individual interviews. The three focus groups were organized virtually and were semi-structured. According to Putman and Rock (2018), focus groups are quick, efficient, and are best when time is limited. It is valuable that the "participants have something in common that is aligned to the research being conducted" (Putman & Rock, 2018, p. 110). In this case each of the participants is interested in becoming globally competent. A reflective journal is helpful because the written logs tend to be more trustworthy "due to the lack of social interactions" (Putman & Rock, 2018, p. 110). Interviews offer the researcher the opportunity to capture a verbal testimony and reflection of the participant's experience.

Focus groups are participatory in nature and allow researchers to glean rich data. In this study, I guided each focus group as the moderator. Discussions were semi-structured. The focus group cycle consisted of three discussions six participants. Morgan (1996) advised that the researcher-facilitator should be prepared to initiate the dialogue by asking questions related to the research topic.

For this study there were three focus group meetings. The first focus group included an introduction to the study, the time frame, the commitment, and questions that helped the frame the study and the framework for becoming globally competent in a coherent way. Focus Group I also sought to re-energize and hook the participants by recognizing their hunger for true, valuable, applicable, and growth-fostering professional learning. During Focus Group I, I made

sure to explain that this project would provide educators with the opportunity to co-construct the outcomes of what they saw and considered valuable and that they would be able to envision the future impact of their work.

Human Subjects Regulations

It is the researcher's responsibility to ensure that all human subjects regulations are met by applying for and receiving approval from Antioch University's International Review Board (IRB). This project sought to honor the American Educational Research Association Code of Ethics (2011) as required by the IRB. All research plans were reviewed and approved by Antioch University (Creswell, 2014). Additionally, this project followed the code of ethics set forth by the American Educational Research Association (2011).

It is always important to protect individuals' human rights, evaluate the level of risk for the participants, and take into consideration vulnerable populations (Creswell, 2014). The questions I considered in my IRB application were as follows:

- Who is going to be involved?

- How will consent be obtained?

- What are the touch points planned with each participant?

After IRB approval, I began my first stage of research. In this stage, participants took part in a roundtable-style virtual focus group. This practice was continued through Phase III, the final stage. Between each focus group meeting, participants were invited to complete a reflective journal exercise, and the final meeting with each participant was an individual virtual one-on-one interview. During each phase and each activity, I took into consideration ethical issues like *respect for power imbalances, avoiding exploitation of participants, and avoiding collecting harmful information* (Creswell, 2014) This project lent itself to power imbalances particularly in

the focus groups. I needed to be aware of power imbalances between the participants and me, among the participants, and between participants and the facilitators. It was my responsibility to identify when an imbalance occurred and document it accordingly. Admittedly, some power imbalances were impossible to avoid.

Research Design, Data Collection Methods, and Process

The research design required data be collected in a semi-systematic and organized fashion. The data for this project was collected in three phases. The data sources came directly from the participants. Each participant was asked to participate in a total of three focus groups, three reflective journal entries, and one interview spanning three stages. Figure 3.2 illustrates the action research cycle with the proposed interventions included. Additionally, I kept a personal reflection log throughout the entire research project. This journal served as an additional reference point for me to reflect and process that which is happening throughout the project.

Figure 3.2

Action Research Cycle of This Project
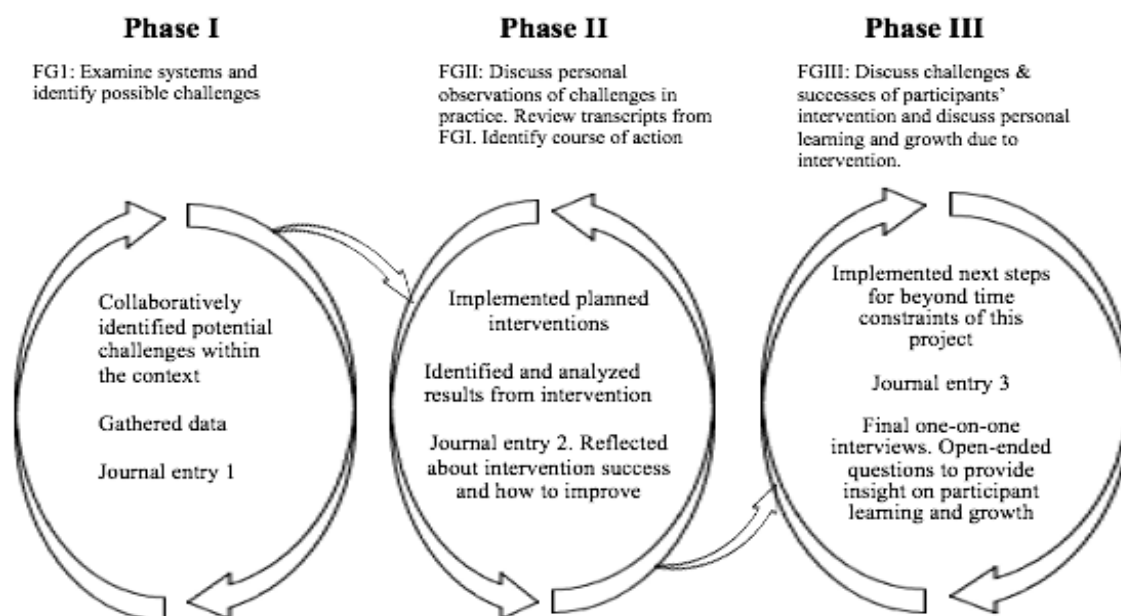
The action research project was a deliberate and organized approach to research about change. The positive deviance framework required identifying actors who are already doing something to improve or change their organizations (Pascale et al., 2010). McNiff and Whitehead (2006) stated that researchers and participants ought to first take stock and observe what is going on, identify a problem or a concern, contemplate and brainstorm possible solutions, test the possible solutions, monitor and analyze the interventions, "evaluate progress by procedures for making judgements about what is happening" (McNiff, 2017, p. 8), test the efficacy of learning and growth, then make necessary changes upon evaluation.

Phase I

Phase I included Focus Group I and Journal Entry 1. Focus Group I followed both the action research cycle (Lewin, 1946) and positive deviance steps (Pascale et al., 2010). The first focus group meeting sought to introduce the study, present the timeline, commitment, answer the participants' questions, review the frameworks from CGEP (2019) and Tichnor-Wagner et al. (2019) on global competence. The group identified and discussed any successes the participants have had with educating for global competence. After the focus group meeting, participants had the opportunity to observe their environment, then they completed a reflective journal entry documenting their thoughts, feeling, doubts, and reactions to the challenges they faced when integrating global competence into their curricula.

For Focus Group I, I used the following questions to guide discussion:

- In what ways have you been successful in implementing the Becoming a Globally Competent Teacher (Tichnor-Wagner et al., 2019) framework in your teaching practice?

- In what ways have you been successful in implementing the California Global Education Project Global Competence Framework?

- What are some challenges you have faced when you consider the CGEP Global Competence Framework?

- What do you consider most important?

- What are some activities you have done that have increased your zest and passion for global competence?

- What challenges have you experienced thus far?

- What do you believe has contributed to these challenges? What have you done to adapt to these challenges?

- Is there a component of the framework in particular on which you believe we ought to focus?

These questions helped me frame the conversation and guide our discussion in an organized yet flexible manner.

The journal entry prompts for Phase I were as follows:

- Reflect on the two frameworks—the California Global Education Project's Global Competence Framework and Becoming a Globally Competent Teacher (Tichnor-Wagner et al., 2019).

- Revisit any previous work you completed for the fellowship including the environmental scan you completed in the beginning of 2020, your current organizational and teaching environment.

- What are the challenges you currently face as a globally competent educator?

- What are the most critical challenges you believe ought to be addressed in global competence education?

- If you could look into the future, what would global competence look like in your sphere of influence (i.e., your organization, your district, your classroom, etc.) ?

- Why is this important to you?

- In what ways is this goal attainable?

- What action steps do you envision necessary in order to achieve this goal?

- Who are your supporters?

- Who might be your dissenting voices?

The purpose of a written reflective journal is to "convey data relative to specific attributes within a particular setting context" (Putman & Rock, 2018, p. 108). These records allowed me to acquire descriptions of the events, thought processes, and feelings related the research problem in order to gain a deeper insight into the lived experience of the participants. The journal entries were coded and analyzed and presented back to the participants during the second focus group. Journal Entry I followed both the action research cycle (Lewin, 1946) and the positive deviance steps (Pascale et al., 2010). This provided an opportunity to reflect and plan.

Throughout the research, I recorded my thoughts about this project in a reflective journal. After each focus group, I noted my thoughts, feelings, and next steps. I reflected on what was done well and what could have improved for Phase II. I looked for opportunities to see data indicating that my actions were based on my thinking, as was suggested by McNiff (2017).

Additionally, I journaled and recorded my thoughts after I read, annotated, coded, created themes, and categorized the data from each journal entry. Finally, I journaled after the final interview. At the conclusion of the project, I used my personal journal log to look for data that

showed how my actions influenced others and how others' influenced me. McNiff (2017) noted,

"People learn from and with you and use their learning to actively improve the quality of their

own and others' lives" (p. 173). My hope was to gain insight on the ways in which our

relationships are mutually beneficial and support one another's growth and learning throughout

this process.

The first sources in data collection were Focus Group I and Journal Entry 1. First, I read

the Focus Group I transcript to gain deeper insight on who the participants were and how they

identified themselves. Although I knew each of the participants from our shared participation in

the CGEP Fellowship, I wanted to ensure that I created a safe, welcoming, and engaging space

for openness, vulnerability, participation, and authenticity in a virtual environment. The purpose

of Focus Group I was to introduce the project, discuss my research questions, review the global

competence frameworks, and identify challenges and successes the participants had previously

experienced with integrating global competence into their curricula.

As the facilitator, I acknowledged the challenges with which these educators have been

facing and explained that the participant outcomes were to provide a space for globally

competent educators to feel a stronger sense of agency, as participants go into their

organizations and deal with challenges they see daily, and that they also have the tools to be able

to lead an action research project on their own, and be able to continue the process we had

started. Silvia reiterated the goal by stating,

> I'm understanding that the overall goal is at the end, we will have a stronger knowledge
> of how we can continue furthering global competence, like in our lessons, in our spaces
> and stuff, we'll know how to set up things to get the ends to meet the goals we want.
> (Focus Group I)

Phase II

Phase II included holding Focus Group II, implementation or action taken in order to address the challenges identified in Focus Groups I and II. During Focus Group II, I presented transcripts from the initial meeting asking the participants for clarification and allowing them to change or modify wording that they felt did not accurately reflect their thoughts.

I began Focus Group II with a discussion and clarification of what had been discussed in Phase I. The purpose of this focus group discussion was to hone in on the challenges that the educators faced and determine an intervention. Because an emergent coding process was used, my coding associate and I worked from our initial themes and categories lists and looking for new emerging themes. The meeting focused on the specific interventions that the participants believed would mitigate and solve the initial challenges they identified in their first journal entry. We discussed an intervention and an intervention plan that participants agreed to test out in the field. This focus group meeting was also recorded, transcribed, coded, categorized, and themed. The group followed the action research cycle (Lewin, 1946) and the positive deviance steps (Pascale et al., 2010). This step included planning their intervention. My goal was to see participant learning and adaptation during the focus group process as each participant listens to one another.

Phase II also included entries in a new reflective journal. The prompt for this phase was a two-part reflection which sought to understand the participants' thinking and ideation of their planned intervention as well as to offer the participants an opportunity to think through their intervention, its connection to global education, the goals, as well as the anticipated celebrations and challenges. The prompt was as follows:

> Journal II Part I: Please discuss your planned intervention. What are the steps you intend to take in order to implement global competence in your organization? In which ways

does this planned intervention support globally competent teaching? What is your desired outcome for the allotted time period? How do you intend on navigating the roadblocks and celebrating the successes?

Journal II, Part II: Please reflect on your intervention. What worked? What challenges did you face? What would you change? In which ways did you or did you not meet your goals? Are there specific challenges related to the frameworks that hindered or facilitated your ability to meet your goals? Please explain.

Journal Entry II gave participants the opportunity to reflect on the implementation of the plan and its effectiveness. The other purpose of this entry was to capture information on the participants' activities as well as their self-reflection processes. The first-person account helped me formulate follow-up questions, identify and track development, progress, and change over time (Putman & Rock, 2018).

During Phase II, I again recorded my thoughts in a detailed, methodical, and reflective way. I addressed my reactions to the second focus group and determined whether my concerns from Focus Group I were addressed. I sought to capture what I believed may have gone well and what I would change in order to improve for Focus Group III.

This phase helped the educators zero in on their biggest challenges by reflecting deeply about their practice. It also provided them with a supportive and encouraging space to speak, share, listen to and collaborate with other educators in a safe and non-judgmental environment. This allowed educators to share their ideas and hear what others were considering for their interventions. Finally, Phase II sought to encourage each of the participants to reflect on their interventions, their successes, and challenges.

Phase III

The third and final focus group focused on what the participants had observed, how they evaluated the process and the planned intervention. It also included reflection on the solutions and what they would have changed. This final focus group identified next steps for the

participants as they continued to implement and integrate global education on their own. Additionally, Focus Group III included discussion of the learning that took place and the growth participants had experienced.

The purpose of Phase III was to identify the growth and learning that the participants experienced as a result of their work in this study as well as provide insight and solutions to the challenges they faced as globally competent educators. Phase III helped the participants and me gain clarity regarding next steps so that the work would continue outside and beyond this project.

Phase III began with Focus Group III and the exit interviews. Journal entries were again recorded. In some cases, the exit interview took place prior to the completion of the reflective journals but sometimes after. The challenges the participants faced were both technical and adaptive challenges. The technical problems of COVID-19, pandemic teaching, and distance learning allowed the adaptive challenges to be recognized even more clearly. The adaptive challenges the participants faced were not a result of distance learning but were illuminated and spotlighted in a way that they seemed to hide in plain sight prior to distance learning.

After completion of the focus group, participants composed their final journal entry. The purpose of this journal entry was to capture their thoughts and feelings about the project and to reflect on the entire action research process, their learning, growth, and experience. Journaling required participants to reflect back on the initial meeting and first journal entry and determine what if any change had taken place.

Phase III concluded with individual exit interviews with each of the participants, which directly followed the final focus group. The purpose of the interviews was to gain a snapshot of insight of the learning and growth that the participant experienced throughout the process. I

asked specific questions that encouraged the participants to provide more information (McNiff, 2017). Phase III also provided me with an opportunity to reflect. In addition to reflecting on the final focus group, the log allowed me to capture any additional thoughts or realizations I had after the interviews.

Data Analysis

Transcribing Group Sessions and Interviews

Transcribing is an essential part of qualitative research. Tilley (2003) suggested that the researcher herself transcribe immediately after the digital audio recording is available. In order to protect participant identity, I assigned each participant a pseudonym. I did my own transcription as it served as the first level of data analysis.

Data analysis is vital to any academically grounded study. Saldaña (2013) suggested that there are many different ways in which qualitative researchers may analyze data. One common and effective approach is to code it. Saldaña provided examples of coding techniques that can help the researcher organize and categorize data for analysis.

Theming and Coding

Theming and coding were important aspects of this project, helping me identify specific words, feelings, emotions, and experiences that the participants expressed during focus group meetings and from journal logs and individual interviews. Once I assigned a theme or idea to the transcript, I gave it a number or a code in order to keep track of the frequency of each theme. According to Saldaña (2013), "a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based data" (p. 3).

Saldaña (2013) recommended circling, highlighting, bolding, or underlining to get an early idea of emergent codes and themes. Codes were inferred by two coders, myself and a research partner. I had two coding cycles, the first, as recommended by Saldaña, was a word or a sentence I generated from the transcripts. The second coding round entailed reviewing initial coding and then reorganization of the codes to more fully capture the content.

Once the transcripts were coded, I organized the themes into categories and looked for repeated patterns. I looked specifically for patterns related to the challenges participants faced as they continued to develop their global competence skills and implement and integrate globally competent practices into their curriculum. By identifying common themes that educators face from the transcribed conversations as well as the journal logs, I was able to present this information to the participants during the Focus Group II to discuss and identify possible intervention plans. I followed this process throughout the entire project.

Triangulation of Data

The focus groups, journal logs, and interviews were different data sets and, therefore, using them in concert constituted triangulation. McNiff (2017) noted that "Data about the same event should be gathered from multiple sources" (p. 190). She also explained that triangulation should occur in the data analysis process by using different evaluators to check and confirm the themes and nodes. I asked the participants to check my coding and invited them to identify other codes, themes, and nodes.

Coding was done in collaboration with an associate who engaged in an informal checking of the inferences I drew from the raw data. After all the data was coded, my research associate and I compared our theming and categorization. As Saldaña (2013) pointed out, "Coding requires that you wear your researcher's analytic lens. But how you perceive and interpret what

is happing in the data depends on what type of filter covers that lens and from what angle you view the phenomenon" (p. 8). My research associate helped mitigate potential research bias by providing a different lens to view and interpret the data. This strengthened the coding and allowed me to get as clear analysis of the data possible.

Outcomes to Determine the End of Project

The action research cycle supports long-term sustainable learning for participants within their own organizations and beyond. An important goal of action research is to engage participants in an active learning process to support maintainable and long-lasting change. To determine whether or not this project was successful, the participants and I engaged in a discussion in which I asked them to reflect on the entire research process. From my perspective, I was able to know that the project had been successful at the point when participants said they felt sufficiently confident in their ability to continue the work beyond the time constraints and deadlines of this dissertation. To me, the most powerful and impactful component of an action research project is the learning and skills acquired by the participants, supporting their continued engagement as they work within their own organizations. Action research is a life-long practice that empowers participants to work independently to create long-lasting impacts on the organizations in which they work. Further, it builds authentic relationships among those who they work with to implement change and facilitate human growth, learning, and capacity.

Pre-Mortem Statement

It was important to consider the hypothetical challenges that the participants and I may have faced on our journey. Some challenges the participants could have faced were the impacts and barriers that virtual learning and working remotely had caused as a result of the COVID-19 pandemic. These barriers impacted the participants' abilities to implement their intervention

successfully. Another challenge that could have led to the failure of the project is the short timeline allotted for the participants to implement and test out their interventions. Finally, another challenge that could have arisen was the participants could have chosen to drop out of the study due to demand or overwhelm.

Evidence of System Change

The participants were expected to demonstrate evidence of a systemic change. I was able to determine the evidence of system-wide change within their organizations through their final journal entries and exit interviews. In these, I looked for evidence that the skills learned, the interventions devised, and the results of those interventions impacted the system in which they work.

Chapter Conclusion and Summary

This project used and integrated action research and a positive deviance approach. It was a qualitative study to identify the real-time challenges that educators faced as they integrated and focused on aspects of becoming a globally competent educator. The goal was to identify challenges and co-generate knowledge with the participants that provided solutions to these challenges.

This chapter has explicitly outlined the research questions as they relate to the methodology, methodological approach, data analysis, and action plan for this research project. This chapter addressed the justification for the method and approach, a review of literature of the approach to research, lessons learned from the pilot study, the connection of action research to other foundational theories, participant recruitment, presented a plan of action for the project, a discussion of data collection, and data analysis.

Chapter IV: Findings

This action research case study was undertaken to understand the challenges that educators face as they integrate globally competent teaching into their curricula. The three focus groups, three reflective journal responses, and six exit interviews provided substantial data on the these challenges, the growth that educators experienced, and the solutions that the participants proposed in response to the challenges they experience as globally responsive educators.

The research addressed the following three questions:

- What adaptive challenges did educators face as they sought to integrate globally competent teaching into their curricula?

- What learning and growth did educators experience as they participated in the action research cycle?

- After completing the action research cycle, what solutions did they suggest in response to the challenges they had previously identified?

Chapter IV presents the findings and analysis of the research. The chapter is organized into three sections corresponding to the flow of the project: Phase I, Phase II, and Phase III. In this chapter, I provide an introduction regarding the purpose and process of the data collection, then I include and discuss the tables which illustrated the emerging themes and the frequency of their appearance in the data, and finally I explain the themes and categories for each phase and provided excerpts as concrete examples.

Phase I Results: Emergent Categories and Themes

The data collected from Phase I reflected the following categories: critical needs, adaptive challenges, learning and knowledge, relational leadership theories, positive psychology,

and technical challenges. Table 4.1 shows categories and themes within each category mentioned

by at least four participants in the focus group and reflective journal entries in Phase I.

Table 4.1

Phase I Categories, Themes, and Frequencies

Category	Theme	Frequency
Critical Needs	Awareness of other (cultural awareness), exposure to other	25
	Acceptance of other, inclusiveness, and new experiences	
	Building globally competent skills	
	Seeking out and using new resources	
Adaptive Challenges	Meeting content standards/professional expectations	21
	Need for structural support	
	Implementation and follow-through	
	Integration into their work	
	Managing the resources	
Relational Leadership	Self-awareness	10
	Self-reflection	
	Making connections to ourselves and others	
Positive Psychology	Relationships and collaboration with others	12
	Successes with the frameworks	
	Hopefulness	
Technical Problems	Distance learning and new learning environments	4
	Limitations due to insufficient time	

The following discussion is divided into the main categories as seen in Table 4.1,

including the themes within each category.

Critical Needs

The category identified as critical needs encompasses four themes: awareness of other (cultural awareness) and exposure to other; acceptance of others, inclusiveness, and new experiences; building global competence skills; and seeking out and using new resources.

Awareness of Other (Cultural Awareness) and Exposure to Other. In order to be globally competent, the participants identified that they must become aware others, hone their cultural competence skills, and expose themselves and their learners to others who are different from them. For instance, in her journal Silvia explained, "This is important because I think one of the best ways to combat the problems in our world is to get rid of the ignorance about it." Raquel noted that "Students, like us, fear what they don't know . . . When I expose them to the people and the culture behind the language, they buy in" (from Journal).

Awareness of other is the first step in understanding perspectives as a globally competent educators; however, it is also necessary to take the next step and accept others, be inclusive, and stretch oneself in order to seek out new experiences as educators.

Acceptance of Others, Inclusiveness, and New Experiences. Awareness of others, their culture, ethnicity, heritage, and customs are important; furthermore, the critical need which emerged from the data was the skills of acceptance, inclusiveness, and new experiences. Tadeo explained to the focus group that building essential skills requires individuals to consider the following:

> I mean . . . talk about acceptance. . . . inclusiveness. . . . if you come across
> somebody who's new . . . because we're training . . . I'll train tons of people in the
> industry . . . and they're all from different backgrounds, we're all from different
> culture, . . . place, whatever the case may be . . . a lot of the framework aspects
> . . . coincide with . . . the soft skills needed when you're navigating through those
> curriculum parts.

Not only are acceptance of others, inclusiveness, and new experiences essential skills for Tadeo's students to learn, they are critical needs for global competence. In addition to identifying acceptance of others, inclusiveness, and new experiences as critical needs for global competence, the participants expressed the value and critical need of building their own global competence skills as a critical need.

Building Global Competence Skills. One of the most critical needs for the participants was building their own global competence skills and developing a sense of agency with regard to their knowledge and intellectual capital. Building, fortifying, and practicing their own global competence was an essential need which emerged from the data. Camila noted that she needed professional learning around global competence. In focus group, Bella said, "It is as if we are new teachers in global competence, wanting to try out new things." Similarly, Raquel expressed a nervousness around integrating and implementing certain aspects of the framework. Raquel explained that her hesitation to present certain material was not because she was avoiding content, it was because she felt like she needed to learn more. By identifying the need to build global competence skills in order to continue their work, they were able to begin seeking out and using new resources.

Seeking Out/Using New Resources. Seeking out and using new resources were two other emerging themes that the participants identified. Getting motivated and seeking out/using new resources while simultaneously working within the new normal of COVID-19 are acts of positive deviance. This is a critical need for global competence integration.

The frameworks provided opportunities for growth along with professional learning opportunities in their organizations. These learning opportunities were sought out by the participants as a way to grow and expand in their professions. As a result of the learning

opportunities, the participants expressed the value and importance of seeking out and using new resources. Each of the participants sought out opportunities to improve their practices by seeking out and using new resources in their practices.

One of the requirements for the CGEP Fellowship was to read the framework by Tichnor-Wagner et al. (2019), as well as explore the CGEP Framework for Global Competence. The act of self-growth is positive deviant behavior and was demonstrated by each of the participants choice to seek out and use new resources that would help them grow as globally competent educators. While each of the participants expressed that they did this due to an intrinsic need to be the best educator possible, they each extrapolated and found different resources or sections of the resources that would best serve them.

The value in curating one's own resources based on their own needs and those of their learners was identified as a critical need for globally competent teaching. This sense of autonomy supported feeling of hopefulness about the project and the project goals.

Adaptive Challenges

The adaptive challenges presented by the participants were as follows: meeting content standards/professional obligations; the need for structural support; implementation and follow-through; integration into their work; and managing resources. Adaptive challenges required the participants to reflect deeply about their professions and what needed to be done in order to meet their goals of integrating and implementing global competence into their curricula.

Meeting Content Standards/Professional Expectations. In any profession, there are standards and professional obligation which must be met. Each participant in this study holds their content standards and meeting their professional obligations in very high regard. As a result

of their high levels of professionalism, participants brought up meeting such professional

obligations to the extent it became a key theme during coding.

Raquel, who teaches Spanish I and II, expressed a feeling of stress and meeting

expectations when she said,

> Activities and reading are a struggle . . . I struggle with staying in the target language, for instance keeping the kids speaking Spanish . . . Sometimes communicate ideas and take action are hard to do in the target language, especially if it's a higher-level idea. All the UN, the sustainable development goals—I think that's where my challenge is, I think I really want to get into those, but some of the vocabulary, for example, talking about things and communicating those things is so elevated that it would be hard to make it accessible to Spanish I class. Spanish II is a little easier.

It is important to note that the stress of meeting curricular benchmarks is very intense for

educators. As a Spanish teacher myself, I have struggled with this challenge. I know that global

education is vital and it encompasses so many other essential skills that our students need to

learn. Yet, I also struggled to figure out how to integrate these concepts in the lower-level

language classes.

Meeting professional obligations is a challenge for administrators and coaches as well.

Beatriz wrote in her journal,

> The challenge is how do you prioritize this for teachers. It is sometimes difficult to get teachers to not only reflect on their teaching practice but actually make action plans for improvement. I think it is also challenging because there are teachers that think they are doing a really good job, but they are not necessarily engaging students in the best possible way. There is an importance of being a lifelong learning and for some teachers I would like to encourage more teachers to be self-reflective.

Like Beatriz, Bella also noted in her journal that meeting her professional obligations as a

global educator was challenging because many of her teacher colleagues seem to be burnt out

because of distance learning and may not be in a place to learn, as they are in survival mode.

Need for Structural Support. Once it was clear that a priority for the participants was to meet their professional obligations, another theme that emerged as an adaptive challenge was the need for structural support. The participants identified the significance of not having a support network both with respect to the interpersonal support and the structural support. Bella explained, "It's as if we are new teachers in global competency, wanting to try out new things and having a support network to do it." Silvia also stated that in her district, she and her colleagues were given exhaustive lists of resources to peruse. She explained that receiving this list, then being asked to explore the resources on her own, without support was extremely overwhelming. Beatriz, who is in an administrative position at her district, admitted that she has sent out a list of resources in order to raise awareness, but recently she began offering workshops for teachers and staff.

For global educators, structural support for a global curriculum from their administration and colleagues was evident. Tadeo expressed, "Some challenges I may face as a CGEP educator is basic acceptance of peers and people who cross our paths every day, making it a critical component in the classroom." Similarly, Camila wrote in her journal about the need for a professional learning network as a major challenge she faced as a globally competent educator. Beatriz wrote in her journal that she is unsure who her supporters within her district are. She noted, "I don't know that I would have dissenting voices, but it might also be difficult to get the coalition of the willing."

In a similar vein, Silvia journaled that she feels a sense of apprehension due to the lack of structural support for global education. She wrote,

> The apprehension comes in when we consider what our district, our students, and the parents are comfortable with us teaching. I didn't use to feel this way, I always thought anything that opens up students' eyes is a good thing to teach. I think it is valuable to

challenge assumptions and to try to teach new things to students, but it can be challenging when you get push back on what you should or should not be teaching.

Structural support was also an adaptive challenge for Camila who explained in her journal that integration and implementation of global competence required a support network and building professional learning communities in order to support her work.

Structural support is an adaptive challenge that requires the participants engage in deep learning, analysis, and adaptation in order to solve it. Lack of structural support in the form of relationship and coalitions that support their work both inside and outside of their organization was dovetailed with the need to manage the resource overload that they experience in their professional lives.

Managing the Resources. The challenge of support that the educators expressed ties into the feelings of overwhelm educators experience when given resources without support. In Focus Group I, Silvia shared, "I think that most teachers kind of always feel overwhelmed with resources and not enough time to do everything you want." Camila, also in the focus group, expressed a sense of excitement and being overwhelmed about all the resources that were made available to her by one of the CGEP Fellowship facilitators:

> Given the resources that he [the CGEP Director of Partnerships] puts on there, some of those are really awesome. And I think one of my biggest challenge is I'm wanting to do too much, I've got to find out what am I going to hit, what is going to be important? And, and we're not in a classroom now.

Similarly, Bella told the group, " I was thinking about the book and as I was reading the book and seeing all the resources at the end. I felt like there's so many resources out there, where do I start?" Raquel built on what Bella said, "I was just going to say I'm kind of in the same boat. So what Bella was saying, in those chapters, I was tagging all the resources I should do this too, but kind of running out hours."

After acknowledging the unique challenges presented to schools in 2020/2021, Tadeo also affirmed a sense of hopefulness for support from the other participants in the study; this demonstrated his positive deviant qualities. Although the pandemic required educators to adapt quickly and shift priorities, it did not deter them from pursuing their global education goals.

Implementation and Follow-Through. The participants identified the importance of making goals and taking action as challenges and needs. In order to be globally competent educators, they needed to make appropriate goals within their own spheres of influence in order to take action and integrate and implement global responsive educational practices in their organizations. The participants considered how they might envision their educational structures and how they might begin to integrate and implement global competence into their work, however, they identified taking action and follow-through as critical to their success with the frameworks.

Integration Into Their Work. For the participants, integrating global competence into their curricula is important to them. They firmly believed that global competence supports the development of essential skills needed in today's world. For instance, Tadeo in a journal entry explained that global competence provides opportunities to build the essential skills that enhance technical knowledge. Raquel, also in her journal, explained that integrating global competence supported her teaching students about other cultures and the ways in which perhaps educators can challenge preconceived notions and prejudices. While these educators find global competence to be an essential component in a quality education program, they identified integrating global competence into their work as an adaptive challenge.

Although the challenges vary depending on the participant and their unique situation, these challenges required attention. Tadeo wrote in his journal of the importance of gaining basic

acceptance from peers in order to prioritize global competence and make it a critical component in the classroom.

For Raquel integrating global competence required that she find ways to support her students when integrating global competence in her Spanish classes. In her journal, she explained,

> Yes, I can simplify topics and try to use simplistic language, cognates, and short ideas but the students don't have the skills to talk and discuss in Spanish yet (I teach levels 1 and 2) I think the students get frustrated because they have lots to say on global topics and cultures and they can do it in English, but I think I feel guilty sometimes not keeping most of class in Spanish.

For Raquel there is a sense of responsibility and guilt surrounding integrating into her curriculum and ensuring students feel safe in their language learning environment. As an instructional coach and a district administrator Beatriz and Bella identified a similar challenge. In her journal, Beatriz wrote that integration into her work required that she make it a priority for the teachers in her district. Like Beatriz, Bella journaled that her challenge with regard to integration and implementation hinged on her colleagues mental availability and capacity for learning more during this challenging year of COVID-19.

Camila said in her journal that she considered integration an adaptive challenge because global competence is not separate or in addition to our current pedagogical and curricular systems, but that it ought to be an inherent component of each rather than be seen as a stand-alone curriculum.

Relational Leadership

Self-awareness, self-reflection, and making connections to ourselves and others are important concepts in relational leadership. Self-reflection as a means to self-awareness to make such connections is foundational for integrating global competence within curricula across the disciplines.

Self-Awareness. The participants acknowledged that their awareness of other was a critical aspect of their process of becoming a globally competent teacher and integrating and implementing global competence into their curriculum. They noted that becoming aware of others supported them in becoming more critically self-aware of their own positionalities, backgrounds, and how they show up in their spheres of influence. For instance, Camila explained that for her global competence would look like "self and social awareness-identity, culture, beliefs, empathy, relationships, and communication" (Journal). Ca mila is acknowledging the importance of awareness of self through the act of self-reflection which was her reflective journal. Self-reflection is an essential feature of global education as it sets the stage for making connections to ourselves and others which is foundational in the global competence frameworks.

Self-Reflection. Critical self-reflection is a pathway towards critical self-awareness which lends itself to our abilities to make connections to ourselves and those around us. The participants recognized the importance and value of reflection in order to become a globally competent educator. For instance, in Focus Group I, Raquel reflected on how it is impossible for educators to know about everything that is going on in the world. It is even more challenging to be aware of the ways in which all the global events impact our learners. As a result, Raquel acknowledged that critical self-reflection about who she in relation to her pedagogical practice is essential for global competence.

Making Connections to Ourselves and Others. Reflection provided an opportunity to see how one interacts with the world around. In her journal, Camila observed that global competence requires individuals who "have a pulse on the world starting locally in their neighborhoods and communities." She explained that starting local and with one's own experience is a necessary skill of global competence in order to gain a broader vision and more

global worldview. It is important, Camila asserted, to begin with ourselves in order to see ourselves in relation to the world around us and be able to recognize our place independently and collectively. Similarly, Bella journaled that global competence requires individuals recognize their own perspectives as a means to understanding others. In doing so, they can begin to engage with others in thoughtful and respectful ways.

Positive Psychology

The penultimate category from Phase I was positive psychology. The emergent themes in this category are relationships and collaboration with others, successes with the frameworks, and hopefulness.

Relationships and Collaboration. Bella and Camila's discussion helped trigger memories for the other participants about instances when they had been successful in integrating and implementing elements of global competence in their work. I found this conversation to be incredibly valuable as it supported the act of remembering, identifying, and articulating some of the positive deviant behaviors the participants had not previously identified or recognized. As the data show, when prompted to identify their successes with the framework, the participants were able to identify what they liked about the framework and what inspired them or resonated with them. By identifying successes, the participants were able to see and be seen by their peers. In doing so, they were able to begin to acknowledge some of the challenges that they had encountered in addition to their successes.

Successes With the Frameworks. I asked the participants about their successes using Tichnor-Wagner et al.'s (2019) fra mework. I focused on successes because a strengths-based approach is a foundational in positive psychology. Bella (Focus Group I) stated, "I think I was really inspired by them. But I felt like I got off to a really slow start with COVID-19 because I

was hoping to start my idea last spring, but then I felt like I kind of hit the ground running."

Tadeo said during the focus group,

> Like Bella, I kind of was inspired to do a lot of things, and then got sidetracked by what happened with COVID-19. However, in reading the book, I like that a lot of the aspects of the frameworks, actually meshed-gels with the soft skills needed through the CTE (Career Technical Education).

He continued that many aspects of Tichnor-Wagner et al.'s framework dovetailed well with the skills needed in CTE. Silvia added to the discussion by explaining how much she enjoyed the layout of Tichnor-Wagner et al.'s framework and found that many of the concepts could easily be worked into her curriculum. Furthermore, after becoming familiar with the framework, Silvia sought to examine what she was already doing in order to work in as many components of the framework that she could. She explained that her successes had been in helping her students see historical events from different perspectives. Silvia stated, "So we'll do a lesson in World War II about what it was like being in Germany and being a German person, we do a lesson about what it was like being in Japan and being Japanese and living in those conditions there."

In the focus group, Beatriz followed by explaining that while she did not have any explicit successes with the framework, she did find the resources pertinent and applicable to her work. She explained:

> I think not explicitly . . . the way the books laid out is that first step of helping people value multiple perspectives and raising awareness. And in the past, our district has done resolutions for heritage months, that don't really mean anything, I send out a list like here's a list of resources. And we hope that people do stuff . . . last year was the first year I started offering like a workshop for that month . . . we were trying to actualize the resolution... we still call it Hispanic Heritage Month, because we haven't moved past that language yet, next year . . . So, I did a workshop around the Bracero program and brought it (to our teachers) and . . . then also our equity person, I partnered with him and he had worked with Chicano theatre group. And so, we did a community event for people to come to. . . . That was the first one for this year, we're using that as a model for the rest of our heritage month . . . So just that way of starting to build that idea around people learning more about other cultures . . . laying the foundation. I think in the book, first part

of the book is building empathy and awareness of other groups . . . we can start moving forward from there.

Although the participants have been integrating and implementing aspects of the frameworks, they did not identify those actions as direct successes. Overall, the framework has provided a solid foundation from which each of the participants was able to ground their work. The participants were excited about the work they are doing. They appreciated the way in which the framework was laid out, presented, and discussed. Silvia found that much of what was covered in the book easily connected to her curriculum and lesson planning.

Raquel noted that for her the frameworks for global competence fit easily into her curriculum because she teaches language to the younger high school grades. She acknowledged that world language learning lends itself well to the integration of globally competent teaching especially for investigating the world and recognizing perspectives. She also noted that the framework seemed to help her see a personal success for herself, which was a sense of self-awareness and self-actualization. Raquel recognized that while her insecurities had stifled her willingness to teach topics with which she was unfamiliar, she overcame those insecurities in order to meet the needs of her students. She expressed the following in focus group:

> But I think that was a big thing for me, because I think I had avoided topics in the past, if I didn't know that much about it. I would not want to talk about it. I felt as if I'm not an expert, someone might challenge me or ask a question. I didn't grow up speaking Spanish, but I teach a lot of Latino students. 60% of our school is Latino. I think there's a lot of things that I'm not as confident with because I've only been speaking fluent Spanish for 10–12 years, and a lot of these kids have been speaking it their whole lives. But I think just admitting when I've never heard that word before…Or saying I wasn't too sure about this holiday, I'm going to research it with you guys. I think a lot of the stuff in the book that talks about just admitting what you don't know and the kids will respect that.

This excerpt shows Raquel's self-actualization, self-reflection, and self-awareness. She considered this as a success because she saw herself and recognized her process as a component in Tichnor-Wagner et al.'s (2019) work.

Our discussion on successes led me to circle back to Beatriz in order to gain more clarity about her work. During the focus group, Beatriz explained that she used her district's resolutions as a starting point for introducing, presenting, and exposing her colleagues to diverse human experiences. She explained that the resolutions were well-intentioned, but the district received criticism that one of the school administrators was a racist and that led to a district-wide push for action. Beatriz sought opportunities to raise global and cultural awareness in order to mitigate these issues. One such seized opportunity was for Constitution Day. Her district passed a resolution recognizing the importance of that date. Beatriz explained that she began building momentum and creating awareness about Constitution Day and from there she began to grow her program little by little. In the focus group, Beatriz noted,

> I thought, well, why don't I try to do a workshop for teachers to raise some global awareness. And part of it was wanting to raise cultural awareness . . . The first one I did was for Native American History Month, because a little bit selfishly, being Native American, I wanted to do something. . . I decided to host a workshop for Constitution Day. And I did it on the 13th amendment. And so, then we watched *13th* . . . And then there was a movie about Native Americans called the *Canary Effect* that a lot of people haven't seen. . . So to me, those workshops really became an opportunity to engage people in more controversial conversations that they wouldn't just normally come to. And this year it was looking to how can we expand that to now include the community.

Beatriz's work demonstrated her positive deviance and willingness to see opportunities for growth and improvement. Beatriz found that the challenges were opportunities for her to build and integrate components of the global competence frameworks into her organization in ways that meshed with the goals of her district. It is clear that although she did not explicitly consider these measures to be examples of successes in the context of global education, she was able to identify challenges as opportunities to integrate and implement global competence in her work.

Camila built on Bella's comments about the sustainable development goals by explaining that she was reminded of some of the work she had done with the Global Book Bags, a project sponsored by CGEP. Camila articulated in the focus group,

> There are some great resources from the UN with stories that are embedded children's literature and I always use it as a jumping off point with my kids, because you can get so much out of a child's book, so much discussion, so much rich, writing after and making connections. And that's another thing too, that I did is using the global book bags. . . . I think that's one of the biggest things kids can relate to. And especially now there's such a rich variety of multicultural books, set in different areas, and SDGs they have such great different books that the UN's put out.

Bella concurred with Camila and explained how she had used picture books in conjunction with primary sources as a way to provide opportunities for students to analyze and discuss historical events.

Hopefulness. The participants in this study were hopeful about their personal and professional growth as it relates to global competence. Tadeo wrote in his journal,

> In the near future, I hope that global competence in my realm would look like projects and activities that would open a door or window into other cultures and how traditional and contemporary traditions shape interactions at the social and academic level.

Beatriz wrote, "It is my hope that we can redesign the World Geography Course using the global competence framework to ensure that our instructional materials support the shift in how we approach that course." Camila's words were, "My hope is to have valuable global education content knowledge and other global competence resources to share with my colleagues, students and their families."

The data on feeling hopeful connects directly to positive psychology and the importance of hope and optimism when undertaking long-term change initiatives such as integrating and implementing global competence into one's curriculum in order to have an impact in their spheres of influence.

Technical Problems

Distance Learning and New Learning Environments. The technical problems the participants faced were the challenges they faced because of distance learning and the limitations they faced due to insufficient time. They identified a number of technical problems related to distance learning due to COVID-19 as a major challenge to integrating and implementing global competence. In the focus group, Tadeo articulated two related challenges, the first regarding the limited contact he has with his students due to distance learning. The second challenge centered on the viability of global education in virtual learning environments. Tadeo explained,

> If anything, I think what's going on with the whole remote distance learning thing is going to be that variable. And no matter what you develop or plan, it's like, it's very early you get to check with the team that it's actually viable-because if you implement it this way, can you do it the other way?

Limitations Due to Insufficient Time. Time or the lack thereof was a common challenge for many of the participants. They felt that distance learning made it even more difficult to "dive deep into content" (Camila, Journal Entry). Likewise, in the focus group, Silvia explained, "I ended up having to cut a lot of curriculum this year. I'm sure we, we all have cut a lot of curriculum this year. I lost some of the things in here that I was kind of excited about." Silvia reiterated this point in her journal: "It is hard to balance the things we want to teach with the things we have to teach. I know I personally do not get through every standard every year, but I try to cover as many as I can and to focus on the most impactful ones." Like other educators, Bella expressed in her journal that one of the challenges she faces as a globally competent educator was "Time to myself to work on this since my district is pulling coaches in so many ways."

Summary of Phase I

Phase I sought to build a solid relationship and collaborative environment with the participants, identify successes and challenges, as well as provide an opportunity for the participants and me to set preliminary goals. In addition, Phase I allowed the participants to ask questions and gain clarity around the project in which they were participating. It also provided the groundwork for identifying emerging themes for the subsequent phases. Phase I helped me see the ways in which technical support with regard to resource overload, goal setting, and follow-through was a major hurdle for the participants.

Phase II Results

The categories for this phase shifted slightly from Phase I. Table 4.2 shows the categories and the themes from which the categories were derived and the frequency of mentions. Only categories and themes with at least four mentions are shown and discussed.

Table 4.2

Phase II Categories, Themes, and Frequencies

Category	Theme	Frequency
Intervention Outcomes	Successes Integration of global competence into work Learning opportunities	20
Building Capacity	Becoming a tempered radical Positive deviance Making attainable goals Educators and learners learn parallelly Adaptability	19
Relational Leadership Practices	Awareness of other (cultural awareness), exposure to other Self-awareness and self-reflection Making connections to ourselves and others	14
Adaptive Challenges	Lack of and need for support systems	11

Category	Theme	Frequency
Technical Problems	Distance learning	5
Overcoming Challenges	Overcoming challenges	4

Intervention Outcomes

After the Focus Group II meeting, participants were asked to respond to the prompts regarding their planned interventions, their anticipated challenges, as well as discuss their reflections on their interventions and their outcomes. Table 4.3 provides details of each planned intervention and their outcomes. Each participant designed their own intervention based on what was a priority for them as well as based on accessibility and attainability.

Table 4.3

Participant Global Competence Interventions and Outcomes

Participant information	Planned intervention	Outcomes
SILVIA, World History, Advanced World, AP Macro-econ., and AP US Gov and Politics	To focus on exploring the world using art, music, and literature from the Industrial Revolution	Students enjoyed the lesson. Silvia taught the lesson five times. The first class struggled to engage in authentic discussion and interact with their peers. Silvia attributed this to a lack of modeling. Subsequent lessons began with purposeful modelling of behavior. Overall, students connected a variety of European artists' perspective to the events of the Industrial Revolution. Silvia concluded that in the future she could ask the students to choose diverse artist from diverse countries in order to avoid a heavy Eurocentric point of view. (Journal II)

Participant information	Planned intervention	Outcomes
BEATRIZ, District-Administrator in Curriculum and Professional Learning (TK-12 HSS), History Social Science	Raise awareness among secondary history-social science teachers about the four domains of global competence and the global competence framework (Journal II)	Outreach resulted in four teachers expressing interest in her book study on *Becoming a Globally Competent Teachers*. After identifying those interested, Beatriz hosted a virtual meeting to introduce and engage teachers in learning more about global competence. (Journal II)
TADEO, CTE Instructor, Culinary Arts	Project-Based Learning: Discovering diverse foods throughout the world with common Middle Eastern Roots (Journal II)	Unable to implement due to structural limitation in his organization as a result of the COVID-19 pandemic. (Journal II)
BELLA, TK-12 Instructional Coach, History, Math, & Writing	Self-education about Global Competence in order to facilitate workshops and curate resources for teachers	Successfully became more globally competent, began curating lists of resources for teachers and students, learned more about the ways in which other teachers are integrating global competence into their curricula, sought out global-virtual exchange opportunities for teachers and students, and provided professional development workshops in order to build global competence capacity among teacher leader in her district. (Journal II)
RAQUEL, High School Teacher, Spanish 1, 2	Integrating components of investigating the world and recognizing perspectives from the Global Competence Framework into a previously created unit titled *La Vida Sana* (A healthy life). The essential questions for this unit were "How do my choices and actions affect my health"? and "What perspectives do other people have regarding health" (Journal II)	"Students definitely investigated a bit of the daily schedules in some Spanish speaking countries and compared them to their own. We did a lot of recognizing our own perspectives in preparation to recognize others, but we did not get there yet." (Journal II)

Participant information	Planned intervention	Outcomes
CAMILA, Teacher, Multi-subject (Grade 2)	Provide learning opportunities in which young learners investigate their place in the world as a foundation to explore global issues and recognize diverse perspectives. Build relationships in a virtual learning environment in which trust and mutual respect are the foundation. Support learner curiosity and sense of wonder about the world	Camila was able to connect with a teacher in New York City through the Empatico platform. This allowed her students to explore New York City virtually and engage in authentic conversations with the facilitating teacher. She also used literature to help her students make connections to their community and the world around them. Her intervention supported the creation of a classroom environment in which global engagement and diversity are valued. (Journal II)

Successes. The six participants were exceptionally diverse in the interventions they designed, the integration and implementation of their interventions, and their outcomes. As Table 4.3 showed, five of the six experienced success with their interventions. Silvia adapted her lessons on the Industrial Revolution to allow students to observe diverse perspectives regarding this historical time through art and music. The students were invited to explore the work of artists from around the world and interpret what they thought it might have felt like to be alive during the time period.

Beatriz sought to raise awareness with her colleagues about global competence as a means to inspiring interest among them. She sent a recruitment email to everyone in her district. Her hope was to spark an interest in establishing a small steering committee and build her own group of globally competent educators through awareness, education, and support. Beatriz did not expect many educators to join her in learning about global education. However, she was excited and happy that four educators signed up to attend her professional learning sessions.

Bella wanted to become more educated and build, develop, and hone her global competence skills, curate global education resources, and build capacity. Like Beatriz, Bella sought to provide opportunities for her colleagues to become more aware of global competence education as a point of departure to building capacity within her sphere of influence.

Raquel designed an intervention in which she integrated components of the global competence frameworks into her curriculum. Like Silvia, Raquel looked for ways in which to infuse her curriculum with more components of global competence. Her main goal was to allow students to recognize and explore different perspectives in order to gain awareness about other. She then asked them to consider what their self-care practices were and compare them to those in other cultures. Raquel's intervention was successful given the technical challenges she has faced with distance learning, COVID-19, and time with her students.

Camila's goal was to provide an opportunity for her elementary school students to reflect on their own community and become aware of the ways in which other communities differ from their own. Camila was able to work with Empatico.org, a platform and program that links K-6 teachers around the world to build global competence, in order to provide a learning opportunity for her students in which they took a tour of the Bronx. Camila's intervention was successful because it allowed her to learn more about the Empatico Program as well as engage her students in critical components of the global competence frameworks.

The participant reflections show that all but one person were able to implement their planned intervention. Tadeo's intervention was dependent on an organizational and structural change that he had no control over. In his journal, Tadeo expressed the following concern:

> My planned intervention for developing and implementing this global competence curriculum or activity does come with roadblocks. To be clear, this concept is dependent and contingent on establishing a return to direct instruction or for a hybrid learning model. As stated in my previous reflection, I do not currently have a physical teaching /

learning space at my school site due to construction and COVID-19 restrictions. Upon logistical changes that may take effect in the near future, this concept may be restructured or modified for proper implementation.

Tadeo's intervention was unsuccessful because his school site remained closed and his students in distance learning due to a spike in COVID-19 cases in his region.

Integration of Global Competence Into Work. Global competence fits into every educator's curriculum. Each of the participants were able to find ways to integrate global competence into their work. For instance, Tadeo, who teaches culinary arts, planned to extend his lesson on the origins, histories, and cultural aspects of different foods around the world. His intended outcome was to research, identify, compare, and connect the various types of pork recipes that diffused throughout the world. After investigating the world and recognizing different perspectives the students communicate their understanding, and finally they take action by preparing the recipe of one of the dishes (Tadeo, Journal Entry). The integration of global competence can seem overwhelming; however, upon analysis and reflection of one's work, integrating a global perspective is attainable.

Learning Opportunities. Globally competent teachers seek out diverse learning opportunities for themselves as a means to building capacity for themselves and their stakeholders. Each of the participants expressed the importance of long-term learning and development as a value that they considered necessary for global competence. Each of the participants regularly expressed the importance of seeking out learning opportunities as a means to building their own capacity and globally competent educators. For instance, Bella wrote in her journal that her goal was,

> To learn more about projects teachers could do with their students—in addition to learning about Empatico, I recently met with Emily and another colleague to discuss the Global Book Bag Project and how I might get involved personally, in addition to, bringing it to our district and regional county office and induction Program.

Bella was able to take advantage of the variety of learning opportunities available to her in order to build capacity.

Building Capacity

Capacity building is an important element of integrating globally competent pedagogical practices. The participants in this study identified becoming a tempered radical, positive deviance, making attainable goals, educators and learners learn parallelly, and adaptability as key aspects of building capacity.

Becoming a Tempered Radical. Being a tempered radical requires individuals to be insiders in their organizations and make subtle, yet valuable changes as a means to implementing, improving, or changing something. An outstanding example of being a tempered radical as a means to building capacity was in Beatriz's work. Beatriz held a steering committee virtual meeting to garner interest in Global Competence by Social Studies and History teachers in her district. Although she was nervous about how this would be received by the teachers during a very challenging year, she was excited to share how many teachers participated in her steering committee meeting. In her meeting, Beatriz built momentum by hosting a low-risk and engaging activity that allowed teachers to participate actively and reflect. In her journal, Beatriz reflected,

> I was not sure how it was going to be received by the teachers, but there seemed to be some interest and they participated in the Jamboard activity that I created to share information Global Education. It was challenging to present this with Zoom, but I was able to raise awareness and pique their interest.

Being a tempered radical is an important aspect of building capacity for global competence. Bella noted in her reflective journal that building capacity as a tempered radical required her to "be patient and be persistent" (Journal).

Positive Deviance. In this phase, the participants demonstrated that they are positive deviants. Although they encountered many challenges, each looked for ways to challenge and improve their organizations by leading by example. For instance, Bella journaled,

> The district has asked me to lead some workshops with teachers. Money has also been allocated for the work to continue. . . . The district is interested in working with me and exploring the idea for a Global Studies Curriculum K-6, to pair with the Ethnic Studies Curriculum at Secondary levels.

> Clearly, Bella has been identified as a positive deviant in her district. She will begin to

build capacity for global competence in her sphere of influence as a result of her positive deviant work.

Making Attainable Goals. Phase II highlighted the significance of supporting educators as they create and formulate attainable goals. The data indicated that the sense of being overwhelmed in Phase I stemmed from the participants needing to narrow their goals, provide support on goal setting, and celebrate the successes no matter how small. For instance, in her journal Silvia explained, "I met the goal of getting the students to think outside of what they know and connect it to their current knowledge." Like Silvia, Raquel was also able to make an attainable goal and recognize the significance of achieving that goal. She wrote in her journal:

> I think my goals were met when students were engaged, discussing, and actually talking about their own physical and mental health. Before Thanksgiving break I had the students talk about what they do to stress relieve and what they would be interested in. Students were willing to give things like meditation and yoga a try when we returned. It was cool just to have the students talking and reflecting-on zoom that is HUGE.

> Supporting educators and coaching educators to make attainable goals and celebrate the

successes are part of building educator capacity for global competence.

Educators and Learners Learning in Parallel

Learning and becoming a globally competent educator is a life-long process. The participants in this project demonstrated the ways in which they learned alongside their students.

In her reflective journal, Camila wrote that one of her goals was "to develop more knowledge to enrich the learning for my kiddos and self-explore with curiosity together." For her, it was important to recognize that becoming global competent could be done in collaboration with her learners.

Adaptability

The data from their Journal Entry II showed the ability of the participants to adapt and find success in the ever-changing and untamable challenges that they confronted and will continue to confront on a regular basis. Educators are regularly tasked with finding innovative solutions to complex problems in their organizations. The participants in this study were prime examples of the need for adaptability and flexibility especially at this time. The ubiquitous adaptive challenges presented by the COVID-19 pandemic exacerbated the challenges of integrating and implementing global competence into their curricula in ways many of us never imagined. The determination, adaptability, and flexibility that these participants modeled were illustrated in their journal entries in which they reflected on their intervention, their successes, challenges, and what they would have changed. Adaptability and flexibility were apparent in the ways they adapted their lessons as the day progressed. For instance, in her journal Silvia wrote,

> I taught the lesson five times, once to each of my classes and every time I changed what I did a little bit. I think by the fifth time it went the best. I faced several issues. The first class didn't interact right away and needed more time and more modeling than I had planned. My eighth period however I modeled each section, and they did much better. Also first period I had more peer-to-peer conversations which did not take off like I hoped but in eighth, I directed the conversation more in the beginning and it went better as well.

Her reflection showed the way in which she was able to adapt each lesson in order to improve each time. She found that explicitly modeling the activity also helped students visualize the expectations for the activity. Like Silvia, Raquel also showed the importance of adaptability in her reflection. She explained, "I tuned up the way I structured the order of the lesson from one

period to another but when it came to the content, I really couldn't go faster or deeper than what I did on the online platform." Similarly, Beatriz adapted her approach to recruitment for a virtual environment by creating an interactive jam board on Google Slides, where her participants were able to post virtual sticky-notes on the slides as a way of engaging with new material about global competence.

The participants were also tasked with adapting their interventions within the time period available to them. Each participant who successfully implemented and integrated their intervention explained that although time constraints were an extreme challenge, they were able to adapt their intervention to meet within those confines and celebrate a success. Silvia explained in her journal that she should have budgeted more time in order to allow the students more time to engage. In her journal, Bella explained that her global competence goals could have been implemented faster were it not for the pandemic. Despite her need to adapt to the new and more constrained timeframes, she felt that a positive outcome was that she had had more time to dive deeper into the framework.

Silvia also wrote about the challenge of time, explaining that this prevented her from making more connections to the current lessons and the world. She also suggested that because of the time constraints, the learning was "surface learning." Like the other participants, Raquel explained,

> The main challenge I face is time. In normal times I would have a 50 min class and two 100-minute blocks a week with the students where I have time to deep dive into topics. Right now, I have two 40-min zoom (meetings) a week. That was really only enough time to check-in, read or view material, and talk about it. With the current distance learning set-up and just under a month since the last journal, I didn't have time to have students investigate more of the world and really look at other perspectives on multiple topics of multiple cultures.

The participants' ability to adapt was commendable. Their creativity and flexibility provided opportunities for them to test the frameworks in a supportive environment. CGEP's

(2019) *Framework for Global Competence* and *Becoming a Global Competent Teacher*

(Tichnor-Wagner et al., 2019) provided substantial foundational support for their work. In her

journal, Raquel explained,

> I think the framework only helped and facilitated the creation of my lessons. It helped me think about how to start with topics on the personal level and then build it to the community and world levels. The descriptions under "investigating the world" and "recognizing perspectives" really helped and got me thinking of what to talk about with the students and how exactly to get them thinking beyond their personal level.

> Similarly, Bella wrote, "The frameworks have given me a good place to ground my work

in. I have a place to start from and to work with teachers on. The specific competencies or

indicators allow for specific reflection and action." Camila also found the framework "important

to grounding my learning" (Journal entry). This allowed her to see her work from a different

perspective as well as provided her with a context for today's teaching and learning environment.

Relational Leadership Practices

This category is inclusive of awareness of other (cultural awareness) and exposure to

other, self-awareness, self-reflection, and making connections to ourselves and others.

Awareness of Other. Participants identified cultural awareness and exposure to others as

critical components of global competence in their organizations. As in Phase I, awareness of the

other (cultural awareness) and exposure to the other are important elements of educating for

global competence. Participants highlighted this in their work with the learners. Beatriz

articulated that this awareness of and exposure to the other provided an opportunity for learners

to self-identify and identify themselves against the diversity to which they are exposed. In the

focus group, Beatriz expressed, "I think you can recognize others without being self-reflective,

but the level of your understanding then is . . . based on how reflective you are of yourself."

Exposure and awareness must be accompanied by critical self-reflection in order to make an

impactful and sustainable change.

Self-Awareness and Self-Reflection. Participants identified critical self-awareness and self-reflection as necessary components of global competence. As was demonstrated by Raquel, Silvia, Beatriz, and Bella in their reflective journal entries, the value of awareness of other and the connection between us and others gains merit when individuals critically self-reflect in order to see the ways in which they show up and interact with those who are different from them. The power of critical self-reflection allows globally competent individuals to step outside of their own world to examine things through another lens and look inward towards themselves as well as outwards towards the world around them. By pushing themselves and their learners to critically self-reflect regarding their heightened awareness, they were able to find various successes with this project.

Making Connections to Ourselves and Others. All participants expressed the importance of making connections to themselves and to others as a critical component of integrating and implementing global competence in their curricula. Silvia noted that allowing her students to reflect on the ways in which the art and artists from around the world made them feel, gave them an opportunity to connect their firsthand experience to the ways in which their art elicited feelings of their own. Raquel explained how she invited her students to examine their own well-being and wellness practice as a means to looking at what students in other parts of the world do to take care of themselves during challenging times. Beatriz and Bella sought to build in opportunities to reflect on what global competence means as a way to connect the frameworks to their participants' own lives; and Tadeo sought to connect slow-cooked pork recipes from around the world to the ways in which his students eat and prepare the dish. Although diverse in their execution and descriptions, each of the participants found making to connections to themselves and others to be an important aspect of globally competent teaching.

Adaptive Challenges

Adaptive challenges that the participants identified in Phase II repeated from the challenges faced in Phase I of their process of integrating and implementing global competence into their practices. The participants identified and concentrated on the lack of and need for support systems within their organizations as the critical challenge to integrating and implementing global competence. For instance, in the focus group for Phase II, Silvia explained that pushback to the "take action" component of the framework related to needing structural and human support. This structural and human support were available to her pre-COVID-19, and she anticipated that it will be available afterward as well. She explained that, nevertheless, the pandemic presented a unique set of prohibitive challenges. She said that she could make a plan to integrate global competence and ideate how students might take action, but in order to do so and get the students involved in action projects, teachers need a strong support system.

Tadeo explained that the lack of support he had was due to the rigid rules and limitations of the educational platforms; these hindered, if not paralyzed, his ability to engage with his students in global education in a meaningful way. To clarify, Tadao teaches incarcerated youth and in order to protect them and follow mandates, the students have extremely limited access to the world outside their housing facility. He explained that as an educator, he wanted to do the right thing. However, the need for structural support conducive to teaching and learning environment is critical. Tadeo contributed the following remarks to the focus group:

> I think it's all the other parameters or the conditions of the logistics that you're working with that might be hindering the intentionality. We want to put our best foot forward with our practices with our students. Like right now, I'm kind of dead in the water until I get back to my classroom. I actually have no direct instruction because I am limited to the platforms I use. So, my intention is to get back in and teach them what I learned in my fellowship experience. But right now, I feel like I'm handcuffed to what I have until it changes for me. So, I think intentionality depends on all the other factors that might either allow it or hinder.

Because of Tadeo's unique teaching environment, he does not have any face-to-face interaction with his students. He communicates with his students as often as he chooses through the education platforms his district uses. Still, if his students do not engage, the only recourse he has is to send another email. The structural limitations imposed on his teaching due to the circumstances are palpable.

Tadeo's need for support in his unusual teaching and learning environment is a critical challenge. Unlike the other participants in this study, he is the only person who teaches CTE in his organization. In addition to having to work within the confines of the educational platforms, he also is challenged to seek support outside of his organization. An additional challenge was that the other study participants and I struggled to understand his unique situation. This low level of comprehension of unique circumstances is frustrating to educators who are seeking support outside of their organizations, but struggle to find a group of individuals who truly understand their unique challenges.

Technical Problems

The participants faced unique challenges as a result of distance learning. The limitations of the online learning platforms required educators to constantly adapt to new challenges. The ever-changing need to adapt and the feeling of being in permanent whitewater prompted educators to identify supporting and encouraging learner engagement as a challenge. Tadeo explained that learner engagement was a challenge because when a student disengages in the learning environment he works in, he has no ability to check in with them except through the educational platform.

In her journal, Silvia explained,

> I think one roadblock will be getting students to work together, I hope cold calling and frequently coming back together with help with this. Another will be students who just want to get through the lesson and not want to spend time with the material.

Like Silvia, Raquel chronicled that her expected challenges to integrating and implementing global competence in her curriculum were student engagement. She wrote in her journal,

> I have students who show interest and participate but for every motivated student I have I have a student who doesn't come to class, doesn't show interest, or won't take what we talk about seriously. I think I would have a better chance engaging those students if we were in a real classroom and had more of a concrete real-life connection to each other.

Beatriz also identified participation as a challenge to her intervention. She wrote, "I do not anticipate too many roadblocks, except apathy." These challenges are especially pronounced and difficult given the nature of distance learning and the unique set of circumstances that educators are faced with due to COVID-19.

Navigating these challenges in order to create an intervention in which global competence is the core was a critical goal. The participants' planned intervention needed to be one in which they could find success and continue to build their own competencies as well their learners in their current and future work.

Overcoming Challenges

The participants found different ways to overcome their challenges with regard to global education. For Beatriz and Bella, integration meant they had to build their own support network within their organizations by recruiting teachers to join their professional learning opportunities. For Silvia, Raquel, and Camila, overcoming difficulties so that they could succeed required them to reflect deeply on their current practices and curricula to find creative ways of integrating and implementing global competence into their preset curricula.

Phase II Summary

Phase II was intended to clarify the participants' unique situations, present the previously identified challenges to implementing and integrating global competence into their work, develop an intervention to address and implement global competence into their work, and reflect on challenges and successes of their intervention. As demonstrated, the data show that the participants were challenged to adapt their teaching in a variety of ways. Phase III of this study sought to identify the growth and learning that the participants experienced as a result of their participation in this study.

Phase III Results

The categories for Phase III were derived from the emergent themes from the data. Table 4.4 shows the categories, themes, and their frequencies in Phase III of this research project. The following discussion is organized according to the categories and the themes comprised in each.

Table 4.4

Phase III Categories, Emergent Themes, and Frequencies

Category	Theme	Frequency
Building Capacity	Building educator capacity for global competence	38
	Educators and learners learning in parallel	
	Critical self-reflection	
	Critical self-awareness	
	Positionality	
	Naming global competence	
Overcoming Challenges	Narrowing the focus	29
	Risk-taking	
	Identifying what is within their control	
	Feeling successful	
	Adaptability	

Positive Psychology	Building momentum for the future	
	Positive encouragement (positive organizational scholarship)	21
	Hopefulness	
Relational Cultural Theory	Connections, collaboration, and relationships	8
	Informal sharing	
	Allyship	

Building Capacity

As a result of this study, the participants and I experienced a sense of satisfaction regarding the capacity building. The participants identified the following themes associated with building capacity: their own growth then passed on to their learners; recognition that by focusing on their own growth and their learners', they were also learning in parallel; self-reflection as a means to enhancing global competence; employing critical self-awareness; becoming cognizant of their own positionality; and naming their practice *global competence* as a way of becoming more globally competent themselves as well as integrating its conceptual framework into their curricula.

Educator Capacity for Global Competence. One of the big questions I had written in my reflective journal was whether educators learned side-by-side with their learners or if the educators first became globally competent educators and then implemented and integrated globally competent practices into their curriculum. The same issue was also raised by Camila and Raquel.

Educators and Learners Learning in Parallel. Five participants identified learning side-by-side their learners as an important practice for implementing and integrating global competence. Camila explained that she had read the frameworks quickly the first time around, but that she wanted to re-read them in order to gain a deeper understanding of the frameworks

and how they connect to her pedagogy and curriculum. In Focus Group III, Camila added, "I thought it would behoove me to read it again because I think I could get more out of it now, with the project you're doing, you know, with us, that I would be learning side-by-side with my kids." Camila recognized and highlighted the importance of co-learning with her students.

In her journal, Raquel explained, "This was the first year I actually looked at how and why I was doing what I was doing. It was a lovely metacognitive experience for me." Like Raquel, Bella learned more about global competence while integrating it into her practice with her teachers and colleagues. She journaled,

> I feel like I have launched into integrating global competence into my organization and sphere of influence. My year with CGEP and my involvement with this Inquiry group has given me the needed time to reflect on my own feelings and experiences with being a global citizen, an anti-racist and culturally responsive teacher.

As the data indicates, the participants overall found global competent education to be a mutual learning process.

Critical Self-Reflection. The learning and growth that the participants experienced during this project was highlighted in their deep critical self-reflection. This critical self-reflection set the foundation for other learning such as critical self-awareness, advocacy, and a development of social cultural capital in the context of global competence. The reflections provided the participants with an opportunity to examine their positionality, their teaching, and their identity in relation to their teaching. For some, this experience was an opportunity to hit pause and examine their practice. For instance, in her journal Raquel stated, "This was the first year I actually looked at how and why I was doing what I was doing. It was a lovely metacognitive experience for me." Like Raquel, Bella also explained her feelings about the practice of reflection as a critical step in globally competent teaching. Bella stated:

> My year with CGEP and my involvement with this Inquiry group has given me the needed time to reflect on my own feelings and experiences with being a global citizen, an anti-racist and culturally responsive teacher. (Journal)

Bella further noted that the reflection activities allowed her to put the relevance of global competence into perspective. Likewise, Beatriz explained:

> And so, I just think that in global competency, there is that reflection, as I said, I don't think we do enough reflecting. We don't have the time. But we also don't do enough. We don't, we don't embed that we don't do enough. reflecting on what we're doing and why we're doing it. (Journal)

The process of self-reflection supported the participants on their journey to globally competent teaching. The self-refection allowed the participants to become critically self-aware of their positionally and supported them in identifying their own social cultural capital.

Critical Self-Awareness. Phase III of this project provided a plethora of data on the ways in which the participants developed a critical self-awareness. Beatriz, Tadeo, Bella, Camila, and Raquel developed a keen sense of themselves in relation to their pedagogy during this project. For instance, Beatriz discussed her awareness in terms of having to be exceptional in her work and subconsciously seeing that reflected in the work and attitudes of her students. In the exit interview Beatriz explained,

> I would want global ed to help people feel like it's okay to talk about their life and life experience and to just to be themselves not feel like they're carrying the baggage of their race, which I've felt for all the time. And I mean, it's a thing. I am in a huge, huge district with 200, 7–12 history, social science teachers. I'm the only black teacher for eight years. That is a heavy burden to carry. You know, you can't miss any meetings because they're going to know you're not there. And you always have I think there's also that feeling of exceptionalism.

Beatriz seems to have become more deeply aware of the relationship between herself and the role she played and continues to play in implementing global competence. The opportunity that arises in global education supports her critical self-awareness through reflection. This allowed Beatriz to see her positionality and intersectionality within the educational space of her

professional work. Global education is the container for moving beyond what normative public

education has traditionally embodied. Beatriz realized that perhaps it was not acceptable to talk

about her life experiences nor was true authenticity an option for her, but perhaps through global

education she could shift that paradigm for others. Beatriz continued to explain how her

self-awareness led her to reflect on the name she chose for her child. She explained that she

chose a name that would not hinder their future. She articulated the role global education might

play in the shifting of this paradigm in the following way:

> So, when someone says, "why did you name him?" or "What does it mean?" I said, it
> means you get past the paper screen. And so that is authentic. That is something that I
> considered his name of, you know, what comes with all of that. And my hope is that with
> global Ed [education], someone else, the mom, after me doesn't have to think about what
> she can name her child, what she wants to name her child, and know that is not going to
> hinder his future. And I think we get there by making our classroom places where these
> conversations can happen (Exit Interview).

> Beatriz was able to become self-aware through critical self-reflection. In doing so, she

made a connection between Global Education and how it could be a gateway towards ridding

education of the inherited socially sanctioned expectations of excellence that people of color

experience.

> These feelings of inherited socially sanctioned expectations were also seen in Tadeo's

reflections and self-awareness. He explained,

> You're talking to a guy who almost dropped out of high school and had no college
> ambition. Flash forward to 2008, I have earned a 4.0 in my master's program in
> Curriculum Instruction Assessment. But it still freaks me out that when I sign my name
> "Tadeo M period, Ed period" [M. Ed. degree]. And even our previous conversation about
> Cubans going through their own thing of racism, which I didn't experience it as a kid
> until, you know, as an adult, where I was in northern Florida and I got arrested for
> reckless driving you from Miami and Trooper X [Name extracted to protect identity]
> pulled me over. I was found guilty but wasn't convicted is because I had a good driving
> record. My life story might seem boring, but if you knew what I started off with, to where
> I am now it's been one hell of a roller coaster.

Here Tadeo is telling his story. He's reflected on his life experience and shows he's more critically self-aware about his positionality in relation to others around him. He continued by saying,

> So yeah, I mean, I'm always taking risks. I mean, if you really want to know, up until the whole pandemic thing, I have to I have to overtly hustle and be very involved in everything in my program, because if I don't make my program shine, you know, . . . in the back of my head I think, "if I don't shine and they're not going to wanna keep me around." It's a little oversimplified or complicated, but not to do that. So, you know, textbook committee. Sign me up. Articulation? Yep, I'm working on it. This and this, and this. I volunteer. . . . So, I, I hustle, and I'm very overtly involved because no one's ever going to say Tadeo doesn't hustle.

Positionality. An emerging theme that is deeply connected to critical self-reflection and critical self-awareness is positionality. As a result of their critical self-reflection and critical self-awareness, each participant identified their positionality as a key factor for educating for global competence. Camila took a moment to explain a little of her family's history in California. Camila noted that her life experiences and ability to recognize her positionality allowed her to have a clearer sense of her stance and dispositions. In the exit interview Camila stated,

> Well, I think part of it too, is I think we're always connected in some way. Even culturally . . . and I think it goes back to the breeding the global competence, teaching…the disposition part…it's our dispositions of what we add to, or take away what we want to give to our students or take away, right . . . I have eight siblings, you know, we didn't have a lot, you know, my parents, one time we lived in an apartment, you know, with a billion kids . . . My parents tell me about the diversity that you know, the problems my dad went through during World War II, because of being Mexican and how they put the, you know, the Mexicans and Blacks . . . they had to go the Mason Dixon Line . . . my dad would tell me the little stories, and I always think about that . . . they've actually paved the way for many of the opportunities we have now . . . we wouldn't be where we are because of not that the sacrifices or the disparities, the prejudice, you know, social injustice, without them. . . . I'm reflecting on my childhood and stuff my parents always, you know, encouraged us to do our best try, you know, something new . . . So I think that shapes you and molds you, I think religion plays a bassline into it. Your culture. You are your dispositions . . . I think all teachers bring that to the, to the to the table when you go into a classroom.

Camila further explained that the dispositions educators have regarding global competence are directly connected to personal values. This was reiterated from what Tadeo had said in the Focus Group II. During our discussion, Tadeo had stated,

> I was saying, it's almost like perspective and value, what you perceive, you have a certain value to what you perceive. And other people may not share that same value. It doesn't make the perception of the value any less important. It's just it's based on experiences based on culture, background, history, age, experience, all that stuff. I think that was more of a juggle between perspective and value. From I guess, for me, being from a Cuban family, you know, in Southern California was way different than the more Mexican families that were in my neighborhood where I lived. So, perception and value might go hand in hand. And then after that might be your self-reflection if that makes sense

Although Tadeo mentioned this in Focus Group II, the theme of positionality did not become clear until Phase III. Like Camila and Tadeo, Beatriz also recognized her positionality in relation to her educating for global competence. She explained during the exit interview,

> And so, I think that that's also been a burden. And it's a burden that I feel as a black mom...My son's name is John [Pseudonym used to protect identity]. And so, when someone said, Why did you name him? or What does it mean? I said, it means you get past the paper screen . . . That is something that I considered his name of, you know, what comes with all of that. And my hope is that with global Ed, someone else, the mom after me doesn't have to think about that she can name her child, what she wants to name her child and know that is not going to hinder his future. And I think we get there by making our classroom places where these conversations can happen.

For Beatriz her positionality connects to her life experiences to her "why."

Tadeo also expressed how his positionality is interconnected to educating for global competence. In our exchange, Tadeo explained the role his family's culture has played in his positionality. The following is the exchange between Tadeo and me during his exit interview.

> Tadeo: I was talking to my mom about you know, eggnog, you know, eggnog, right. But the Puerto Ricans call it *coquito*. Because it's done with coconut milk.

> Kristina Van Winkle: So awesome. And then in Chile, they call it *cola de mono*.

Tadeo: Monkey juice.

Kristina Van Winkle: Yeah.

Tadeo: Then the Cubans call it *crema de vie*, cream of life which is kind of funny because the only connection I would make that because … in the Scandinavian countries. You know the Nordic countries. It's *aquavit* or water of life, which is distilled spirits, right.

Kristina Van Winkle: Yeah.

Tadeo: So, it's kind of funny how . . . the only connection is booze . . .but my mom, my mom's like, "Oh, coquito—but it's Puerto Rican! Because I use coconut. We Cubans don't do that." You know? Go figure. So, my mom schooled me indirectly, but I'll take it!

Kristina Van Winkle: Yeah. So, it's interesting. What I hear you saying is you're specifically meeting the recognizing perspectives, right?

Tadeo: For me, for me it's all about perspective and value. My . . . my perspective influences the value I put to it, right? But if I . . . value your perspective that I can't make the connection. I can't reach I can't reach common ground with you. Now. If you don't value what I perceive I that's a personal thing. I can't change that right. I can only offer you what I know. And then hopefully make a connection and then reach common ground and then move forward and then keep finding common ground.

In this exchange, Tadeo is acknowledging his positionality and perspective as a foundational element of educating for global competence.

The code for positionality was an important aspect for each of the participants in this study. Phase III provided a rich amount of data on the importance of positionality in relation to global education.

Naming Global Competence. The mutual learning process and collaborative nature of this project supported the participants in their identification of and naming global competence work in their areas of expertise. Each of the six participants recognized and acknowledged that although they had been integrating and implementing components of the global competence frameworks into their work, they did not have a name for the work they were doing until

participating in the CGEP Fellowship and this action research project. In the exit interview, Silvia stated, "Well, I don't think they use the term global competence before CGEP. I always thought it was really important to do perspectives." In her exit interview, Bella also noted that she had been teaching about human rights, but that she did not necessarily have the vocabulary to identify it as global competence. Likewise, Tadeo in the exit interview affirmed that while he had been teaching about culinary techniques and foods from around the world, as well as connecting to what his students are familiar with to international foods, he did not have the vocabulary to describe it as global competence. Tadeo explained, "I didn't know it [as] global competency 'til now." For the participants of this study, naming the work they do as global competence was important step for them in their practice.

Overcoming Challenges

There were a variety of challenges that the participants faced throughout the process. Some had easy solutions, but others required both technical and adaptive solutions to resolve. The challenges the participants overcame in this project were: narrowing the focus; risk-taking; identifying what is within their control; and adaptability.

Narrowing the Focus. Phase III provided an opportunity to see the ways in which many of the challenges identified in Phases I and II could be solved by supporting the participants as they narrowed their focus. The participants identified a sense of being overwhelmed by having to integrate and implement global competence, because the frameworks are so broad and there are so many options to choose from. Zeroing in on their focus was critical to their success and overcoming the challenges, they had previously identified.

Risk-Taking. Another way in which the participants overcame challenges was feeling supported enough to take risks. Phase III provided insight on the ways in which the participants

were able to take calculated and supported risks to integrate and implement global competent into their practices.

Identifying What Is Within Their Control. There were many challenges the participants faced. From the onset, the challenges the participants and I identified were technical challenges. For instance, time, distance learning, and resource management were three technical challenges that the participants and I identified. In Phases I and II, I had clumped the technical and adaptive challenges together. However, in reading and discussing with my coding partner, we determined that Phase III had given us an extraordinary opportunity to see that some of the challenges that the participants faced were actually adaptive challenges, ones that might require an organizational and systemic shift to be solved.

As the researcher and facilitator of the group, I found myself supporting the participants as they identified their technical challenges. These kinds of problems are easy to identify, relatively easy to solve, and can be addressed within the confines of one's sphere of influence. Because this project focused on the participants' spheres of influence, it was critical to identify their technical challenges. Nevertheless, Phase III gave my coding partner and me an opportunity to see that while the participants do have the power to impact and change their immediate spheres of influences, there are adaptive challenges blended with the technical challenges that require attention on a systems level. We were able to identify two broad categories of adaptive challenges—the structural and the cyclical.

Structural challenges on a systems level severely limited Tadeo's ability to integrate and implement global education in their spheres of influence. Tadeo's unique educational setting, coupled with the educational platforms available to him and his students during this time, rendered it impossible to influence his sphere of influence. In Phase III, during Focus Group III,

as we listened to Tadeo's challenges, I asked the group for suggestions and insight on Tadeo's situation. Here is where we are able to clearly see our well-intentioned coaching and support for solving Tadeo's adaptive challenges with technical solutions. After the other participants had shared, I invited Tadeo to share his intervention and integration of global competence into his curriculum. Tadeo explained that because his county was back in purple tier and his students were still in a distance learning model, it was very challenging, if not impossible, to implement his intervention. He explained that remote learning in his context was not conducive for any level of conversation with regard to global competence. Furthermore, at the time of this project, he did not even have a completed classroom.

I encouraged the participants to provide comments and ideas for Tadeo, unaware of my own prejudices and lack of clarity surrounding his adaptive challenges. Bella, sought to support Tadeo by sharing resources, "I liked it, I think you can do a lot with food. And when, as you were talking with just making me think of the bread with the elementary, there's a lot of picture books that talk about the names of the breads around the world" (Focus Group). Tadeo continued, "It's like, that was the intervention I was going to introduce that. Every major country has had a bread, right?" (Focus Group). It is clear that he has considered a variety of interventions and that not only has he considered them, but he has also integrated and implemented aspects of global competence into his work. I continued to reach out to the participants for support. I asked, "But I'm wondering if there's any input from this community of awesome people who would have any input on how Tadeo might be able to scale it down?" (Van Winkle, Focus Group). Tadeo responded to my inquiry first by explaining that he does not have a classroom. He further explained, "I'm still working with kids. But I can't force the kids to

log on and do the work that they need to do. It is at their discretion and honor" (Tadeo, Focus Group).

Bella sought to gain more clarity and support Tadeo by asking about the tools the students have available to them. From this interaction, we learned that Tadeo's students do not have access to a kitchen where they are living. Their meals are prepared for them in the ranch's kitchen, but it is not available to the student-juveniles who are detained. Tadeo continued to explain that he had the best success when he was in front of his students during direct instruction. Silvia (Focus Group) offe red her support by suggesting a brainstorming session "could talk about those foods you were talking about that trace back to memories and then just throw out there like, think of all the foods you know, and say let's make a list of foods using may tracebacks." Tadeo further explained that he only has access to email through the educational platform Edgenuity and that he can reach out to students daily with learning and reflection opportunities, however the student response rate to his emails is minimal. After hearing this, Bella suggested collaborating with core teachers to sneak in his culinary CTE curriculum into other core subjects. Tadeo rejected the idea because his colleagues are overwhelmed. Bella clarified what she meant by collaboration and said, "I mean, use their zoom time, like you're the guest speaker" (Focus Group). T adeo again seemed resistant to this suggestion given the prevalence of COVID-19 in his community and the limited time his colleagues must reach their students. In response, Camila also offered her suggestions of print books and PBS television shows.

As my coding partner and I read and discussed Tadeo's data, along with his responses to other participants' suggestions, it seemed as though he was quite resistant to the changes and adaptations being offered. But, as we continued reading and coding, it became clear that Tadeo's challenges were not technical, but adaptive and we had fallen into the trap of trying to solve his

challenges with technical solutions. After my coding partner and I had met, the power and privilege dynamics that had developed and which I had failed to see until I coded the data became even more clear.

Furthermore, upon analysis and revision of the data from Tadeo's exit interview, we gained more clarity that Tadeo's adaptive challenges would require an organizational shift as well as a shift for Tadeo. In the interview it became patently clear that CTE is not his organization's academic and/or educational priority. Tadeo's program and job hinge on student enrollment and numbers. His position is not tenured and therefore is up for review every six months. For Tadeo, holding these systemic barriers accountable is challenging.

Feeling Successful. Overall, each of the participants was able to identify successes they had because of this project. As mentioned, Tadeo was unable to integrate and implement his intervention due to organizational limitations that were beyond his control. Nevertheless, in Phase III he did mention that one of the ways in which he had found success with global education was when he asked his students to complete a "Recipe of me." Although this activity took place prior to our project, Tadeo was able to identify and recognize that although he had not fully integrated and implemented his intervention, he had begun the year supporting his students on their pathway to global competence.

Adaptability. Adaptability was critical for the participants in this study. They had to adapt to multiple changes and re-imagine and change their interventions to function in a virtual learning environment as well as find meaningful way to connect their content with global education within limited time. Five of the six participants were able to make these adaptations in their work. They found creative ways to engage learners about global competence and

recognized that adapting did not eliminate the impact the learning had on themselves as educators or their learners.

Positive Psychology

Positive psychology includes building momentum for the future, positive encouragement, and hopefulness. I have identified building momentum for the future as a quality of positive deviance.

Building Momentum for the Future. For these educators, building momentum as a positive deviant is not something to be done externally or by someone else. Every participant is their own advocate and their own agent regarding recognizing their work as positive deviants in their organizations. In journal entries and exit interviews Bella, Beatriz, Silvia, Raquel, and Camila explained that they are building their own momentum for global competence by developing their own support team through outreach and education. Each participant has begun to build a support network of educators and learners to fully integrate and implement globally competent practices in their organizations. To continue to lead their organizations towards a more globally competent organization, they identified positive encouragement as a key factor in their succuss and continued work towards these goals.

Positive Encouragement. Positive encouragement and collaboration will be a key aspect for the participants moving forward. It will be important for them to seek positive encouragement outside their organizations to continue this work when it becomes challenging.

Hopefulness. Phase III conveyed the ways in which global education supports and upholds a sense of hopefulness for the participants. In her exit interview Beatriz explained the following:

> My hope would be that I can feel more comfortable in what I do and how I go about things. But also, that there's not another generation of young black women who have to

feel like that. I want them to feel like they can go into a space where they can be authentic and they don't have to worry about how they're wearing their hair, what they're saying, and how they're dressing. So I think that what I see in global education is an opportunity to broaden that understanding.

For each participant, global education may be the pathway towards a more equitable and just education system and world. Marian Wright Edelman, President of the Children's Defense Fund, warned, "It's hard to be what you can't see" (Wright Edelman, 2015, para. 5). Those taught by professionals who have learned to see their realities and intersectionality—as, for example, happened for Beatriz in learning about global education—become able to model the same. It follows that such learners will have long-lasting and cascading impacts on society and the world.

Relational Cultural Theory

Connections, Collaboration, and Relationships. An additional category to come from Phase III was the importance of relationships, connections, and collaborations, the foundational elements of relational cultural theory, for educators. The participants found that having the opportunity to build a relationship with someone outside of their own organization allowed them to feel more supported in their quest to integrate and implement global competence in their spheres of influence. The participants explained that the focus groups allowed them to share, listen, and get support about their interventions in a meaningful way.

Informal Sharing. The participants learned that both organizational and personal support systems played a key role in their success in this project. The allyship, collaboration, and accountability from the focus group provided the participants with the opportunity to share, listen, be heard, and maintain focus with their interventions because they were held accountable by the other participants and the structures set in place for the action research project.

The support the participants identified as critical was from the focus group. Silvia in the exit interview stated, "I think that as far as support goes, I think encouragement is great. And it's always great to just send, reminders like, I hope you spent the year improving your global competence." In the exit interview, Raquel said,"I feel like the group is so nice. And I would like this fellowship to go on forever. It's nice to have people to report back to about what you did, or what you tried." Similarly to Silvia and Raquel, Beatriz explained,

> I would just say, again, it was just nice to engage with a diverse group of people who were open to learning and open to sharing and engaging. And I think it just, again reinforces to me that, the need that I have for that, because I don't normally have that in my work. (Exit Interview)

Allyship. Another form of support that the participants identified was *allyship*. I think the development of allyship was a critical component to learning especially in response to a perceived or real lack of support at the systems and organizational level. Beatriz explained that since she did not necessarily see the support she needed from her organization's leadership, she sought to create it herself.

> I'm trying to build some allyship. I did an activity with my steering committee, which is kind of like my district leaders. And then I'm doing the book study. And I'm trying to raise awareness, like, Hey, you guys, this framework exists, here's a link to it. And I think that the more I can just draw attention to, but also just building some capacity that I need, that I need to be able to say, you know, global education, and people are like, Oh, yeah, oh, you know, I know what you're talking about, or, hey, I want to learn more about that, let me get on board. (Beatriz, Exit Interview)

Like Beatriz, Bella sought to build momentum. Although she has the support of her administration, she explained:

> Well, I'm feeling right now, the easiest way to start this is starting with the history people, the people that are kind of my diehard history people, because you're not going to turn everybody around in one year. You've got to go to your leaders and build capacity that way. I'm looking at people that I could invite to the workshop. (Bella, Exit Interview)

Both Beatriz and Bella have addressed the need for support by learning to cultivate it on their own. There educational roles were different from the other participants in that they are not currently teaching in the classroom, however, they are working directly with teachers and impacting their sphere of influence.

Like Beatriz and Bella, Raquel, Camila, and Silvia have also been creating allyship within their spheres of influence. They all expressed that allyships with other educators were important as they become more globally competent and integrate these competencies into their curricula. Raquel and Silvia each encouraged one of their educator friends to apply for the CGEP Fellowship for 2021/2022. And Camila explained that she builds allyship through her professional organizations such as her local teachers' union.

Allyship as a form of support is an example of how the participants sought to shift their thinking around support. In the exit interview, Camila identified support at the site level as critical to maintaining momentum with global competence. However, she also identified how allyship is an adaptive solution to that challenge.

Another form of the allyship identified by the participants during their exit interviews was their connection to and relationship with the Executive Director of CGEP (Dr. Emily Schell). Bella explained that Dr. Schell's allyship and support in addition to organizational support were very helpful. Similarly, Beatriz stated, "So I did connect with Emily too. . . . Just having CGEP as a place to go to." Camila, Tadeo, Raquel, and Silvia also sought allyship with Dr. Schell as a means of finding support outside their organizations in order to integrate and implement global competence into their curricula and organizations. Like allyship, optimism played a key role in the support the participants sought and needed in order to find success in their intervention projects.

Phase III Summary

Phase III provided insight into the ways in which the participants developed their capacity for global competence, overcame challenges, created momentum to continue the work in the future, and developed relationships that foster capacity building. Phase III was key to collecting evidence that supports a working definition of what global competence is in action and what educators found useful and essential to their work as globally competent educators.

Integration of the Phases

The basis of this project was to support and learn from educators as they navigated the integration of global competence in their spheres of influence. The initial purpose during Phase I was to build a solid relationship and collaborative environment with the participants. By doing this, I set the foundation for a safe and open learning space in which they felt comfortable sharing their ideas, taking risks, speaking about their challenges, and offering ideas to one another. The relational work at the onset of this project set the groundwork for the development of a stronger capacity for global competence, allowed participants to support one another as they overcame challenges, strengthened the momentum to continue the work in the future, and fostered a culture of relationship building and community capacity building.

Chapter Conclusion and Summary

This chapter was intended to explicate the emerging themes that materialized from Phases I, II, and III. In the chapter, I first provided an introduction regarding the purpose and process of the data collection, then I provided tables which illustrated the emerging themes and the frequency of their appearance in the data, and finally I explained the themes for each phase and provided excerpts as concrete examples.

I consider the stage-by-stage and overall findings from this project to be enlightening. Phase I provided clarity around the adaptive challenges and technical problems and an opportunity to see the value of reflection. During the first phase, critical needs of the participants with regard to global competence were identified and acknowledged. Recognition grew for learning and knowledge as means to success, and the importance of hopefulness that the participants experienced and felt when beginning the project was confirmed.

Phase II saw the conflation of Phase I categories into more concise and specific categories. Finally, Phase III offered an opportunity to see the ways in which the categories became even more specific. Overall, the phases allowed me to analyze the data from a broad and global perspective and then focus on the most critical elements in order provide a discussion and reflection on the impacts this project has had in the field and that which it will have in the future.

The work and contributions of the participants has helped inform my thinking around building a working definition of a globally competent and responsive pedagogy as well as the initial elements of a coaching model for global competence. Globally competent and responsive pedagogy and a coaching model for global competence will be discussed in Chapter V.

Chapter V: Discussion and Reflection

This chapter is divided into three sections. The first section discusses the three objectives of this project as they relate to the data obtained. Section I of this chapter addresses the three study objectives. First, it considers what the participants identified as the adaptive challenges educators faced as they sought to integrate globally competent teaching practices into their curricula. This section includes a discussion of technical problems and adaptive challenges as they related to the study. Additionally, this section integrates key theoretical foundations and objectives from the global competence frameworks to the learning and growth that the participants experienced.

Section II addresses the key findings regarding global competence as they relate to positive organizational scholarship, positive deviance, and relational cultural theory.

Section III presents two new emergent concepts which materialized as a result of this project: a model of coaching for global competence and a pedagogical approach to global education. Both concepts are grounded in the theoretical foundations of positive psychology, relational cultural theory, relational leadership practices, action research, positive deviance, and the global competence frameworks.

Results in Relation to Study Objectives

Objective One: Identifying the Adaptive Challenges Educators Faced

The first objective of this study was to identify the adaptive challenges educators faced as the sought to integrate globally competent teaching practices into their curricula. The challenges that the educators faced were both adaptive challenges and technical problems. It is critical to recognize and address the differences in order to build educator capacity around the terms.

Adaptative Challenges and Technical Problems. This study provided an opportunity for the participants and me to gain a clearer understanding of the adaptive and technical challenges globally competent educators faced when applying the frameworks for global competence and teaching for global competence in a practical setting. The participants encountered both adaptive and technical challenges. Heifetz et al. (2009) argued that adaptive challenges and technical challenges differ in several ways. When adaptive challenges are misdiagnosed as technical challenges and vice versa, the system suffers and organizations can become paralyzed by the inability to make long-term sustainable changes. Adaptive challenges are those which are difficult to identify until we are face-to-face with them. Such cahallenges require reliance on knowledge, experience, and skills to re-imagine and experiment with "never-been-tried-before relationships, means of communication, and ways of interacting that will help people develop solutions that build upon and surpass the wisdom of today's experts" (Heifetz et al., 2009, p. 13).

Heifetz et al. (2009) suggested that when adaptive challenges arise, the first thing people ought to do is observe their environment, the system, and how they fit into the system. The participants in this study each had the opportunity to assess their organizations and spheres of influence as part of the first activity for the CGEP Fellowship. Shortly after completing their environmental scans, many key world systems shut down as a result of the COVID-19 pandemic. This profoundly altered every aspect of their personal and professional lives. As a result, the participants were tasked with the monumental adaptive challenge of educating for global competence in a virtual teaching and learning environment. The challenges of educating for global competence became layered with the challenges of educating for global competence during a global pandemic.

Table 5.1 summarizes of the core ideas on technical and adaptive challenges and their differences in relation to the findings here.

Table 5.1

Technical Versus Adaptive Challenge as Found in This Study

TECHNICAL CHALLENGES		ADAPTIVE CHALLENGES	
Characteristic	Example(s) from data	Characteristic	Example(s) from data
Can be diagnosed quickly and simply.	*New learning environments:* "Meeting virtually to do this work also feels less like "roll up your sleeves and let's get down to business" type of collaboration" (Bella, journal II entry).	Requires reflection and curiosity for diagnosis.	*Integration into my work:* "I was trying to get them to connect with art, music and lit of the industrial revolution from around the world…I let them pick from lists of artist, authors, and musicians from outside of the U.S" (Silvia, journal II entry). *Seeking new resources:* The tools I might need to support implementation and integration of global education in my organization are "use of literature—CGEP Global Read Aloud, and the SDGs Resources" (Camila, Journal II entry).
Grounded in common protocols and structures.	*Limitations due to insufficient time:* "The main challenge I face is time…I have two 40 min zooms a week. That is enough time to check-in, read or view material, and talk about it. With the current distance learning set up and just under a month since the last journal, I didn't have time to have students investigate more of the world and really look at other perspectives on multiple topics of multiple cultures." (Raquel, Journal II entry)	Grounded in values, beliefs, and loyalties.	*Awareness of other (cultural awareness), exposure to other*: The challenge of providing opportunities for educators and learners to see themselves reflected in and participating in the curricula and educational spaces (Beatriz, exit interview).

TECHNICAL CHALLENGES		ADAPTIVE CHALLENGES	
Characteristic	Example(s) from data	Characteristic	Example(s) from data
Can be identified by applying current knowledge based on the organization's culture and climate.	*Limitations and barriers due to remote learning:* "I just thought that I wouldn't have enough time and (the topics would take us away from) speaking in Spanish (Raquel, Focus Group III).	Requires a new way of thinking and new learning in order to diagnose the problem.	*Making attainable goals:* "I think every year I am able to add more and more about culture and global competence into my curriculum. This was the first year I actually looked at how and why I was doing what I was doing" (Raquel, Journal III entry).
Can be fixed quickly.	*Limitations due to insufficient time:* Beatriz explained that providing a professional learning opportunity was challenging in a virtual environment because it is unrealistic to expect people to participate in an eight hour zoom PD (Beatriz, journal III entry).	Requires cross-organizational changes.	*Need for structural support:* "There are logistical limitations that are keeping me from (educating for global competence). Because like I said, even if I did have hybrid instruction, I don't know how it would work because I haven't zoomed into my student classroom yet. And because I'm not a core teacher, I'm not the priority right now (Tadeo, exit Interview).
Solutions are quick and can be implemented by an authority.	*Limitation and barriers due to remote learning and new learning environments.*	Solutions are presented and tested out by the people with the problem.	*Learning opportunities:* Integration into my work. Silvia taught her lesson multiple times in one day. After each class, she reflected, adapted, and improved her lessons to meet her goals (Silvia, Journal).

Table 5.1 presents the ways in which the participants identified both technical and

adaptive challenges. As the facilitator and the researcher, I did not recognize that both these

types of challenges were being clumped together and did not separate them until after re-visiting

the data and creating tables which outlined the categories and codes of the data. This information

was shared with the participants in an email. As characterized by Heifetz and Linsky (2002), it is

imperative to scrutinize the situation, "going to the balcony from the dance floor" (p. 53) to

observe the situation from an outsider and an insider lens or to diagnose the types of challenges with which individuals are faced.

In Phase I, the participants identified the following technical challenges: meeting content standards and professional expectations/obligations, the challenges and barriers which were the result of distance learning and new education and learning environments, and time constraints. The adaptive challenges the participants identified were integration into my work, the need for structural support, and the challenge of implementation and follow-through. In Phase II, the technical challenges were the limitations and barriers as a result of distance learning and time.

The adaptive challenge was illuminated as a need for structural support that was not fully developed in their organizations. The participants in this study recognized their challenges, were ready to find solutions via an adaptive intervention, and required support in order to do so (Heifez et al., 2009). In this case, the participants were not being led by an adaptive leader, but rather were leading the adaptive change within their organizations as tempered radicals themselves (Meyerson, 2001). Furthermore, the participants' appreciation of and willingness to confront adaptive challenges can be linked to their positive deviant behavior. Positive deviants prefer to use their network for support as they identify and tackle challenges in order to make long-lasting change within their spheres of influence.

For this project, clarifying the two types of challenges the participants faced was critical to understanding their learning and growth. Because not all the participants were successful in meeting their goals in this project, it should not be assumed that they did not experience learning and growth; on closer examination and analysis of the challenges they faced, it is clear that in Tadeo's case some of the participants and I were focused on the technical solutions to Tadeo's adaptive challenge.

During Focus Group III, Tadeo was explaining why he was unable to implement his intervention. In order to support him, I asked other participants for thoughts for Tadeo to help him find creative solutions to what I saw as technical problems. I mistakenly identified his challenge as a technical one, which led some of the participants to give Tadeo feedback and suggestions combining technical and adaptive solutions based on their own organizations and their own experience. What we had been unable to conceptualize was that Tadeo's challenges were and still are unique and complex to his organization. In hindsight, I was incorrect to assume that Tadeo's challenges for integrating global education in his current educational situation could be solved by the suggestions offered from individuals outside his organization. Although their suggestions were given with good intentions and were excellent in isolation, my failure to see the impossibility of the proposed solutions in Tadeo's sphere was a critical learning opportunity for me. While I was wrong to make assumptions, the conversation did provide an opportunity to clarify and gain a deeper understanding of Tadeo's organization. The experience of and with Tadeo, is reflected in Heifetz and Linsky (2017) who affirmed,

> Responding to an adaptive challenge with a technical fix may have some short-term appeal. But to make real progress, sooner or later those who lead must ask themselves and the people in the organization to face a set of deeper issues— and to accept a solution that may require turning part or all of the organization upside down. (p. 1)

When some of the participants and I tried to provide support to Tadeo, we were unable to recognize that our solutions were technical and Tadeo's challenges were adaptive. It was not until I had the opportunity to meet with my coding partner that we were able to diagnose what was happening. By gaining a deeper insight, I was able to recognize that Tadeo's global competence support system must be built from the inside. This issue was addressed in Chapter

IV and after reflection and analysis, I was able to take myself out of the situation and gain a bird's eye view of what had transpired.

Upon further review of the data, it was suggested that one way Tadeo could grow his support network could be by what another participant, Beatriz, referred to as building "a coalition of the willing" (Journal). Beatriz used this phrase to describe the indifference of those in her organization with regard to global education and her need to garner support in order to grow.

The need for building a coalition of the willing is corroborated by Heifetz et al. (2009) and Heifetz and Meyerson (2001). Heifetz et al. noted that building an allyship or a coalition of the willing with others will help leaders leverage their power and protect their change initiative. Building a support network and allyship outside of their organizations was another important aspect of the work required to make sustainable long-term changes in their organizations. As each of the participants have done, is substantiated by Heifetz et al. (2009) who advised, "Cultivate a personal support network outside of the system you are trying to change" (p. 219). By building allyship within their own organizations and a support network outside, participants build stamina, resilience, and power to continue the work even when their adversaries attempt to dissuade their efforts.

Objective Two: Demonstrate the Learning and Growth That Educators Experienced Through Participation in This Project

This study provided an opportunity to observe firsthand the ways in which the participants met these challenges and offered solutions. The solutions that were a consequence of overcoming these challenges were consistent with the solutions presented by Heifetz et al. (2009) and Heifetz and Linsky (2017).

In solving for the technical challenges, the participants sought support in order to narrow their resources and manage their time. The data show that educators who are integrating and implementing globally competent practices into their curricula required support with these technical problems—specifically management and use of the resources available to them.

On the other hand, solving for the adaptive challenges such as integration into one's work and the need for structural support required a deeper level of analysis and reflection. The learning and growth the participants experienced was directly related to the adaptive challenges that they had identified. The data show that the participants experienced learning and growth in the following areas: educators' focus on their learning in order to benefit their learners, critical self-reflection, critical self-awareness, positionality, learning global competence in collaboration with learners, and naming global competence.

Educators' Focus on Their Own Learning to Benefit Their Learners. One of the most positive impacts that the COVID-19 pandemic had on the educators was allowing them to focus on their own growth and learning in order to benefit their learners. One of the means by which the participants were able to overcome some of their challenges was by building their own capacity with respect to their own knowledge and understanding of global competence in order to benefit their learners. Building capacity by focusing on one's own learning is an example of positive deviance. Each of the participants in this study self-identified as a positive deviant. The participants in this study intentionally sought opportunities to learn and improve their practice. As validated by Herington and van de Fliert (2018), Lavine (2011), and Mertens et al. (2016), positive deviants are determined to learn to skills as a means to enhancing their practice. By doing so, they seek to improve the learning opportunities for their learners.

Critical Self-Reflection. This project highlighted the value and importance of critical self-reflection. Critical self-reflection is a foundational element of globally competent education, (Coghlan, 2019; Deardorff, 2004; Freire, 1979; Jordan, 1989; Lewin, 1946; McNiff, 2017; Miller, 1986; Putman & Rock, 2018; Schön, 1983; Surrey, 1987; Tichnor-Wagner et al., 2019). Academics, theorists, and educators in many disciplines have highlighted the importance and need for critical self-reflection as a means to improving one's practice. Critical self-reflection is a pathway towards critical self-awareness.

Critical Self-Awareness. The concept and practice of critical self-awareness were illustrated and highlighted in the data as participant learning and growth. In Phase I, the participants focused primarily on the challenges external to themselves. As a result of the critical self-reflection that they experienced in the focus groups and through their reflective journals, they began to recognize and become more cognizant of their own actions, dispositions, and positionality. Critical self-awareness is not an easy act. It requires deep reflection and scrutiny of one's actions and belief systems. By gaining critical self-awareness, the participants were able to identify their positionality with regard to globally competent teaching. Research has shown that self-reflection followed by group dialogue is a powerful means for individuals to become critically self-aware (e.g., Alimo, 2012; Nagda & Gurin, 2007). In doing so, they began to improve their practice. This finding on growth and learning was in line with what Paparo (2016) found in her action research study with a choir educator. The importance and value of critical self-awareness is supported by studies of authenticity and the importance of knowing one's self as a means to being self-aware the work (Gardner et al., 2005; Graen & Uhl-Bien, 1995). Critical self-awareness was a foundational factor to the participants' learning and growth. In addition, their abilities to recognize their own positionality in relation to others and articulate

the impacts their positionality has on their perception of reality underpin global competence and are linked to global competence education.

In Chapter I, I wrote at length about researcher positionality and stance as a means for researchers to situate themselves in relation to the research being conducted. While I focused on my own positionality and stance, I had not anticipated that the learning and growth the participants would experience would also be related to their exploration of their own positionalities and stances vis-à-vis global education. As Coghlan (2019), Herr and Anderson (2015), and Throne et al. (2016) found, becoming cognizant of one's positionality is necessary in order to identify biases and recognize their own positionality with respect to the work being done. Tadeo articulated this in Focus Group II when he explained that values and perceptions are connected to how educators show up in the classroom and design their lessons. This theme resurfaced again in Phase III when many of the participants explained that their worldviews, identities, and actions contribute to the ways in which they relate to and interact their learners. This acknowledgement and recognition were consistent with Pringle and Booysen (2018), who argued that understanding of one's self—that is, self-awareness—is tied to how sense is made of the world and shapes what is valued. When a person identifies their values through self-reflection, they can begin to appreciate and scrutinize values and perceptions in a way that is constructive and promotes globally competent education.

Recognizing and Acknowledging Positionality Through Critical Self-Reflection and Critical Self-Awareness. Recognizing one's positionality is a necessary component in globally competent education. The CGEP Global Competence Framework (California Global Education Project, 2019) classified positionality as in the domain of recognizing perspectives. Table 5.2

shows the rubric for identifying personal perspectives and influences in relation to global

competence.

Table 5.2

Participant Growth and Progress in Terms of CGEP Global Competence Framework

Recognize perspectives	Developing	Progressing	Practicing
Identify one's personal perspectives and influences.	One is aware of their own beliefs and the ways in which they are a reflection of their cultural background.	One is able to recognize the ways in which their beliefs are shaped by cultural and environmental factors.	One is able to articulate the influences on one's own perspectives.
Examples of the participants' trajectory as demonstrated by the data.	Beatriz identified her experience as an American in Italy and the opportunity it gave her to recognize how her beliefs about communicating in Italian were a reflection of her cultural background (Focus Group I).	Beatriz acknowledged that her own beliefs and societal expectations required her to be exceptional in her work (Exit Interview).	Beatriz acknowledged that her upbringing and experiences influenced the way she responded to the pressure her student was putting on herself. It was not the pressure Beatriz put on her student to excel, but the way she responded that made her reflect on and articulate how her perspective impacted her student (Exit Interview).
	Raquel acknowledged times when she might not have acknowledged an event due to her inexperience (Raquel, Focus Group I).	Raquel explained that she did not grow up speaking Spanish and that is different from her students' experiences (Exit Interview).	

In Phase I, the participants identified self-reflection and self-awareness as essential skills

for globally competent teaching. Throughout the process the participants became critically aware

of their influences and were able to articulate the ways in which those influences shaped their

perspectives. In fact, in Focus Group II, Tadeo stated,

> It's almost like perspective and value, what you perceive, you have a certain value to
> what you perceived. And other people may not share that same value. It doesn't make the
> person that doesn't make the perception of the value any less important. It's just it's
> based on experiences based on culture, background, history, age, experience, all that
> stuff. I think that was more of a juggle between perspective and value. I guess, for me,

being from a Cuban family, you know, in Southern California was way different than the more Mexican families that were in my neighborhood where I lived. So perception and value might go hand in hand. And then after that might be your self-reflection if that makes sense.

In Phase III, Bella, Beatriz, and Camila each reiterated Tadeo's point by sharing their life experiences with me and acknowledging the ways in which their life experiences and cultural influences had impacted and shaped their perspectives. These participants progressed from developing to practicing over the two months when this project took place. By acknowledging, honoring, and sharing their positionalities and stances, the participants were able to build their own capacity in conjunction with building their learners' capacities for global competence.

Learning in Collaboration With Learners. The participants recognized the value of building their own capacity as globally competent educators and also accepted that education for global competence did not require them to be experts; they could learn with and from their learners. This approach follows the suggestions by Tichnor-Wagner et al. (2019) regarding learning with one's students as well as connecting education for global competence to the concepts of mutuality, growth in connection, and zest from relational cultural theory (Jordan, 2000; Miller, 1986). Similarly, learning together is connected to social justice education and supports egalitarian practices of relational leadership and shared learning. Komives et al. (1998) corroborated this explaining that leaders—which in this project meant the educators—and followers (the learners) demonstrated that globally competent education did not require the educator to be an expert but are supported in parallel and integrated learning. By upholding and encouraging growth and progress for all stakeholders, participants were able to implement and sustain a globally competent teaching practice.

Naming Their Practice. The power and knowledge that grew from the participants naming their practice are a key indicator of their learning and growth. Schön (1983), describing

how successful interventions are designed, placed "naming" (p. 42) as the first and critical step in reframing challenges that go beyond technical solution. Being able to name the subject area demonstrates the value global competence frameworks have in supporting educators as they learn to name and communicate to others in an articulate and clear manner the ways in which their practice contributes to the building and development of a global citizenry. By naming their practice, the participants had an opportunity to harness the power they have to recognize, create, and build a globally competent practice, thus legitimatizing their practice. The opportunity to give a name to their practice is consistent with Bourdieu's (1991) theory on identity and representation. Naming their practice is a socially empowering and politically charged action. It forces those in power to acknowledge their work as a respected practice within a theoretical framework grounded in research. Moreover, naming their practice and work as global competence validates the idea from Heifetz et al. (2009) that adaptive challenges require those who are experiencing the challenge to recognize it and work towards creating interventions to solve their challenges. This is also consistent with Freire's (1979) concept of *conscientizaçao*, or critical consciousness, in which individuals gain the ability to identify their realities in order to make changes. By naming and identifying their work, educators are better equipped to change systems within their spheres of influence.

The educators in this study recognized that they had been integrating components of global competent education in their practice, but without calling it "global competence" (or any other name for their practice). The participants credited the frameworks and our reflective work in this study as key factors in their ability to name their work.

Objective Three: Provide Guidance and Solutions to the Challenges Globally Competent

Educators Face in the Field

This project sought to identify solutions to the challenges faced by globally competent educators. The most critical solutions for the challenges the educators faced were the need for support, how overwhelmed they felt with respect to the resources, support for risk-taking, adaptability, capacity building, and a sense of success. Figure 5.1 shows the challenges in the far-left arrow and the proposed solutions in the arrows to the right. The three levels flow into one another to create a cohesive framework.

Figure 5.1

Challenges and Solutions as Experienced by Participants
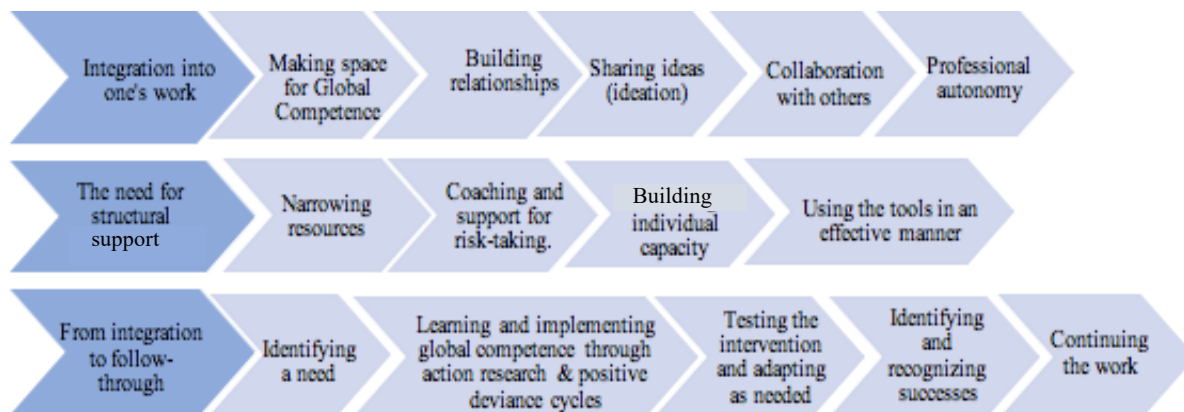
For the participants in this study, adaptability was a critical component of their growth. The need for adaptability is corroborated by Heifetz et al. (2009), Northouse (2016), Suárez-Orozco and Sattin (2007), and the U.S. Department of Education (2018). The adaptive challenges participants faced required them to make a mindful determination that global competence was a priority for them in their practices. In order to integrate global competence into their work, they first had to make space for global competence in their practice. For

instance, Beatriz explained, "When we are doing implementation training for our new instructional materials for all teachers we can bring in parts from *Becoming A Globally Competent Teacher* and the Global Competence Framework" (Journal). Once they had prioritized global competence, the factors that supported the solutions to the challenge were building relationships with the other participants and one's self, creating space for ideation, having an opportunity to collaborate and support one another, and, finally, awareness of the need for professional autonomy so as to integrate global competence into their work.

Professional autonomy is upheld by recognizing that structural support is also critical for global competence. There is a delicate balance between full autonomy and a cohesive structural support system. A key challenge the participants faced was how to effectively manage the vast resources available to them. This project showed the importance of a structural support system for such resource management. Furthermore, the action research cycle fostered an environment and built skills that were useful for educators to effectively use the resources at their disposal and mitigate their sense of being overwhelmed. This support helped educators be more willing to take risks and supported building educator capacity.

A final challenge the educators faced was integrating an intervention and following through on their plan. This challenge required a reliance on relationships and trust that had been built throughout the action research process. Additionally, addressing this challenge required coaching on my part to foster a safe environment for participants to identify a need, ideate, collaborate and share ideas about their intervention, implement their intervention, adapt, identify success, and be able to continue their work beyond this project.

Key Findings

The solutions which have been brought to the forefront of this project through the dedication and work of the participants have helped me to identify key findings with respect to global competence in relation to theoretical frameworks used to ground this study. Prior to beginning this study, global competence was my passion and was a component of my educational repertoire; nevertheless, as a result of this study, I have learned that global competence encompasses much more than knowledge and awareness. Global competence lays the foundation for the essential skills necessary to participate fully in today's social, economic, and political systems. The role global competence plays in education ought to be considered essential for educational policy writers, state boards of education, districts, schools, and classrooms. Global competence is not a complement to the current educational system, but the root from which all educational decisions ought to be made. In order for educators to be successful integrating and implementing global competence, components of positive psychology, relational leadership practices, and deep transformative learning must be dovetailed and layered into the practice of educating for global competence.

Positive Organizational Scholarship and Global Competence

Positive organizational scholarship and global competence provide an opportunity for educators to identify and build upon learners' assets as a means to generating zest and flourishing in educational settings around the world (Cherkowski, 2018; Seligman, 2011; Seligman & Csikszentmihalyi, 2000). When educators have the opportunity to reflect deeply on their positionality and are encouraged to recognize the unique gifts they bring to conversations in educational settings, they are building their own capacity and modeling this for their students.

Global competence supports building educator capacity in terms of acknowledging that each individual brings something unique to the table and ought to be honored and valued (Tichnor-Wagner et al*.,* 2019). Furthermore, global competence in conjunction with positive organizational scholarship could help mitigate the negative experiences people have had when being honored for their gifts. For instance, in the exit interview, Beatriz explained that being the only Black woman in her entire department of 200 educators created challenges on what was expected of her, both by herself and others. As the only Black woman, she expressed a sense of responsibility to her skin color, the obligation of setting an example of authenticity for other women of color. While she labeled this "exceptionalism," after a conversation with Dr. Cherie Bridges Patrick—an Antioch colleague who studied racism as it impacted social work professionals—we identified Beatriz's expression of exceptionalism as the social conditioning of people to believe that the White body sets the professional, economic, political, and social standards for which people ought to strive.

The principle of including diverse perspectives within global competence should change longstanding overemphasis on White values and mindsets. Beatriz saw global competence as an opportunity for educators to reject the belief that her thoughts and action always had to adjust to White expectations. The framework of global competence opens possibilities to move beyond predominantly White perspectives that force others to be twice as good to get just as far. Global competence, in conjunction with positive organizational scholarship, changes the status quo to a new reality where the gifts from cultures and worldviews of people of color are understood and valued.

Yosso (2005) argued that shifting the mindset from a deficits-based approach to an assets-based approach to communities of color provides opportunities to build cultural wealth

and capacity. This project highlighted some of the six forms of cultural capital presented by Yosso. Through critical self-reflection and critical self-awareness participants in this study, recognized that their unique experiences, while, perhaps different from the dominant culture in their organizations, are assets to their educational practice and to their students' learning. Furthermore, by supporting the participants as they build capacity for themselves and others they are investing in their own strengths and that of their learners. An investment in strengths is foundational to positive psychology (Seligman & Csikszentmihalyi, 2000).

Feeling successful is a foundational element of positive psychology and relational cultural theory (Miller, 1986; Schwartz, 2019; Seligman & Csikszentmihalyi, 2000). When educators are honored and celebrated for the gifts and assets they build in themselves and their students, magic happens! Success is related to optimism and according to Seligman and Csikszentmihalyi (2000), when individuals experience feelings of success they are more optimistic about their roles in life. In a similar vein, Senge (1990) argued that the ability for an individual to believe in their ability is directly related to achieving goals and feeling successful in their endeavors. Furthermore, the participants' support of one another and celebrations of each other's successes are also validated by Jordan (1989) writing on success and self-confidence.

Positive Deviants in Global Education

Positive deviants build momentum in their organizations by also being tempered radicals (Meyerson, 2001). For the participants, building momentum as a positive deviant was not something that could be done externally or by someone else. Positive deviance in global education must not depend on outsiders recognizing what globally competent educators are doing. Rather, educators must be tempered radicals in their organizations and build momentum by making their own alliances and support systems both within their organizations and outside.

In exit interviews, both Beatriz and Bella explained how they are building their own coalitions of allies within their organizations rather than waiting for someone to notice their work and seek them out as positive deviants.

Relational Cultural Theory for Building Globally Competent Educators

One fundamental factor for building allies and the support systems necessary for globally competent education is the applying relational cultural theory in conjunction with global competence. Globally competent educators ought to take into consideration relational cultural theory as a means of building their strength. Globally competent educators must build relationships, develop empathy, acknowledge and recognize the impacts their actions on others, accept others, be authentic, and be culturally responsive. Global competence necessitates that educators intentionally incorporate aspects of relational cultural theory into their practices (Jordan et al., 2004). As was exemplified by the participants, a major theme that emerged as an important component of global education was relational cultural theory, zest, connections, and collaboration. The participants experienced feelings of zest when they were able to connect and relate to one another in an authentic and safe manner. Furthermore, collaboration and connections led to feelings of being recognized for their work. They also felt supported and connected rather than isolated and undervalued. Globally competent educators build their practice through relationships that value and respect the unique gifts that each human being brings to the conversation. These connections result in positive professional interactions which are the cornerstones of fostering and sustaining high quality connections (Heaphy & Dutton, 2006). The intersection of global competence with positive psychology, high quality connections, and relational cultural theory helped me begin to imagine and consider what the theoretical foundations of a framework for coaching for global competence, as well as a

framework for naming the acts of teaching and learning for global competence as a globally responsive pedagogy, might be.

Pedagogies for Global Education

There are two major models that emerged from this study: *globally competent and responsive pedagogy* and *coaching for global competence*. The first is comprised of the foundations for developing a model and framework for coaching for global competence. The other prepares the groundwork for refining a working definition and building the first model (globally competent and responsive pedagogy).

Globally Competent Pedagogy

A globally competent pedagogy is comprised of three areas: knowledge, abilities, and dispositions. Embedded in each are the emergent themes from this project and the theoretical foundations of relational cultural theory and positive psychology. The knowledge, abilities, and skills needed for a globally competent pedagogy are noted in Table 5.3.

Table 5.3

Knowledge, Abilities, and Dispositions Required for Globally Competent Pedagogy

| Knowledge	Abilities	Dispositions
Of the framework for being a globally competent teacher (Tichnor-Wagner et al., 2019).	To practice and implement elements of the framework for being a globally competent teacher.	Be willing to critically self-reflect in order to build critical self-awareness as a means to critically examining one's pedagogical approach and the ways in which their positionality impacts their teaching.
Of the CGEP framework for Global Competence.	To envision elements of the CGEP framework for Global Competence in one's curriculum and willingness to try.	Be willing to build opportunities for learning which allows for learner voice and leadership.
Of relational cultural theory as it related to teaching and learning.	To seek out and use new resources that align with global competence and one's own curriculum.	Be willing to recognize, honor, and include the assets and strengths each learner brings to the lesson.

Of positive psychology as it relates to teaching and learning.	To learn to be globally competent in collaboration with learners.	Be able to assess content quality and reliability in an effective and analytical manner.
Of positive psychology as it relates to teaching and learning.	To take risks in one's practice in order to determine what works and what does not.	Be willing to assess learner growth in a variety of ways. In other words, be able to recognize that values and perceptions influence how learners process and retain content.
	To narrow resources in order to mitigate overwhelm and plan, implement, and adapt lessons from start to finish.	
Of the framework for being a globally competent teacher and appropriate pedagogical approaches that prepare educators on how to be globally competent.	To build global competence capacity in oneself and in one's learners.	Be willing to identify the skills needed in order to be considered globally competent.
Of the CGEP framework for Global Competence.	To recognize the work that is being done as global competence and name it.	

It is clear that the knowledge, abilities, and dispositions needed for a globally competent pedagogy are vast. Nevertheless, the elements are not in addition to or exclusive of other pedagogies. One of the purposes of a globally competent pedagogy is to provide a framework for examining the ways global competence can be a foundational approach to all learning rather than an add-on. Figure 5.2 is a visual representation of globally competent pedagogy. It shows the necessary components transmuted into a globally competent pedagogy within a mixing bowl of reflection and practice.

Figure 5.2

The Three Components of a Globally Competent Pedagogy

Knowledge **Abilities** **Dispositions**

Globally Competent Pedagogy
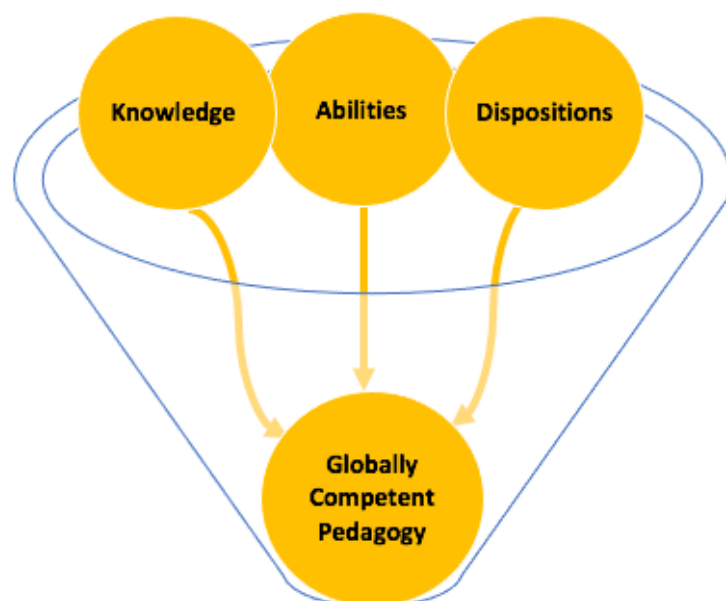
Globally Responsive Pedagogy

A globally responsive pedagogy is comprised of three main educator attributes: being active, positive, and aware. Embedded in each attribute are the emergent themes from this project and the theoretical foundations of relational cultural theory and positive psychology. The educator actions needed for a globally responsive pedagogy are shown in Table 5.4.

Table 5.4

The Intersection of Being Active, Positive, and Aware with Global Competence.

ACTIVE	POSITIVE	AWARE
Adapts and makes changes	Recognizes and builds upon assets	Critically self-reflective
Actively promotes and recognizes positive deviant behaviors	Identifies successes and builds upon them	Critically self-aware
Being a tempered radical	Hopeful	Awareness of one's positionality
Builds capacity in themselves and others	Seeks allies in order to build positive momentum	Awareness of one's intersectionality

ACTIVE	POSITIVE	AWARE
Takes risks	Encourages growths and provides positive encouragements	Aware of the ways in which one's values impacts their perceptions
Shares and collaborates		
Builds connections and relationships		Aware of adaptive challenges and technical problems
Builds empathy		Awareness and understanding of diverse cultures, ethnicities, genders, socio-economic status, socio-political structures and systems, and the ways in which our positionality impacts how we see and understand the aforementioned
Promotes equitable, just, and egalitarian practices between educators and learners		
Integrates learning experiences from multiple perspectives and curricula		Suspends biases in order to be active, positive, and aware
Integrates perception of and awareness of self in relation to their learners		

Each component of globally responsive pedagogy is grounded in relational cultural theory and positive psychology, the framework for becoming a globally competent teacher (Tichnor-Wagner et al., 2019) and the CGEP Framework for Global competence (California Global Education Project, 2019), as well as the emerging themes that came out as a result of this project. Figure 5.3 illustrates the attributes of being active, positive, and aware—transmuted through reflection and practice into globally responsive pedagogy.

Figure 5.3

Attributes of a Globally Responsive Pedagogy
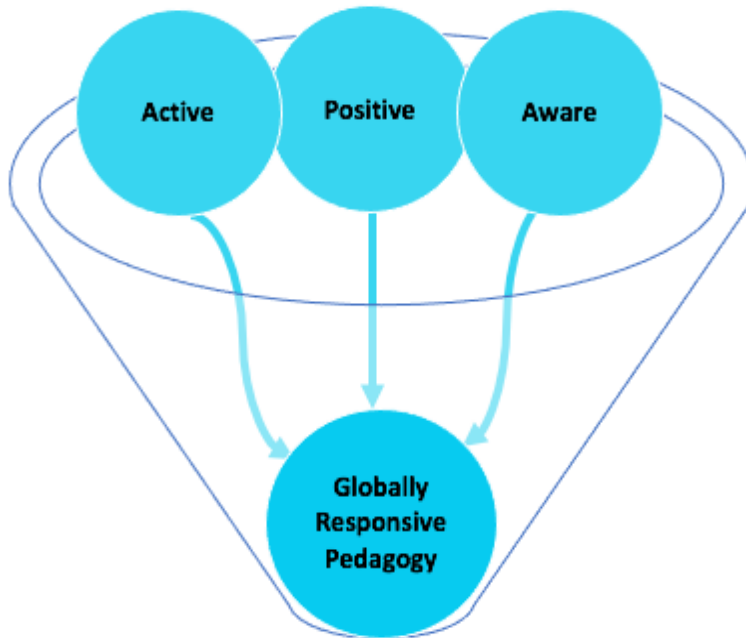
Both of these models are combined in order to form what I call a globally competent and globally responsive pedagogy, or *GC & GRP*. This is a model for educators which details, outlines, and conjoins the components of a globally responsive pedagogy with the skills of a globally responsive pedagogy. The components and skills outlined and illustrated in Tables 5.1 and 5.2 along with Figures 5.2 and 5.3 form what I call a *globally competent and globally responsive pedagogy* (*GC & GRP*). Figure 5.4 shows *GC & GRP* created from its constituent pedagogies, a transformation once again accomplished through reflection and practice.

Figure 5.4

Components in Creation of the Model of Globally Competent and Globally Responsive Pedagogy
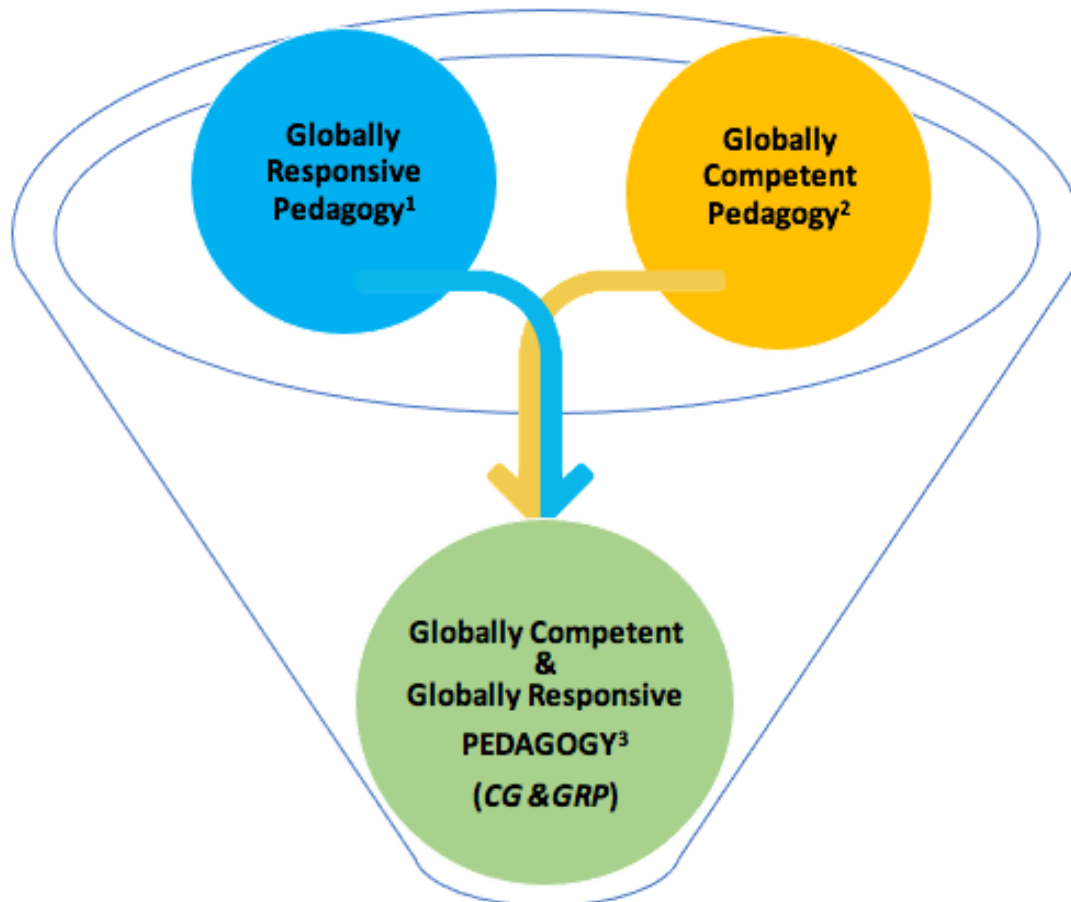
Note. Principal characteristics of these pedagogies: 1. Globally Responsive: Building and sustaining mutually responsive relationships. Relational competence as a foundation. 2. Globally Competent: Self-reflection, critical self-awareness, understanding of self, knowledge of others, capacity to see the socio-economic, socio-political, and intellectual wealth that others contribute in order to learn from and build upon cultural knowledge. 3. Culturally, ethnically, racially, socio-economically, socio-politically, gender, and linguistically diverse intellectual capital and wealth used to influence instruction.

A globally competent and globally responsive pedagogy combines the knowledge, skills, and dispositions needed for a globally competent pedagogy with the skills essential for a globally responsive approach to teaching and learning. Combined these models comprise what I

abbreviate as the *GC & GRP* model. This model is the foundation and root system for the coaching for global competence model.

Defining a Globally Competent and Globally Responsive Pedagogy

The definition of a globally competent and globally responsive pedagogy emerged from my own personal experience educating for global competence and from the outcomes and clarity gained as a result of this project. The first time I used a globally responsive pedagogy was in my original proposal for this dissertation. I had been searching for a more accurate term to define what I was doing with global competence, and the globally responsive pedagogy just naturally and easily came to me. I was encouraged to explore the term globally competent pedagogy further and research whether or not the term had been used by others (J. F. Wergin, personal communication, August 15, 2020). I concluded that the only prior usage was by Ndemanu (2014). In order to write my own definition of globally responsive pedagogy, I asked the participants of this study how they might define a globally responsive pedagogy. As a result of their responses and the work we have done together for this project, I define globally competent and globally responsive pedagogy as follows: *GC & GRP* is a way of being and teaching that is reflective of the world around us and our place in it. *GC & GRP* tasks educators in all areas and disciplines with examining their practice through a global and cultural prism in order to gain clarity of perspective, build social capital, improve relationships, and meet the ever-changing local and global challenges with which we are faced. Furthermore, *GC & GRP* honors and respects diversity of all types as a means of dismantling systems of oppression and fighting policies and social norms that are rooted in cognitive biases.

Coaching for Global Competence

Coaching to support others on their global competence journey requires three areas of strengths: understanding, abilities, and dispositions. Each area comprises additional elements (Table 5.5). Both the area strengths and the elements of coaching for global competence are rooted in theories which have been discussed and identified in this dissertation. Table 5.5 shows the areas, elements, and theoretical foundations necessary for coaching for global competence.

Table 5.5

Elements of Coaching for Global Competence

AREA	ELEMENTS	THEORETICAL FOUNDATION
UNDERSTANDING	Global Competence Frameworks	Becoming a globally competent teacher
		CGEP global competence framework
	Coaching adults	Transformative learning
ABILITIES	Collaboration with others in order to learn and grow	Relational cultural theory Relational leadership theory
	Ability to co-construct in an egalitarian manner (i.e., power with rather than power over)	Relational cultural theory
	Identify strengths and assets	Positive organizational scholarship
	Trust, reciprocity, empathy, authenticity, and vulnerability	Relational cultural theory
	Growth in connection with others	Relational cultural theory
	Build capacities for deep learning in order to adapt to constant changes	Deep learning (Wergin, 2020)
	Building safe, open, and collaborative environments	Relational cultural theory
	Building allyships and coalitions	Relational cultural theory Tempered radicalism

AREA	ELEMENTS	THEORETICAL FOUNDATION
	Building safe, open, and collaborative environments	Relational cultural theory
DISPOSITIONS	Cultural competence	Relational cultural theory Community cultural wealth (Yosso, 2005)
	Globally competent and responsive pedagogy (based on findings of this research. See Figure 5.4)	Globally competent and responsive pedagogy
	Relational competence	Relational cultural theory Relational leadership theory
	Critical self-awareness	Relational cultural theory Transformative learning
	Critical self-reflection	Relational cultural theory Transformative learning
	Positionality	Action research Positive deviance
	Knowing myself in relation to others	Relational cultural theory Transformative learning Action research Positive deviance

The *Coaching for Global Competence* model integrates and includes theory and emergent themes from this study. The model was created as a result of the participants willingness to share and detail their work as they identified and addressed the challenges they faced as they integrated and implemented global competence into their curriculums.

Both these models in Figure 5.4 and Table 5.5 have the potential to change the ways in which educators approach their curricula. Not only do they have the potential to impact the ways that educators access and build upon their professions through coaching; they have helped highlight the importance of bridging the scholarship practice divide. The models include aspects of how the global competence frameworks are received and used by practitioners in the real world. I recommend that districts and curriculum departments examine these models as a means

for addressing and solving the ubiquitous adaptive challenges that educational systems currently face.

Corroborating and Extending Tichnor-Wagner et al.

This project corroborated the work of Tichnor-Wagner et al. (2019) by providing a space for the participants to share their process, experience, and learning in real time. Tichnor-Wagner et al. had concluded that globally competent teaching requires a support system and a collaborative network of colleagues. This project showed that structural and systemic support systems are vital to educator success with global competence. It also showed that being a globally competent educator requires a support network of collaborative colleagues.

Additionally, this project builds on Tichnor-Wagner et al. by grounding their work in positive psychology, relational cultural theory, and relational leadership theory. The extension of that framework was visible in five ways. First, by grounding this project in those theories, I was able to connect the ways in which relationship building is an essential foundational element to building collaborative networks. Second, this project supported identifying positive deviants in global education as a means to building this network. Third, this work gives educators an opportunity to grow as globally competent educators by learning about the challenges others faced on their journeys with global competence. By documenting and learning about the challenges of others, future globally competent educators may benefit from the ways in which the participants in this study overcame these challenges. Fourth, this study supports educators to identify and differentiate between technical problems and adaptive challenges. Fifth, this work highlighted the value of sharing and processing one's realizations via critical self-reflection with others. It is important to recognize the value these additions have for educators and their practices.

Extending CGEP's Global Competence Framework

The coaching model for global competence further extends the work of Tichnor-Wagner et al. (2019) and adds to CGEP's Global Competence Framework by establishing a link between the area, elements, and theoretical foundations for coaching for global competence noted in Table 5.5. This conjunction may provide keys to unlocking educators' understanding of global competence, frustration with the frameworks, and challenges they face when educating for global competence. Furthermore, it serves to build educator capacity to identify, confront, and solve the adaptive challenges with which they are faced.

The CGEP Framework for Global Competence is extensive; however, it could be expanded in order to reach a wider audience. For instance, the framework could benefit from including components of the *GC & GRP* model. A most critical need centers on supporting the educators as they learn to diagnose and solve adaptive and technical challenges.

Implications for Future Study and Action

This section addresses the implications for future study and action for anyone who aims to build a globally competent and responsive pedagogy in their sphere of influence. First, I will advance and discuss suggestions for research on using and further developing the globally competent and responsive pedagogy. Then I provide considerations and suggestions for developing a model for coaching for global competence. While this study focused on educators, I can see these models being used across disciplines as a means of creating a more just, equitable, and inclusive world. Furthermore, this work could be extended by co-creating a sound model for coaching for global competence.

Future Studies on Educating for Global Competence

There are a variety of options for areas of future study with regard to educating for global competence. It would be beneficial to build more knowledge around the impacts implementing *GC & GRP* in diverse organizations. For instance, a study that measured the perceived impacts on organizational communities once the organization has implemented *GC & GRP* using the model for coaching for global competence would help us understand the ways in which *GC & GRP* impacts communities. It would also be useful to understand how a *GC & GRP* approach is implemented by organizational leaders in order to impact long-term sustainable change in their organizations. Furthermore, this study could be extended to include students and could measure the students' growth and change after a period of their teacher participating in coaching for global competence in order to implement and integrate *GC & GRP* into their curricula. Finally, this work could be extended to determine shifts in school and/or other organizational climates once a *GC & GRP* approach has been adopted.

Using the Globally Competent and Responsive Pedagogy

The issues, isms, and injustices that pervade society can only be confronted through critical reflection on one's own positionality, intersectionality, and relationship with others. Account needs to be taken in such reflection of others' diverse experiences and perspectives. The need for experiential learning can be met by gaining an understanding of implementing globally competent and responsive pedagogy.

While this study focused on educators and their work within their organizations, the knowledge gleaned here could provide guidance and support across many disciplines and organization types. For instance, *GC & GRP* could be useful in ensuring our societies have access to just and strong institutions. Some institutions that could benefit from a globally

competent and responsive pedagogical approach are law enforcement, counseling, and finance. A globally competent and responsive pedagogy has the potential to transform education and other organizations. This foundational pedagogy should be developed further. There are two major suggestions for the future: develop a pedagogical guide with appropriate strategies that educators can use across the curriculums; and create a coalition of educators who are able to support the implementation and integration of a *GC & GRP* in their organizations.

Agencies and institutions in the United States and the world could benefit from taking a proactive approach to better understanding the communities they serve from a broader perspective. For instance, *GC & GRP* would allow law enforcement to learn about and from others, as well as gain clarity about the ways in which socio-political and socio-economic issues have contributed to the fear, judgement, and indifference when face-to-face with individuals "on the streets." A globally competent and responsive pedagogical approach has the potential to help officers recognize their own positionalities, gain clarity on the ways in which they relate to the communities they serve, develop better communication skills and empathy, and cultivate an appreciation for the contributions to every individual to their communities. Institutional racism and systemic injustice can only be solved by applying the frameworks for global competence with a globally competent and responsive pedagogy. This pedagogical approach should be taught by employing the foundations of the coaching for global competence model.

GC & GRP ought to be considered for professional learning and training across a wide swath of disciplines and organizations. *GC & GRP* would give organizations an opportunity to further build and grow their organizations from within by identifying the cultural and intellectual assets the members of their organizations already hold. By building on their current assets, organizations have the potential to ensure that everyone is seen and honored for their unique

contributions to the organization and the world. Moreover, organizations will be stronger, more effective, inclusive, and stable, and will thereby grow and flourish.

Finally, *GC & GRP* could provide educators with the theoretical and practical foundations for a strong, effective, and sustainable ethnic studies program. As Bella noted in her final Phase III journal entry and exit interview, she saw many similarities between ethnic studies and global competence. For her, global education is as an essential component to a successful ethnic studies curriculum. As her school district moves towards implementing an ethnic studies program, *GC &GRP* could support this work by ensuring their instructional design provides opportunities for all stakeholder to have their voices heard.

Growing the Model for Coaching for Global Competence

I have met with global education leaders to discuss the ways in which globally competent educators could be supported in their global competence journeys. This model can be used for educators as well as other individuals and organizations who are interested in supporting and honoring the goals of diversity and inclusion within their organizations.

I have begun working collaboratively with Dr. Schell (Executive Director of California Global Education Project at University of San Diego) a nd regional CGEP Directors to build a coaching program for global competence. The idea for CGEP coaching was born out of this dissertation research and the knowledge that was created through the work, reflection, and contributions of the six participants.

To build a coaching model for global competence, I will work collaboratively with CGEP to build my knowledge and understanding of various coaching models that support this work. One such model is Coaching for Equity (Aguilar, 2020). In her model, Aguilar (2020) identified

a series of components, phases, and principles that would complement and support a strong model for coaching for global competence.

Both the pedagogical framework and coaching model are in their preliminary stages of development. Both will require collaboration and refinement. I look forward to working with CGEP as we build on what emerged from this research to create a conducive model for coaching for global competence.

Conclusions

The purpose of this project was to support educators to identify the challenges and propose solutions to achieve globally competent teaching. Throughout the evolutionary and emergent process it became clear that the roles the participants played were fundamental in developing a working definition of globally competent and responsive pedagogy as well as a preliminary model for coaching for global competence. The emergent pedagogical approach and the model for coaching are rooted in robust theoretical approaches and the emergent themes that came from the action research process.

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Appendix

Appendix A: Recruitment Email

The script used for the recruitment email was as follows:

Dear California Global Education Project Fellows, It has been such an incredible learning experience to be part of this fellowship with you. Thank you for your compassion, drive, positivity, and desire to bring global competence and global education to your organizations. I wanted to reach out to you because I am recruiting participants for my dissertation project titled: Educating for global competence: Co-constructing outcome in the field, an action research project. The goal of this project is to identify, explore, and find solutions to the challenges educators face as they implement globally competent practices as globally competent educators. The purpose of this qualitative action research project is to identify the challenges educators face as they become globally competent educators and, for some begin, and others continue, to integrate globally responsive pedagogy into their daily curricula. This project will use educator determined portions of the framework set forth by Tichnor-Wagner et al. (2019) as benchmarks for educator-fellows in the California Global Education Project (henceforth will be referred to only as CGEP) Northern California Educator Fellowship as they identify the challenges, devise a plan in order to solve the challenge, analyze and observe the outcomes of the intervention, reflect, and repeat, as needed in order to identify and present solutions to their challenges (Coghlan, 2019; Herr & Anderson, 2015; Putman & Rock, 2018). The research questions this project hopes to address are:

1.   What adaptive challenges do educators face as they seek to integrate globally competent teaching into their curricula?

2.   What learning and growth did educators experience as they participated in the Action research cycle?

3.   After completing the Action research cycle, what solutions do they suggest in response to the challenges they had previously identified?

The action research cycle supports long-term sustainable learning for participants within their own organizations and beyond. One of the aims of an action research project is to empower participants to continue to take action within their organizations in an autonomous manner.

The proposed timeframe for this project is from October to December and will ask that the participants commit to three 90-minute focus group discussions, three journal responses, and one interview.

Please feel free to email me with questions. Thank you for your commitment to global education!

Appendix B: Participant Questionnaire

Appendix B reflects the questions included in the Participant Questionnaire. This

questionnaire helped me determine participant eligibility for this project.

1. What is your name?
2. Are you interested in participating in the action research project titled "Educating for global competence: Co-constructing outcomes in the field"?
3. Are you a Fellow in the Global Education Project?
4. Have you participated in at least 80% of the fellowship meetings (five of the seven meetings)?
5. Are you an educator who is currently teaching in the classroom (virtual classroom) a teacher who is on a special assignment (TOSA), or a former teacher who is working at the district level to integrate and implement global competent teaching in classrooms throughout your district? This study is seeking participants who are positive deviants in their organizations. Positive deviants are those people whose intentional actions and behaviors are abnormal, but have a positive impact (Mertens et al., 2016). These people represent the out-of-the-box thinkers, the innovators, the ones who take risks in order to grow, change, and progress. When you decided to apply for the CGEP Fellowship, did you do so in order to grow, change, and progress?
6. As a fellow in the CGEP Northern California Fellowship, are you intentionally seeking to take action in order to implement and integrate global competence education into your classroom or organization?
7. Did your organization require you or specifically ask you to seek out learning opportunities in order to become more globally competent as a means to bringing global competence to your organization?
8. How do you identify yourself with regard to your gender?
9. How do you identify yourself with regard to race and ethnicity?
10. What is your current education role?
11. What is your content area?
12. For how many years have you taught (did you teach)?
13. For how many years have you been in your current educational role?

Appendix C: Script for Focus Group I Opening

Thank you so very much for agreeing to participate in this study. Because this study is an action research study, the goal will be to support your growth as we co-create knowledge in the subject area of globally competent teaching. Action research/participatory action research is an approach to research that seeks to support participants as they embark on an organizational or systems change within their own organizations. It is a democratic, reflective, and participatory process in which participants share the knowledge creation process with the researcher. While the project is an action research project, it will be completed using a positive deviance approach to the research lens. Each of you is considered positive deviants in your organizations because you are voluntarily taking action to improve your practice. The timeframe for this research is four months. The study will take place from October through December 2020. The commitment is three 90-minute focus group meetings once a month, three reflective journal entries, and one one-on-one interview. The purpose of this study is to identify challenges that globally competent educators face as they implement California Global Education Project's Global Competence Framework and the Tichnor-Wagner et al. (2019) framework into their curricula, classrooms, and/or organizations. Each focus group and individual interview will be recorded, transcribed, presented for your review, and analyzed. I plan to ask the following questions to initiate the dialogue: In what ways have you been successful in implementing becoming a globally competent educator (Tichnor-Wagner et al., 2019) framework? What are some activities you have done that have increased your zest and passion for global competence? What challenges have you experienced thus far? What do you believe has contributed to these challenges? What have you done to adapt to these challenges? Is there a component of the framework in particular that as a group, on which you believe would be to focus?

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