

2005

Teacher perceptions of cross-cultural adaptability and instructional practices in international locations

Debra S. Lee
University of Northern Iowa

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TEACHER PERCEPTIONS OF CROSS-CULTURAL ADAPTABILITY
AND
INSTRUCTIONAL PRACTICES IN INTERNATIONAL LOCATIONS

A Dissertation

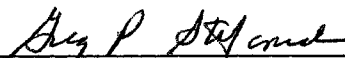
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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Approved:



Dr. Greg Stefanich, Chair



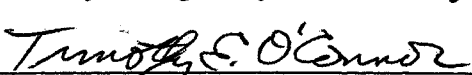
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December 2005

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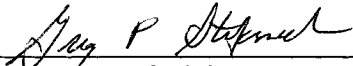
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TEACHER PERCEPTIONS OF CROSS-CULTURAL ADAPTABILITY
AND
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An Abstract of a Dissertation
Submitted
In Partial Fulfillment
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Doctor of Education

Approved:



Dr. Greg Stefanich
Faculty Advisor



Dr. Susan J. Koch
Dean of the Graduate College

Debra S. Lee
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December 2005

ABSTRACT

The purpose of the study was to investigate differences in cross-cultural effectiveness between classroom teachers in international settings and classroom teachers in Iowa, and to examine, within a multicultural education framework, instructional practices of international teachers.

It is well documented that in American schools today, classrooms are becoming more diverse in regard to socio-economic status, ethnicity, race, intellectual ability, language, and religious heritage. School children today represent an incredibly diverse population. Conversely, the teacher population continues to be primarily female, White and from a monocultural background. This creates a mismatch between student and teacher backgrounds, perspectives, and cultural understanding, which can significantly impact student achievement.

Literature provides evidence of programs and experiences that have positive impact on the cross-cultural learnings and attitudes of preservice educators. However, there is limited research addressing cross-cultural effectiveness of classroom teachers and their instructional practices in regard to diverse classrooms.

Both quantitative and qualitative research methodologies were utilized to investigate respondents' cross-cultural effectiveness and teaching practices. All participants completed demographic questions and the Cross-Cultural Adaptability Inventory (CCAI). The international teachers also completed narrative, open-ended survey questions and in-depth interview questions. All data was collected via electronic, online communication links and analyzed.

Results of the study indicated that while the international teachers were more cross-culturally adaptive than the Iowa teachers on all four dimensions of the CCAI and on the overall score, only on the emotional resilience dimension was the difference statistically significant. Findings also indicated the international teachers were highly engaged in school, community, and cultural activities, connected personalized learning to student and family cultures, set high expectations for students, valued and respected students and their cultures, believed they could make a difference, used appropriate multicultural materials and instructional strategies, and exhibited great passion and commitment to their teaching. These findings directly link to the multicultural education research and further define the qualities of an effective multicultural teacher as perceived within the reality of international educational practice.

ACKNOWLEDGEMENTS

Those who hope in the Lord will renew their strength.
They will soar on wings like eagles;
They will run and not grow weary,
They will walk and not be faint.
Isaiah 40:31

Amidst the challenges of each day comes hope that lives in the Lord - the hope, faith, and knowledge that whatever journey we face, He will provide the strength to endure, a path to follow, and the energy to complete. My dissertation journey was not a journey that I took alone. Each step was supported by the unwavering support of my husband, Randy, my two sons, Matt and Andy, my parents, parents-in-law, extended family, and friends. They believed in me. I must add a very special thank you to Randy, my husband and best friend. He cooked the meals, cleaned the house, ran the errands, always made sure we had ice cream, and carried the burden of many duties we usually share to support my commitment to this project. Most importantly, he encouraged me in the most difficult times and loved me through the journey. I am very thankful for the international teachers who took time to participate in this research study and to my church prayer warriors who are special to my heart.

I also wish to thank my dissertation committee for their support and especially Greg Stefanich, my dissertation chair and friend. His steadfast support, knowledge, and guidance have been never-ending.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Overview

Every day in countless educational classrooms across America, instructional decisions are being made that affect students' perceptions of culture, family, friends, nations, and issues and conflicts facing the global world. These instructional decisions are even more important when a family, a community, or a nation deeply feels the effects of an economic, sociocultural, environmental, political, or technological change at a personal or global level (Merryfield, 2002).

Teacher and student thinking is influenced and instructional decisions impacted when a new automobile assembly plant moves into town, refugees resettle into a suburban community, manufacturing plants exit to other countries, differing religious groups live in the same neighborhood, or a nation is invaded or attacked. These all have considerable impact on instruction and learning (Merryfield, 2002). In addition, consider that it is possible “be hanging around a pub in New Delhi that serves Lebanese cuisine to the music of a Filipino band in rooms decorated with barrels of Irish stout,” (Zwingle, 1999, p. 12) or watching Olympic sporting events from the comfort of one's own home while the events take place thousands of miles away in a foreign country.

The world is in the midst of a “worldwide reformation of cultures, a tectonic shift of habits and dreams called... ‘globalization,’” (Zwingle, 1999, p. 12), the term used to define vast changes in politics, business, health, entertainment, and cultural patterns as the world expands into one gigantic global community. “The interdependence of people

around the world with respect to peace, security, environmental protection, and economic participation is now abundantly clear” (Cummins, 2004, p. xv). In addition, “it is now possible for more people than ever to collaborate and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal footing than at any previous time in the history of the world – using computers, e-mail, networks, teleconferencing, and dynamic new software” (Friedman, 2005, p. 8). As part of globalization, modern technology appears to have no boundaries in creating tools that continue to bring diverse cultures physically closer and the United States is currently a “leading nation in the increasingly interdependent, intercultural, and technologically oriented global society of the 21st century” (Futrell, Gomez, & Bedden, 2003, p. 381). However, as a milestone in world development, other countries, such as India, are beginning to challenge America in competing for global knowledge work (Friedman, 2005). This will generate great responsibility for America’s educational institutions.

Friedman (2005) tells of three great eras of globalization. The first process of globalization was generally during the age of discovery through about 1800, was driven by power – wind, horse, and steam, and was led by governments and countries. The second era was from about 1800 to 2000, was driven by multinational companies and was characterized by falling transportation and telecommunication costs. The third era of globalization, which we are currently in, is driven by the capability of empowered individuals and groups to collaborate and compete globally.

In the current globalization era, economically, nations and diverse groups of people depend upon one another more than ever before. National economies are intertwined with each other and to speak of individual country domestic economies is outdated. Economic activity is essentially global and we all inhabit one economic world (Hartoonian & VanScotter, 1996). Nations can ill afford to preserve a sentiment of isolationism as countries continue to depend more and more on each other. Technology and economics are the driving catalysts forcing nations to become close, dependent neighbors.

Globalization of advanced technology, demanding economics, the movement of populations around the world, and increasing cross-cultural contact (Cummins, 2004) results in a “deepening ethnic texture” (Howard, 1999, p. ix) in the United States as reflected in our society and in our schools. Cultural diversity is becoming more commonplace both in rural and urban areas (Howard, 1999). Children of many different races, ethnic groups, religious persuasions, and nationalities are now attending America’s schools – together. Diversity abounds in our classrooms of today, and, with little exception, those of tomorrow will not have the historical homogeneous Anglo culture previously present. Children today represent an incredible variety of cultures, abilities, attitudes, languages, and beliefs, which all impact the classroom environment and combine to bring a far more complex perspective to American classrooms than ever before. The United States is now “more accurately described as a wonderful mix of cultures and races, old and new immigrants, exceptionalities and talents. America’s cultural diversity is one of its national treasures, providing democratic communities of

learning not available in many other nations” (Futrell, Gomez, & Bedden, 2003, p. 381). This diversity is reflected in American classrooms as well.

The trend of enrollment in the United States’ public schools continues to be one of a growing diverse population, with expected percentages in some urban areas of a diverse student population being the majority of students. At the same time, the background of educators in public schools and those in teaching preparation programs remains primarily White, female, and monocultural (Bennett, 2003; Cushner, 1998; Futrell, Gomez, Bedden, 2003; Gay, 2000; Gollnick & Chinn, 2002; Grant & Sleeter, 2003; Larke, 1990; Latham, 1999; Marshall, 1996; McIntyre & Byrd, 1996; Nieto 2002/2003; Samovar & Porter, 2001; Warren, 2002; Zeichner, Melnick, & Gomez, 1996). This remains true across the nation, as well as in Iowa, which is typically considered to be a rural, monocultural state (Iowa Department of Education, 2004). “The picture is clear: For the foreseeable future, the vast majority of teachers will be White while the student population will grow increasingly diverse” (Howard, 1999, p. 2). This suggests a “demographic imbalance between non-minority teachers and minority students” (Larke, 1990, p. 23) and indicates, “teachers will be working with students whose cultural backgrounds are different than their own” (Larke, 1990, p. 23).

The changing demographics in American classrooms present significant challenges for classroom teachers and teacher preparation programs. Preparing practicing and preservice educators, who originally come from a monocultural background, to teach in multicultural classrooms is a serious task and extremely relevant in today’s teacher education and professional development programs. Studies show a

high positive correlation between a teacher's cultural sensitivity and cultural awareness, and achievement levels of minority students (Banks & Banks, 1997; Davis & Turner, 1993; Dilworth, 1998; Gay, 2000; Gomez as cited in Zeichner, Melnick, Gomez, 1996; Larke, 1990; McCall, 1995; Nieto, 2004; Vavrus, 1994; Warren, 2002). In addition, teachers who are effective in diverse settings generally exhibit high levels of cultural sensitivity (Campbell & Farrell, 1985, as cited in Larke, 1990; Cruickshank, 1986, as cited in Larke, 1990). If the expectation truly is that all children will succeed, then it is critical that classroom teachers have a conceptual background of multiple cultures and can understand the perspective from which their students enter the classroom.

Multicultural education provides a structural framework from which to approach the teaching of diverse students in American classrooms. Research cites numerous characteristics of multicultural education that address diversity issues and support high levels of student achievement. Multicultural education is neither neutral nor apolitical, but is positioned from within a social justice perspective, and validates and affirms differences in class, race, sexuality, gender, ethnicity, and ability. It empowers students to be successful learners and contributing citizens, engages teachers and students to view society through the lens of multiple perspectives, and nurtures positive self-concepts in students. Multicultural education fosters intergroup understanding and respect for others' cultures, questions stereotypes, is antiracist, promotes understanding of the dynamics of dominance, supports equal distribution of power among groups, and teaches about how power, discrimination, and injustice shape the world (Banks, 1999; Gay, 2000; Howard, 1999; Leistyna, 2002; Merryfield, 2002; Nieto, 2004; Reissman, 1994). Multicultural

teachers are knowledgeable and competent educators, understand their own cultural identity and the identities of others, are committed to student learning, and function within a broader community connection. (Banks, 1999; Howard, 1999; Leistyna, 2002; Nieto, 2004; Reissman, 1994; Zeichner, Melnick, & Gomez, 1996).

Within the multicultural school, parents and community members are active partners in the educational process (Banks, 1999; Leistyna, 2002; Zeichner, Melnick, & Gomez, 1996) and the school climate reflects the full dimensions of multicultural attributes. In addition, curriculum, instructional materials, instructional strategies, and language employed in classrooms are reflective of multiple perspectives to meet student needs (Banks, 1999; Iowa Department of Education, 1989; Gay, 2000; Leistyna, 2002; Merryfield, 2002; Nieto, 2004; Zeichner, Melnick, & Gomez, 1996).

As student populations in American classrooms continue to become more diverse, there exists a mismatch, or “demographic imbalance” (Larke, 1990, p. 23), between non-minority teachers and minority students, which can lead to lower student achievement. Evidence in the literature suggests that cross-cultural learning experiences add significantly to the preservice educator’s understanding of diverse cultures (Cushner, 1998; Dilworth, 1998; Gollnick & Chinn, 2002; Gomez, 1996; Jarchow, McKay, Powell, & Quinn, 1996; Larke, 1990; Stachowski & Mahan, 1998; Valli, 1996; Zeichner, 1996; Zeichner & Melnick, 1996; Zeichner, Melnick, Gomez, 1996). However, literature is limited in its attention to the classroom teacher’s understanding of diverse cultures and, more specifically, instructional practices in international schools. The problem for investigation in this study was to explore the cross-cultural effectiveness of educators

who teach within Iowa and educators who teach in international locations and to investigate the perceptions of international teachers regarding instructional practices in their classrooms.

Purpose of the Study

The purpose of the study was to investigate differences in cross-cultural effectiveness between classroom teachers in international settings and classroom teachers in Iowa, and to examine, within a multicultural education framework, instructional practices international teachers use in their classrooms to meet the needs of a diverse student population. Literature reveals multiple effects gained for preservice educators when they experienced teaching in an international setting, but literature is limited in regard to the effects of an international setting and diverse student populations on classroom teachers' cross-cultural effectiveness and resulting instructional practices. This study will partially fill the gap that exists in literature regarding how international cultural experiences inform classroom teachers' instruction with diverse student populations.

In a broader respect, as classrooms in the United States continue to become more diverse, school districts will need teachers who are able to help close the gap in the "demographic imbalance" that exists between the diverse backgrounds of students and the monocultural background of teachers. This study explored and specifically highlighted not only cross cultural effectiveness of international and Iowa teachers, but also helped define active instructional practices of international teachers within the

multicultural education framework. The results will provide valuable information for administrators when seeking candidates for teaching in diverse classrooms.

The study was not intended to be a verification of a previously determined idea or theory, but was intended to be a discovery leading to new insights regarding how an international community with diverse student populations informs teaching practices of educators.

Research Questions

This study involved both quantitative and qualitative avenues of investigation. The quantitative portion of the study investigated differences in cross-cultural effectiveness between teachers in international locations and teachers in Iowa locations. Differences were investigated in the overall cross-cultural effectiveness and in cross-cultural effectiveness regarding emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy. The qualitative portion of this study was intended to provide a deeper exploration of instructional practices of international teachers and was positioned within the multicultural education framework of research. The link between the international teachers' cross-cultural effectiveness and instructional practices was also examined in this study.

Specifically, the following research questions guided the study:

1. To what extent is there a difference in overall cross-cultural effectiveness (Kelley & Meyers, 1995) between teachers in international schools and teachers in Iowa schools?

2. To what extent is there a difference in emotional resilience (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

3. To what extent is there a difference in flexibility/openness (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

4. To what extent is there a difference in perceptual acuity (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

5. To what extent is there a difference in personal autonomy (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

6. What instructional practices, within the multicultural education framework, do teachers in international schools use in their classrooms?

7. How does the cross-cultural effectiveness of teachers in international schools link to the instructional practices they use in their classrooms?

Research Hypotheses

The differences between the international teachers and the Iowa teachers in regard to cross-cultural effectiveness were hypothesized as follows:

1. The teachers in international schools will be more cross-culturally effective overall (Kelley & Meyers, 1995) than the teachers in Iowa schools.

2. The teachers in international schools will be more cross-culturally effective in regard to emotional resilience (Kelley & Meyers, 1995) than the teachers in Iowa schools.

3. The teachers in international schools will be more cross-culturally effective in regard to flexibility and openness (Kelley & Meyers, 1995) than the teachers in Iowa schools.

4. The teachers in international schools will be more cross-culturally effective in regard to perceptual acuity (Kelley & Meyers, 1995) than the teachers in Iowa schools.

5. The teachers in international schools will be more cross-cultural effective in regard to personal autonomy (Kelley & Meyers, 1995) than the teachers in Iowa schools.

Definitions

For the purposes of this study, the following definitions were used.

Classroom Teacher: A certified provider of instruction in an international or Iowa school who practices the profession as defined in the Iowa Teaching Standards (Iowa Department of Education, 2002). Classroom teachers are also called practicing teachers.

Cross-Cultural Effectiveness: The interactions, connections, communications, and understandings between people of different cultures. This term can also be called cross-cultural competence, adaptability, or success and is used to define persons who have the skills, attitudes, and perspectives that honor and respect others who are from different backgrounds. Kelley and Myers (1995) identify four key components to cross-cultural effectiveness as having emotional resilience, being flexible and open, having perceptual acuity, and having personal autonomy.

Cultural Pluralism: The right to maintain group languages and cultures while combining with others to form a new society reflective of multiple differences (Nieto, 2004, p. 437).

Cultural Sensitivity: The attitudes, beliefs, and behaviors of teachers toward students of other cultures (Larke, 1990).

Culture: “The values; traditions; social and political relationships; and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion” (Nieto, 2004, p. 436).

Demographic Imbalance: A term used to indicate a mismatch, or a difference, between the cultural backgrounds of teachers and students (Larke, 1990; Latham, 1999).

Diversity: Differences in race, ethnicity, socio-economic status, language, culture, learning styles, and learning abilities (Futrell, Gomez, & Bedden, 2003). Interindividual differences such as “geographic race of origin, ethnic group, regionality, socioeconomic status, gender and sexual orientation, spirituality and religion, abilities and handicapping conditions, language, age, literacy and language development, worldviews, and experiences” (Huber, Kline, Bakken, & Clark, 1997, p. 136). “The appreciation of human differences and the belief that, in order for students to think critically – especially about life circumstances and opportunities that directly and indirectly impact their lives and the lives of their family members, community and country – they must affirm both social diversity (cultural pluralism) and human diversity” (Grant, 1995, p. 4).

Ethnic/Ethnicity: “A group that shares a common history, a sense of peoplehood and identity, values, behavioral characteristics, and a communication system. The members of an ethnic group usually view their group as distinct and separate from other cultural groups within a society” (Banks, 1999, p. 115).

Globalization: A conceptual situation in which world cultures continue to grow closer in understanding, interdependence, and physical connections, and multiple cultures live in a community or location.

Hidden Curriculum: “The unintended curriculum – what students learn from the school’s culture and climate” (Glatthorn, Carr, & Harris, 2001, p.1). The “subtle and not-so-subtle messages that are not part of the intended curriculum, may also have an impact on students” (Nieto, 2004, p. 42). In this study it includes the perceptions, values, and beliefs teachers have regarding students that affect expectations teachers have of students.

Instructional Practices: The behaviors and activities of the teacher that promote student learning and improved achievement.

International School/Educational Setting: An accredited school district/system that is located outside the physical boundaries of the United States, uses an English-language, American curriculum and is listed in *The ISS Directory of International Schools*, 2003-2004, or is within the Department of Defense Dependents Schools system. This study included teachers from thirteen different international countries.

International Teacher: A teacher in a full-time teaching position in an international school located outside the United States.

Iowa Teacher: A teacher in a full-time teaching position in a public school located within the state of Iowa and, for the purposes of this study, teaching in a public school system within the (Iowa) Area Education Agency 267 (AEA267).

Iowa Teaching Standards: Eight standards and forty-two criteria that establish the qualities and expectations of an effective teacher in the state of Iowa. Developed by the Iowa Department of Education (2002).

Multiculturalism: “A philosophical position and movement that assumes that the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of the institutionalized structures of educational institutions, including the staff, the norms and values, the curriculum, and the student body” (Banks & Banks, 2005, p. 451). “A process of preparing students for meaningful participation in a diverse world and for assisting them in affirming their own unique cultural backgrounds while respecting others” (Reissman, 1994, p. 3). It is also known as “cultural diversity” and “ethnic studies” (Reissman, 1994, p. 2). The key tenets of multiculturalism include fostering “intergroup understanding, equity, excellence in subject mastery, student knowledge and respect for others’ cultures, education for social justice, antiracist education, and the development of proactive community, national, and global citizenship” (Reissman, 1994, p. 2).

Multicultural Education: A process of basic education for all students that is antiracist, important for all students, pervasive and comprehensive in a total school environment, affirms ethnic, racial, linguistic, religious, economic, ability, and gender pluralism, and promotes democratic principles of social justice (Nieto, 2004, p. 346). “A

reform movement designed to change the total educational environment so that students from diverse racial and ethnic groups, both gender groups, exceptional students, and students from each social-class group will experience equal educational opportunities in schools, colleges, and universities” (Banks & Banks, 2005, p. 451). “Recognizing and respecting cultural differences and similarities in groups or individuals and incorporating such recognition and respect in educational policies, programs, and practices.” (Garcia, 1984, p.6). It also includes the planned curriculum and instruction that educates students about society’s diversity and includes all levels of the affective and cognitive domains, knowledge acquisition, higher order thinking skills, interpersonal and intergroup relations, and expectations for achievement (Iowa Department of Education, 1989).

Preservice Teacher: Students enrolled in institutions of higher learning majoring in education and intending to become a classroom teacher.

Student Teacher: Students enrolled in institutions of higher learning, in training to become educators, and engaged in practice teaching in a school under the direction of a classroom teacher.

Social Justice: “Teachers consider (and encourage student inquiry about) inequitable social structures; images of race, culture, class, and gender in popular cultures; and social action to bring about greater societal equity, both locally and globally” (Bennett, 2003, p. 2).

Teacher Efficacy: “A teacher’s belief about the power he or she has to produce an effect on students” (Pang & Sablan, 1998, p.42) and the belief they can change a situation.

Significance of the Study

As classrooms within Iowa and across the nation continue to become more diverse, and as teachers continue to come from monocultural backgrounds, there will continue to be disconnect between those students of diverse backgrounds and the educators who teach them, which may impact academic achievement. Evidence in the literature suggests that cross-cultural learning experiences add significantly to the preservice educator's understanding of diverse cultures (Cushner, 1998; Dilworth, 1998; Gollnick & Chinn, 2002; Gomez, 1996; Jarchow, McKay, Powell, & Quinn, 1996; Larke, 1990; Stachowski & Mahan, 1998; Valli, 1996; Zeichner, 1996; Zeichner & Melnick, 1996; Zeichner, Melnick, Gomez, 1996). However, literature is limited in its attention to the classroom teacher's understanding of diverse cultures and, more specifically, instructional practices in international schools.

Research indicates a need for an investigative study of this type. Craft (1996) suggests, "there is very little evidence about practices and strategies that enable the development of greater intercultural teaching competence" (p. 153) and Dilworth (1998) states, "we know very little about how teachers approach issues of diversity in their own classrooms (p. 184). Zeichner, Melnick, and Gomez (1996) maintain, "another important issue related to teacher education for diversity is the question of teacher development over time" (p. 162). They continue by stating "there is very little discussion in literature of how this learning should be related to a teacher's career over time" (p. 162) and "much more work needs to be done to look at the process of teacher education for diversity developmentally" (p. 162). Lastly, Zeichner and Hoeft (1996) strongly state that "a

priority in research on teacher education for cultural diversity should be to investigate how particular kinds of experiences for teachers at the preservice or in-service levels are connected to the character and quality of their teaching” (p. 541).

This investigation partially answers the call for this type of research by providing information regarding the cross-cultural effectiveness of teachers in Iowa and in international locations and by providing information regarding the multicultural instructional practices in international schools beyond the preservice educator level. In addition, the results of this study will highlight instructional practices, within the multicultural education framework, in international schools, which will contribute to guiding professional development for classroom teachers in an effort to support skill enhancement for teaching students from diverse backgrounds. This, in turn, will improve student achievement.

Limitations and Delimitations of the Study

Limitations

Results of this study were limited to the self-perceptions of the participants. In regard to the elements being investigated in the study, the inventory, survey, and discussion questions were completed as self-response, volunteered information, as opposed to information gathered from observational techniques.

A second limitation of the study was reflected in the fact that no science teachers and no specialist area teachers were represented in the sample population of the Iowa teachers, while those teacher populations were represented in the international teachers.

This should not affect the results of the study, but reinforces that the results need to be generalized with care.

Delimitations

The study was limited to Internet communication techniques. Due to the international locations of the one sample population group of participants, circumstances prohibited synchronous time communication, and all participants had to possess or have access to Internet, online communication tools. This included email and Internet web access. Initial and continuing contacts with the participants and with the school directors and principals for the purposes of providing information, directions, and collecting responses were completed via technology tools. Initial contact was through email, the inventory and narrative survey questions were completed through an online survey tool, and the discussion questions were completed through the use of email. In addition, expenses associated with personal, real time interaction would have been prohibitive to the purposes of this study.

This study was limited to 20 participants teaching in various locations around the world and 20 participants teaching in Iowa. Because of the limited number of participants in comparison to the actual total number of teachers throughout Iowa and in international schools worldwide, the findings should be generalized with caution. In addition, the study was limited to volunteer classroom teachers who were currently teaching in an international school, in grades kindergarten through 12th grade, who serve diverse populations of students, and were willing to participate in the study. They were known to the researcher and were from locations identified in the *ISS Directory of*

International Schools, 2003-2004, or were from within the Department of Defense Dependents Schools system (DoDDS). This study was also limited to volunteer classroom teachers who were currently teaching in grades kindergarten through 12th grade in Iowa schools within the Area Education Agency 267 district.

This study was intended to investigate cross-cultural effectiveness of the participants and the perceptions regarding the instructional practices with diverse student populations. In view of the fact there is limited research available on the topic, this study was intended to be an investigative beginning point for further research.

Theoretical Perspective

To investigate the cross-cultural effectiveness of all participants and to examine instructional practices of the international teachers, this study employed the theoretical perspectives of social constructivism (Goodson, 1990; Kelly, 1963) and personal practical knowledge (Connelly & Clandinin, 1988). Goodson (1990) indicates that teaching practices are constructed and reconstructed over and over again within a variety of different experiential and interactive arenas. Kelly (1963) identifies this as building personal constructs, or patterns from which to view the world that are adjusted when major experiences occur and new constructs are incorporated. Connelly & Clandinin (1988) affirm that experiences build the kinds of meaning teachers construe and the ways they personally interpret the world. For that reason, it is important that teaching be looked at from the point of view of those involved – their personal practical knowledge.

As educators build constructs about teaching through their preservice and teaching experiences – background cultures, practice teaching experiences, university

classes, classroom encounters, encounters with others, etc. – they are constructing theoretical perspectives, or personal practical knowledge, which is changed as experiences change. As a participant noted in McKay and Montgomery’s study (1996-97, p. 28), “teaching is learning.” International setting and diverse student populations act as major experiences adjusting teachers’ constructed ideas of teaching and accrued meanings of instructional practices. When teachers live and teach in communities that are much like the cultural backgrounds in which they grew up and attended schools, they are more likely to interact exclusively with cultures familiar to them. International settings and diverse student populations that are different than a teacher’s monocultural background provide “ongoing opportunities to learn about another culture, to test the limitations of personal theories for teaching other cultures, and to deepen understanding about the influence of teachers’ and students’ cultural values on classroom instruction” (Jarchow, McKay, Powell, & Quinn, 1996, p. 183). Within the social constructivist framework, the international setting and diverse student populations provide teachers with experiences to acquire personal constructs for how cultures influence instructional practices (Jarchow, McKay, Powell, & Quinn, 1996).

Methods and Procedures Overview

This study compared perceptions about cross-cultural effectiveness of classroom teachers in international settings with classroom teachers in Iowa, and examined instructional practices perceived by international teachers to be effective in meeting the needs of a diverse student population within a multicultural education framework. Both quantitative and qualitative methods were used to provide a framework for establishing

the respondents' cross-cultural effectiveness and for providing deeper, rich description of teaching practices. The three data gathering methods included (a) a published inventory relating to cross-cultural adaptability, (b) narrative, open-ended survey questions specific to teaching practices and (c) in-depth discussion questions that further investigated the strands from the survey's narrative, open-ended questions.

Organization of the Study

The purpose of the study was to investigate differences in cross-cultural effectiveness between classroom teachers in international settings and classroom teachers in Iowa, and to examine, within a multicultural education framework, instructional practices international teachers perceive to be effective in meeting the needs of a diverse student population. In Chapter 1, the introduction provides an overview of the study's foundation and purpose, research questions, definitions, significance of the study, limitations and delimitations, theoretical perspective upon which the study was based, and methods and procedures overview.

Chapter 2 provides the review of literature related to (a) historical foundations of multicultural education and international teaching, (b) diverse student populations compared to the teacher populations, (c) the link between teacher characteristics and student achievement, (d) effects of domestic and international field experiences on preservice and classroom educators, and (e) effective educational practices within a multicultural education framework. The research studies and literature reviewed in this chapter provided the historical and theoretical foundation upon which this study was based.

Chapter 3 describes the methodology and procedures used to complete the research study and answer the research questions. Included in this chapter is the design of the study, the measurement instruments and materials, the population of interest, the procedures that were used to collect the data, and explanation of how the data was analyzed.

Chapter 4 presents the data results including descriptions of the demographic characteristics of the participants, statistical analysis of the inventory, and analysis of the narrative, open-ended questions, and discussion questions.

Chapter 5 provides the summary of the results, conclusions and reflections, and implications that can be drawn from the analyzed data, including suggestions for further research.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of the study was to investigate differences in cross-cultural effectiveness between classroom teachers in international settings and classroom teachers in Iowa, and to examine, within a multicultural education framework, instructional practices international teachers perceive to be effective in meeting the needs of a diverse student population. In this chapter the review of the literature relevant to the study was organized into five areas plus a summary. The five areas provide a foundation for the focus and purpose of the study and include (a) the historical foundations of multicultural education and international teaching experiences, (b) the statistical picture of a growing diverse student population and monocultural teacher population at both a national and state level and the mismatch which leads to the need for the study, (c) the link between teacher characteristics and student achievement, (d) effects of domestic and international field experiences at the preservice educator and classroom teacher levels, and (e) what constitutes effective educational practices within a multicultural education framework.

Historical Foundations of Multicultural and International Education

Multicultural Education Foundations

From its very beginnings, the United States has been a very pluralistic and segregated society. The colonies were composed of a variety of European nationalities and religious sects and were surrounded by various land areas populated by indigenous people who were themselves different in regards to language, culture, and economic

activities. From this early beginning the notion of exclusion was closely entwined with democracy and the privileges of citizenship were bestowed only upon European-descent males.

During the colonial era, even though there were regional variations between the schools of the northern, middle, and southern colonies, the socialization and education of all children in the three regions were largely influenced by family, religious commitment, and English political ideas (Ornstein & Hunkins, 1993). Private educational institutions remained the most dominant form of schooling during the colonial period and served a population that was very literate (Sergiovanni, 1982).

Schooling was linked closely with popular government and political freedoms and leaders of the period recognized the need of having a literate and informed public to advance the cause of the new republic (Ornstein & Hunkins, 1993). Schooling, however, was not necessarily the only vehicle through which an education was obtained. One could learn several professions through a variety of ways including teaching oneself through self-study or studying with a mentor (Sergiovanni, 1982). This set the framework for the earliest field experiences in teacher education.

From the colonial era and through the early period of the nineteenth century, the original field experience in teacher preparation emerged as a type of apprenticeship program. The preservice teacher was usually indentured to a schoolmaster to learn the profession and did not receive a liberal arts education, as is the case today, nor studied subjects very much in depth. The indentured servant practiced the craft alongside the master until such time it was decided the preservice educator was qualified to be a

teacher (Slick, 1995). Even in this early time period, it is possible to observe how the ideas of the dominant societal group were passed on through the schools. The new teacher would be socialized through the mentor and would reflect those political and cultural ideas of the dominant societal groups, which were the local town leaders, and parents of students. In addition, early curriculum did not take into consideration the multicultural make-up of the student population at that time (Appelbaum, 2002).

In 1790, the Naturalization Act was passed, which denied citizenship and the right to own property to African and Asian immigrants and Native Americans. This law remained for over 150 years and was used by both state and federal governments to maintain a White dominant culture (Appelbaum, 2002). Schooling for the minority groups, if they were provided schooling at all, took place in legally established segregated schools (Seeberg, Swadener, Vanden-Wyngaard, & Rickel, 1998).

Within a strong nationalistic period that emerged during the Revolutionary period and continued into the 1800's, there was a shift in who controlled the school systems. State authority strengthened and public schooling became clearly defined as an institution that was controlled and financed publicly (Sergiovanni, 1982). As new knowledge increased and the amount of knowledge grew, education became more closely linked with schooling and the focal point of authority relative to education shifted from the parent to the state. An outgrowth of more state control was a bureaucratic, corporate structure of authority over the educational system. Standardization and efficiency became the primary educational institutional goals and state representatives worked at

carrying out the educational mandates. The schools, teachers, and supervisors became part of the emerging modern world of social engineering (Sergiovanni, 1982).

The early nineteenth century education included African American schools in Boston that were successful, Native American run schools that produced nearly 100 per cent literacy rates, segregated Chinese schools in California, German schools in the Midwest, and Swedish culture schools, among others. When decisions were made by Whites to take over the African American and Native American schools, performance decreased and literacy rates fell (Appelbaum, 2002). This reflects one of the first examples of the cultural gap between teachers and students resulting in lack of student achievement.

As the latter half of the nineteenth century brought about a significant change in the social structure of the country through industrialization expansion, the family began to lose its function as producer-consumer and instead became consumers within a factory system of employment. This strengthened control of the school to state authorities and away from the parent. In addition, at the same time, Horace Mann led the growth of the common school movement, which began in Massachusetts with the passage of state laws that required every town to form a school board that was charged with the responsibility for schools in the local area (Ornstein & Hunkins, 1993). The common school was attended by lower and middle class students and was supported by public funding. It provided a common framework of shared understandings, language, and common values believed to be necessary to bring about cultural homogeneity as a response to class and ethnic diversity (Hurn, 1993). In an age of increased immigration and westward

expansion, the common school primarily served an integrative purpose. The school would create a stable society, would socialize immigrants of ethnic and religious diversity, would favorably sustain the country's political and economic well being and would contribute to a democratic society (Ornstein & Hunkins, 1993).

The common school was believed to be a critical factor in the American system of equality and opportunity, supported a sense of community that all Americans could share, and promoted the national identity. Mann also believed this type of school system would be the great equalizer in providing a means of social mobility for children of workers and farmers and contribute to social democracy (Sergiovanni, 1982). This was the foundation of the American school system, as we know it today and thus the underpinnings of the socio-cultural context of our current educational and multicultural educational framework.

In Chicago, in 1889, Hull House was founded by Jane Addams and was one of the early twentieth century efforts toward intercultural education addressing pluralism and helping immigrants adjust to the American way of life (Appelbaum, 2002). It was at this time that Addams and John Dewey, along with others, wrote that along with learning the common culture, which included English, U.S. history, and U.S. political system, the home cultures of immigrants should be maintained. These culturalists believed the school curriculum should include "handicrafts and occupations, cultural traditions, folk songs and folklore, and the stories of nonwhite and immigrant students" (Appelbaum, 2002, p. 29).

Mirroring the social context of the times, the normal school, institutions of higher learning designed to prepare those who were interested in becoming public school teachers, emerged in the late 1800's and early 1900's (San Jose State University, 2005). Generally, the program was a two-year course of study that culminated in a field experience taking place in a model school that was associated with the normal school. Student teachers were placed to study, observe, and practice the teaching art (Slick, 1995). Following into the twentieth century, preservice education continued to follow the patterns and changes of education in general. This framework provided the basis for training preservice educators into the dominant culture of society, thus perpetuating the system.

The Progressive Era, characterized by the prominence of democratic principles in schools, dominated the thinking of the majority of the 1900's. Educational beliefs in this era were rooted in the work of Horace Mann and later John Dewey. Progressivism heavily promoted the ideology that education should promote democratic living by including problem-solving methods, scientific inquiry, cooperative behaviors and self-discipline. There was heavy emphasis on not what to think, but how to think and the teacher's role was that of a guide (Ornstein & Hunkins, 1993). Society was shaped by the incredible growth of corporations and the business world during this time. This established the American system of mass production, distribution, and consumption (Sergiovanni, 1982) and was the economic basis for the expansion of schools through the secondary level. Oakes (1986) points out that in the turn-of-the-century America and on the back of the industrial revolution, there was a population shift to urban centers and an

incredible increase of immigrants who were poor, unskilled, and could not speak English. It was believed by the dominant culture that these immigrants needed to be Americanized as quickly as possible and trained to fit into the rapidly expanding industrial society (Sergiovanni, 1982), which was accomplished, in part, through schools. According to Oakes (1986), students were in schools for two purposes; the advantaged group who were destined to become scholars and the disadvantaged group who needed more time to prepare before entering factory life. This reflects the marriage of the business world with schooling – a concept that is still prevalent today – and the foundational belief that education is related to economic production, work, the superiority of the dominant culture, and the value of meritocracy.

It is interesting to note the development of the international perspective in the American education system as it paralleled the social system. Early American leaders, Washington, Jefferson, Madison, and others, voiced strong opinions against involving America in the internal affairs of other nations. They also saw, however, the merit of staying on friendly terms with other countries. Thus, for nearly two centuries, foreign involvement was, for the most part, based on a policy of isolationism that was interrupted, basically, only by war. This policy was characterized through westward expansion and the idea of Manifest Destiny and in an attitudinal perspective of moral righteousness regarding the foreign policy of isolationism (Guttek, 1993).

The most significant international perspective connection to the evolving educational and social structure over the last two centuries of history is the common school movement and the theory of assimilation of immigrants. The common school

movement was based on a structural theory unique to America in that it was founded on state authority with local control. The influence of European educators, such as Pestalozzi and Montessori, impacted only in areas of methodology. The governance and organization depicted in the common school concept upheld a cultural isolation. Certainly, there were those who were educated and had experiences with foreign cultures, but overall, American education had a minimized international dimension (Guttek, 1993).

The assimilation of immigrants could very well be subtitled "Americanization." As a predominant ideology of education, as previously indicated, the desirability of the dominant culture was to Americanize, or assimilate, immigrants into the English language and Protestant values, thereby separating immigrant children from their ethnic heritage. A homogeneous melting pot was the goal and pluralistic influences were not desired, thus shaping education and curriculum and establishing a hidden curriculum. Again, it is seen that American education minimized cultural diversity and international dimensions, and opportunities for cultural exchanges and expanding views that normally develop from multiculturalism were purposely lost (Guttek, 1993).

World Wars I and II eventually brought the United States into world affairs and the country has been very active from a global perspective since then, although educators did not necessarily take much of a lead in social reform movements during that era. In the decades of the 1930's and 1940's, some teachers participated in intercultural programs that endeavored against racism, prejudice, and discrimination, but most of the programs were instigated from outside the educational arena and imposed on the school bureaucracy (Sergiovanni, 1982). Intercultural and international education started to

become popular at this time, in a limited way, with social reformers and some educators due to the concern about dangers of international conflict. It was believed that, as the diversity of the population increased, it was important for people to learn about other cultures and ethnic groups and that this understanding would help reduce, or eliminate, international and domestic conflict (Appelbaum, 2002).

Even though public international efforts lagged, private efforts had been occurring since the beginning of the century. Philanthropic foundations established by industrial giants such as Carnegie, Rockefeller, Guggenheim, and Kellogg were responsible for supporting scholarships focused on foreign study and international exchanges. They also supported initiatives creating centers of international study and area studies programs (Pickert, 1992).

In 1928, the federal government commissioned the Merriam Report, which indicated a need to change the deculturalization approach to Native American education. Previously, it was believed that the education of Native American children needed to be accomplished by removing the child as far as possible from his/her home environment. The Merriam Report, however, emphasized the value of raising and educating children in the natural setting of home and family, which completely reversed previous beliefs. The idea of family involvement as an integral part of education reemerged in the late 20th century as part of multicultural school reform (Appelbaum, 2002).

At this time, various approaches are noted that started to address intercultural and multicultural education. "In 1933, the Service Bureau for Intercultural Education was developed in the United States, and thus was born the beginning of the intergroup

education movement” (Cushner, 1998, p. 5). Throughout the next several decades, this movement focused on reducing racial and ethnic tensions among citizen groups in the United States. Various activities included developing and presenting inservice programs and school assemblies to raise consciousness of minority and immigrant children. The movement introduced curricular methods and instructional units of study specific to minority groups, worked to ban books that reflected stereotypes and demeaned religious, ethnic, and racial groups, and founded many institutions and organizations whose focus was devoted to intercultural pursuits. One example is the American Field Service Intercultural Programs, which today is one of the largest international student exchange organizations worldwide. Its roots can be traced to the American Field Service, a volunteer ambulance service on the front lines after World War II and originating with the Service Bureau of the 1940’s (Cushner, 1998).

After the World Wars, the creation of the United Nations gave great impetus to the interest in foreign cultures and the United States government also became involved. The Fulbright Act of 1946 was the first instance of an international educational exchange program sponsored by the government. It created an exchange of students and professors between 49 different countries and helped to bring an awareness of diverse cultures to the educational system (Michie, 1967).

Additional international educational activities increased until the Vietnam War era and the 1960’s, and 1970’s, which brought about great concentration on domestic issues and significantly limited foreign studies. International education emerged again in the late 70’s and early 80’s through issues of cross-cultural understanding, multicultural

sensitivity (Pickert, 1992), and a growing awareness of the global community. It is interesting to note, however, that these programs, for the most part, did not extensively influence public education and the hidden curriculum of the dominant culture thrived, continuing to support the cultural gap between teacher and students.

Domestically, the U.S. Supreme Court case *Brown v. Board of Education* (1954) heralded a landmark decision that called for an end to public school segregation and overturned previous legislation supporting separate but equal education. The decision provided that in public education there was no place for the doctrine of 'separate but equal' education and that separate schools are inherently unequal in their nature (Appelbaum, 2002). On the heels of this decision, the civil rights movement brought great focus to the racial injustice in the educational arena. Also, mass media had evolved in the 1950's and 1960's to the extent that it played a dominant role in bringing local civil rights issues to the forefront in national news. It was now possible to "force many people in the United States to confront racism and the legacy of oppression arising from slavery" (Appelbaum, 2002, p. 30).

At this time, in the 1960's and 1970's, the general nation-wide social ferment of civil rights movement supported the goal of African Americans to eliminate discrimination in education, employment, housing, and public accommodations. This movement had significant influence on the enactment of numerous educational reforms, including "school desegregation, multicultural and bilingual education, mainstreaming of students with special needs into regular classrooms, and gender-sensitive education" (Cushner, 1998, p. 6). Ethnic groups demanded that the curriculum in schools be

reformed to reflect the experiences, cultures, histories, and perspectives of the various ethnic groups. In addition, there was the demand that educational institutions hire more minority teachers and administrators, that more control of schools be given to local communities, and that textbooks be revised to more truly reflect the diversity present in the United States (Banks & Banks, 1997).

The civil rights movement increased in intensity, which drove federal legislation leading to the Civil Rights Act of 1964. The most important section of this Act, to this study, required that “no person, on the basis of race, color, or national origin, could be excluded from or denied the benefits of any program receiving federal financial assistance” and “established the precedent for using the disbursement of government money as a means of controlling educational policies” (Appelbaum, 2002, p. 30). This meant that if institutions did not comply with the mandates in the legislation then federal funding could be withheld. Also, the 1965 Immigration Act removed the quota system and earlier immigration restrictions. This opened the door to a new wave of immigrants at the same time that African Americans, Native Americans, Mexican Americans, and Puerto Ricans were demanding their cultures be included in the curriculum of public education (Appelbaum, 2002).

As alternatives to the traditional organized schools, Afrocentric and Latinocentric schools became visible and, as more Spanish-speaking refugees began arriving in Florida from Cuba, there was an increased interest in bilingual education. Eventually, this led to the Bilingual Education Act of 1968. In some areas, bilingual education evolved into bicultural education, which was designed to assist students to understand their own

cultures as well as the dominant culture. Segments of this idea supported multicultural curricula (Appelbaum, 2002).

In the mid 1970's, the United States Supreme Court (Lau v. Nichols, 1974) directed language education for students who were not proficient in English. The premise behind this mandate was that students needed to be able to speak and understand the language of the instruction in order learn and that providing instruction only in English was not equal treatment for these students. Requiring mastery of English skills before they could fully participate in the educational process unfairly handicapped them. Bilingual education programs and English as a Second Language programs grew out of this time period to meet the needs of students (Appelbaum, 2002).

The civil rights movement had significant success and in the face of a liberal national atmosphere other groups stepped forward to take actions to eliminate discriminatory practices and to demand that the educational process respond to their needs and differences. Women's rights activists, people with disabilities, senior citizens, and gay rights advocates all demanded, in various degrees, that institutions be reformed to eliminate discrimination, provide equal opportunities, open doors for employment, and acquire human rights. The Rehabilitation Act of 1973 protected employment rights for those with disabilities but only for businesses that received federal monetary assistance, so was limited in its applicability. The 1975 Individuals with Disabilities Education Act guaranteed public education for children with a broad range of disabilities, but only with the 1975 Education of All Handicapped Children Act was the right of equal opportunity for education guaranteed to all children with disabilities (Appelbaum, 2002). This act

also brought the idea of least restrictive environment and mainstreaming to the educational arena and was “the most significant legal victory of the movement for the rights of students with disabilities in education” (Banks & Banks, 1997, p. 6).

All of the programs, legislative acts, and changes in education and society as a whole “recognized the pluralistic nature of the society in a positive rather than a negative sense. Each attempted to help some educationally disadvantaged group to receive a better education within a pluralistic framework” (Cushner, 1998, p. 6). Society was changing to encompass a more pluralistic society. However, Appelbaum (2002) suggests that during the 1980’s there existed a type of culture wars in which society actually experienced cultural ambivalence. From various perspectives, one school of thought maintained that society needed to preserve the standards and principles that are the foundation of essential national morals, suggesting one predominant culture needed to be preserved to the exclusion of others. Another perspective argued that a student’s cultural ethnicity had little to do with defining self-identity and cultural meaning. Yet another perspective contended that students could learn about various cultures but that did little to foster growth in reading, writing, and mathematics. And still others argued that multiculturalism was morally important and teaching about others’ cultures did not prevent students from participating in the mainstream culture (Appelbaum, 2002).

Education came galloping into the 1990’s riding on the waves of the previous decades. Multicultural education emerged out of those previous decades and was defined from the “diverse courses, programs, and practices that educational institutions devised to respond to the demands, needs, and aspirations of the various groups” (Banks & Banks,

1997, p. 6). There is actually no specific course of study, no actual practice, nor an educational practice that can be identified as being multicultural education. Rather, it is a broad term that classroom teachers use that describes a wide assortment of practices and programs that support and are related to educational equity, those with disabilities, women, ethnic groups, those of low socio-economic status, and language minorities. The meaning and how the term is referred to are most likely to differ from one school district to another (Banks & Banks, 1997). However, the more comprehensive definition of multicultural education that has arisen out of the last several decades and has come to be accepted by those authors in the field is that multicultural education is “an educational reform movement whose major goal is to restructure curricula and educational institutions so that students from diverse social-class, racial, and ethnic groups – as well as both gender groups - will experience equal educational opportunities” (Banks, 2002, p. 123).

The past decade brought much attention to multicultural education and efforts to understand how to meet the needs of students. A multitude of organizations have arisen that support multicultural efforts in education. Included in this list is the National Association for Multicultural Education (NAME), founded in 1990. This organization was founded for the express purpose of bringing together educators who are interested in multicultural education and hosts an annual conference as well as publications and various resources for teachers (Appelbaum, 2002). Other organizations include the National Indian Education Association (NIEA), the Mexican American Legal Defense and Educational Fund (MALDEF), Teaching Tolerance Organization, National

Association for Bilingual Education (NABE), Regional Laboratories such as the North Central Regional Education Laboratory which houses various resources that address multicultural education, the National Council for Language and International Studies, and the Center for Research on Education, Diversity, and Excellence, which is federally funded through the Office of Education for Research and Improvement (OERI). The REACH Center (Respecting Ethnic and Cultural Heritage) has grown out of Gary Howard's work in diversity. One of the major focuses of the Center is "to help White educators reconceptualize their curriculum and their pedagogy from a multicultural perspective" (Howard, 1999, p. 18). Many, many organizations are now contributing to the issue of multicultural education.

Also gaining strength in the 1990's and continuing today, Gloria Ladson-Billings, Sonia Nieto, and Lisa Delpit write about and work in multicultural education from sociocultural and sociopolitical approaches. The basis for their work is that "both the content and structures of schooling connect with social class and racial stratification" (Appelbaum, 2002, p. 34). Beliefs, actions, and choices, based on cultural knowledge, habits, and tastes, have exchange values similar to the power of dollars. This is called cultural capital by sociologists. Cultural capital can buy acceptance or favored status in jobs, in schools, and in social interactions. Delpit (1995) identifies the culture of power, or the codes or rules for participating in power. These "relate to linguistic forms, communicative strategies, and presentation of self; that is, ways of talking, ways of writing, ways of dressing, and ways of interacting" (p. 25) Thus, students are learning particular codes of power in order to maneuver in society (Appelbaum, 2002).

Jeannie Oakes and Martin Lipton, also at this time, work from a sociocultural perspective that expects differences and celebrates those differences. Many of the aforementioned authorities, along with Cushner, Gay, Banks and Banks, Grant and Sleeter, Howard, and others in the field of multicultural education work from a social justice perspective, which advocates that educators have a responsibility to work for change that promotes effective and positive multicultural education.

Also in the decade of the 1990's, White studies and education for a global society took firm root. White identity became a research area by African American psychologists. The theoretical base included race as a dimension of personal identity as well as the idea that "race consciousness was an essential predisposition to eradicating racist policies and practices in schooling" (Appelbaum, 2002, p. 36). This was especially important since the vast majority of teachers were White (Appelbaum, 2002).

As the world continued to move at a rapid rate to becoming one global community, it was recognized in the 1990's that the rise of technology, especially the Internet, and globalization gave pause to educators to consider the need for students to understand global cultures (Appelbaum, 2002). As transportation and enhanced communications became more accessible, people around the world traveled more, industry and business became more diversified locating to various countries, and the need for understanding between cultures became more pronounced. As students graduated into the global working world, they inherited the need to be able to understand and work with diverse populations, creating an atmosphere of great need for the expansion of multicultural education.

The Americans with Disabilities Act (ADA) was adopted mid-year in 1990 and forbid unequal treatment of those who were disabled across a broad variety of contexts and circumstances. It also sought to establish the definition of what was meant to be disabled in order to be protected under the law. Later Supreme Court rulings more narrowly limited who could be considered disabled under the law. Also in this decade, the Individuals with Disabilities Education Act (IDEA) was passed and reiterated concepts from the legislation in the 1970's ensuring that all children have access to a free and appropriate public education within a least restrictive environment. These two pieces of legislation, the ADA and the IDEA, showed a growing awareness among the legislators and educators of the times "that separating children with disabilities from children without disabilities constitutes unequal education" (Appelbaum, 2002, p. 35).

As changing social and political forces gave impetus to the rise of multicultural education across previous decades in the American schooling experience, the model for field experiences in the preparation of American's teachers remained relatively the same. As previously noted, from the colonial era and through the early periods of the nineteenth century, the original field experience in teacher preparation emerged initially as a type of apprenticeship program. Eventually, in the normal schools between approximately 1830 and 1900, students learning to be teachers practiced under the direction of a master teacher in a model school after taking a collection of courses and field experiences. Into the 1900's, student teaching was later added and the preservice education of teachers was refined and improved over the decades to the point at which today, students are given a far better opportunity to not only practice the art of teaching, but are encouraged to

question, experiment, and reflect on their experience (Slick, 1995). It is interesting to note that even though the process has been refined from the colonial era to present day, the end result has remained relatively the same, basically, a culminating experience and a summative evaluation prior to receiving a teaching license.

It was in 1948 that the Flowers report (Flowers, Patterson, Stratemeyer, & Lindsey, 1948, as cited in Zeichner & Melnick, 1996), initiated the modern day idea of field experience placements in local communities for preservice educators rather than placements in model, or laboratory, schools. The report focused on various kinds of community field experiences that would support preservice educators to learn more about their students and families, foster a greater sense of community service, help them get in touch with community agencies and resources to augment their instruction, and to help dissolve barriers between schools and communities. However, regardless of the importance given to this report at this point in time, community experiences received minimal and sporadic attention in actual practice (Zeichner & Melnick, 1996).

Amongst a blitz of developing organizations, school and national reports and proposals that addressed cultural diversity and gained popularity in the 1970's, 1980's, and into the 1990's, "the idea that teachers needed to receive specific preparation in order to work effectively with a diverse population began to take hold as the education profession began to define goals and curricula for multicultural teacher education" (King, Hollins, & Hayman, 1997, p. 10). During this time, there were four well-known organizations that emphasized links between multicultural education and teacher preparation programs. The National Teacher Corps, founded in 1966 by the federal

government, functioned for sixteen years educating thousands of teachers for the purpose of improving the quality of teachers to serve low-income rural and urban areas.

Community experience was a central component in the education of the interns as was recruiting minority persons into the teaching field, thus establishing promotion of cultural diversity (Cruickshank, 1996; Zeichner & Melnick, 1996).

In 1973, the American Association of Colleges of Teacher Education (AACTE) adopted a policy statement directing that schools of education must be responsible to issues of pluralism and provided a clear objective regarding the need for educational institutions to seriously attend to race, ethnicity, difference, and social justice (Nieto, 2000). A few years later, in 1982, the National Council for Accreditation of Teacher Education (NCATE) issued standards addressing multicultural education requiring its member institutions “to pay more focused attention to diversity in their curriculum, instruction, and field placements” (Nieto, 2000, p. 182). The Renaissance Group, a consortium of 19 universities was established in 1989 for the purpose of improving teacher preparation programs. In their position paper, *Educating the New American Student*, published in 1993, one of the five areas of focus targeted minority and multicultural programs (Cruickshank, 1996).

After a declining period in the late 1970's in which the teacher education enrollments greatly declined, attention in universities shifted from the multicultural movement to sustaining weakening teacher education programs (King, Hollins, & Hayman, 1997). However, in 1983, *A Nation At Risk* was published by the National Commission on Excellence in Education and generated a great amount of discussion.

According to King, Hollins, and Hayman (1997), the emphasis turned from school curricula to a focus on teacher quality and the nature of teacher preparation programs in meeting a growing diverse population of students. International field experiences and placements within urban and Native American centers rose in popularity in the last two decades. Even with all the attention and concern, the pace of change has been slow over the last two decades and few changes of substance have occurred in teacher preparation programs. This has resulted in varying intensity and focus of efforts that address curriculum, program, and field experience transformation for preservice as well as classroom teachers (Nieto, 2000).

In January of 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB), reauthorizing the Elementary and Secondary Education Act (ESEA). The law represented the President's bipartisan education reform plan and made "the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965" (U.S. Department of Education, n.d.). The focus of the law was to improve the performance levels in America's schools while ensuring that all children learned to their highest potential. There are four basic educational principles upon which the law stands: "stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work" (U.S. Department of Education, n.d.). The NCLB legislation forces emphasis on accountability on the part of states, school districts, administrators, and teachers to the achievement of various student subgroups. Prior to legislation, more often than not, poor performing students were veiled in average scores reported out by districts

and states. However, under the NCLB Act, all students, including those from low socio-economic backgrounds, racial/ethnic groups, special needs, English Language Learners (ELL), and gender groups, will receive attention to ensure proficient levels of learning are reached. Discussions and research will continue as the nation progresses through the next decade under this law.

After the enactment of NCLB, Education Secretary Rod Paige, in an address celebrating International Education Week in November 2002 (Cardman, 2002), described new federal policies for international education priorities. Programs highlighted in his address included increasing expertise and knowledge about other cultures, regions, languages, and international issues, sharing educational practices and policies between the United States and other nations, providing leadership working with international partners, and promoting United States education. For the nation's public schools, Paige supported the development of partnerships between institutions of higher learning and K-12 programs for the purpose of funding high-quality programs that develop students' international skills and knowledge. Paige stated, "We are ever mindful of the lessons of Sept. 11 – one of which is that all future measures of a rigorous K-12 education must include a solid grounding in other cultures, other languages and other histories" (Cardmon, 2002).

International Education Foundations

Internationally, along with the Fulbright Act of 1946, which continues today to promote international education exchange programs, two major types of American Overseas Schools (AOS) emerged out of the 1940's in the international community and

still operate today: dependent and independent international schools (Simpson, 2000).

Dependent schools operate as part of the Department of Defense Dependents Schools (DoDDS), as an organizational element of the Department of Defense Education Activity (DoDEA), a civilian agency of the United States Department of Defense (Education America, 2000-2003). There are three subdivided areas, Pacific, Europe, and Americas/Cuba, in the DoDDS system and each area is organized into districts. Currently, the DoDDS system worldwide includes 153 schools in eight districts and in 13 different countries with 6,185 teachers and 71,100 students. DoDDS schools mainly serve children of military families and Department of Defense civilian employees: Army, 35%; Navy, 15%; Marine Corps, 6%; Air Force, 29%; and civilian, 15% (Department of Defense Education Activity, n.d.). In regards to race and ethnicity, 48% of DoDDS students are White, 17% are African American, 11% are Hispanic, 8% are Asian, 2% are reported as Other, and 14% are reported as Bi/Multi Racial. The majority of the teachers are White, 88%, with 7% reported as African American, 3% Hispanic, and 2% Other. Unlike stateside schools, 27% of the teachers are male and 73% are female. This is a higher percentage of male teachers than seen in the nation as a whole (Department of Defense Education Activity, n.d.).

The DoDDS system maintains a progressive, quality education for all of its students and supports the concept of setting high expectations for students. Communications to parents are important for supporting high expectations and specific programs and initiatives are implemented to support the standards and goals of the system. The curriculum is patterned after stateside schools and includes structures for

students planning to attend college, those in special needs areas, and those in talented and gifted programs (Education America, n.d.).

Independent schools include those organized by expatriate communities, multinational companies, private entrepreneurs, and those supported in part by the U.S. Department of State Office of Overseas Schools. In addition, there are international schools that operate under a religious affiliation (Simpson, 2000). The various independent schools, with student enrollments from multiple nationalities and cultures, contain a far more international flavor than the DoDDS schools. Many of these schools, but not all, have received some form of assistance and support from the U.S. government under a program administered by the Office of Overseas Schools under the direction of U.S. State Department of State. These schools represent the American-Sponsored Overseas Schools (ASOS) also referred to as American Overseas Schools (AOS; U.S. Department of State, n.d.).

During the school year 2004-2005, the Office of Overseas Schools is assisted 191 schools with 12,788 teachers and administrators and 103,283 students in 132 countries. American teachers constituted 43% of the staff and American students were 27% of the student populations. The purpose of the assistance and support is twofold: provide adequate education to U.S. Government employees and demonstrate to foreign nationals the philosophy and methods of American education. The schools also strengthen understanding between Americans and people of other countries and cultures (U.S. Department of State, n.d.).

The independent AOS schools are a variety of different structures, from small schools to larger schools and with facilities that range from rented homes to million dollar campuses. The schools are controlled by associations of the parents of students enrolled and the U.S. Government is not part of the operation of the schools, nor does it have any control of the schools. The schools must abide by the host country laws and regulations in regard to importing educational materials, personnel practices, and other educational practices. Tuition is the major form of financial support and the schools reflect a highly academic core curriculum.

Historically, in 1821, Congress enacted a series of laws in support of schools on military posts, supporting their operation for approximately the next 75 years. Following the Spanish-American War in 1889 until post World War II, the military-based schools went through multiple changes of provided support and withdrawn support until the Department of the Army established and ran dependent schools in occupied countries of Germany, Austria, and Japan in 1946. Enrollment grew rapidly and by the late 1960's the three major military departments were operating 200 elementary and 100 junior and senior high schools in foreign countries. In 1964, the Secretary of Defense combined the three school systems into one worldwide system: the Department of Defense Overseas Dependents School System. At the same time, dependents assigned to U.S. embassies around the world also attended private American schools or international schools assisted by the U.S. Department of State. In 1976, the Office of Overseas Dependents Education was established and all international American military and government schools came under the operation of this office, still connected to the Pentagon and the Department of

Defense. Three years later, the name was changed to what is known today as DoDDS – Department of Defense Dependents Schools (Drysdale, 2000).

The DoDDS organization went through several expansions and draw downs to its present size today. After the end of the Cold War, in the 1980's and early 1990's, DoDDS was combined with the stateside schools on U.S. located military bases, initially referred to as Section 6 schools due to their establishment under Section 6 of Public Law 81-874, in 1994 under an umbrella agency DoDEA – Department of Defense Education Activity (Drysdale, 2000; Department of Defense Education Activity, n.d.). The school system remains under the direction of this office today.

In regard to the independent schools, in the early 1940's there were approximately 18 AOS schools, located mostly in Latin America. At that time, Nelson Rockefeller identified the need for creating and sustaining American-sponsored schools in other countries. Small amounts of financial support were provided as grants to a limited number of international schools and the system expanded across the next several decades (Miller, 2000).

By the early 1960's there were a considerable number, approximately 90, worldwide schools that had been “founded by parents, organizations, churches, and corporations” (Miller, 2000, p. 10) that served American students overseas. By 1963, three federal laws were established that were the foundation of support for American schools abroad. There were the Fulbright-Hays Act of 1961, the Foreign Assistance Act of 1961, and the Foreign Service Act of 1963. In 1964, the Office of Overseas Schools was established and charged with “planning, coordinating, and implementing the

overseas programs” (Miller, 2000, p. 11) of the Department of State, Bureau of Educational and Cultural Affairs, and Agency for International Development. There were nearly 100 AOS schools abroad that served approximately 23,000 American students and 18,000 students from other countries. These schools became known as the American-sponsored Overseas Schools. Over the last several decades, the AOS schools were linked to U.S. educational institutions, goals were established, and strong leadership assisted these schools with continued development. Regional associations were also organized and liaisons were maintained with professional development organizations and educational institutions, including accrediting agencies (Miller, 2000).

In 1998, Congress provided additional strength and support for the American education activities abroad by “returning the U.S. Information Agency and Cultural Affairs activities to the supervision of the Department of State” (Miller, 2000, p. 14), which will help ensure the “American-sponsored overseas schools continue to expand, grow, and flourish” (Miller, 2000, p. 14).

Summary

What occurred over the past two centuries in the American educational system was reflected in several significant shifts. Education became equated with schooling, authority and control of school systems shifted from parent control to bureaucratic control, industrialization and corporate economics infused education with the ideas of efficiency and production control, immense immigration was reacted to with the idea for a need for Americanization, the population shifted from rural to urban centers, and school expansion increased to secondary and eventually post-secondary levels. These shifts

significantly redefined education as a part of the economic, social, and political forces of the country. Most importantly, they gave rise to the concept of schooling as being the great equalizer for the masses under a meritocratic system. However, as Oakes (1986) points out, equal results did not occur and the system, in actuality, still today, perpetuates inequities in the broader social structure and schools tend to offer advantages to the advantaged and fail to promote the disadvantaged. Even with rising awareness of the diversity issues in the last two decades, a growing number of organizations, materials, resources, and commitment to providing multicultural education, and available international teaching experiences, the most difficult questions relating to educational equity and access still are not being sufficiently addressed. It has been a long-stated goal of education in the United States that all children should benefit from a public education, regardless of family background. However, that has not been the case, nor is it currently the case. "School conditions in our society have been consistently, systematically, and disproportionately unequal and unfair, and the major casualties have been those students who differ significantly in social class, race, ethnicity, native language, and gender from what is considered the 'mainstream'"(Nieto, 2000, p. 181).

It is a time of critical concern in the nation's schools. Education systems need to be transformed to meet the needs of all the students and to embrace equity and multicultural education from a social justice perspective. It is a time when educators need to embrace a multicultural perspective and infuse all instructional practices with awareness and celebration of diversity. The question that remains is how to provide teachers with the tools to do so. This study will address that issue as it investigates

teachers' cross-cultural effectiveness and instructional practices within international settings with diverse student populations.

Diverse Student Populations Compared to the Teacher Population

Literature is replete in the affirmation of the deepening ethnic texture in American society. Even more diverse than its beginning 200 years ago, the nation's multicultural nature will continue to become even more diverse into the foreseeable future (Appelbaum, 2002; Bennett, 2003; Craft, 1996; Dilworth, 1998; Gay, 2000; Gollnick & Chinn, 2002; Grant, 1995; Grant & Sleeter, 2003; McIntyre & Byrd, 1996; Nieto, 2004; Samovar & Porter, 2001). Current immigration patterns, particularly with the influx of people from Southeast Asia, the Caribbean, and Latin America, substantiate that ethnic pluralism in American classrooms will also continue to grow (Bennett, 2003). Along with bringing ethnic and racial diversity to today's classrooms, new waves of immigrants also bring differing religions, customs, celebrations, priorities, languages, and expectations. However, that only begins the diversity challenges confronting classroom teachers. Added to cultural diversity are differences in regard to abilities, socioeconomic status, gender, sexual orientation, and family structure. Consider the following scenario from Grant & Sleeter (2003, p. 11).

- You have a new student who recently moved to the United States from Bosnia. She speaks only a handful of English words, and her life experiences are quite different from yours as well as from that of the other students in the class.
- Three of your students spend a portion of their school day in learning disabilities classes, one attends a class for the emotionally disturbed, and one is visually impaired.
- Most of the students in your class are Mexican Americans (and you are not). Some of their manners of responding to you are unfamiliar to you.

- You are transferred to a new school and most of your students live at or below the poverty level, unlike your own socioeconomic background.
- A group of students in your class seems tuned out, unmotivated, and academically behind.

These statements, or others like them describing the innumerable differences of students in one classroom, are accurate portrayals of the overwhelming diversity challenge confronting teachers across the country.

As seen in the statistics in Table 1, the trend of enrollment in America's schools continues to be one of a growing minority and diverse population. Of the current enrollment of approximately 48 million school-age children in public schools, 62% are non-minority and 38% are minority. It is projected that by the year 2040, student populations will reflect 49% non-minority and 51% minority. As can be seen, the

Table 1

National Public School Comparison of Current and Projected Pre-K – 12 Enrollment by Racial/Ethnic Group

Racial/Ethnic Group	% of Total School Enrollment		
	2003	2025 Projected	2040 Projected
White	62	52	49
African American	17	17	14
Hispanic	16	22	28
American Indian	1	1	1
Asian/Pacific Islander	4	8	8

minority will actually become the majority with the largest growth within the Hispanic group of children (Cetron & Cetron, 2003/2004; Education Week, 2000; Futrell, Gomez, & Bedden, 2003; Lewitt & Baker, 1994; National Center for Education Statistics, n.d.; National Center for Education Statistics, 2005; U.S. Census Bureau, n.d.).

In addition, 38% of school age children across the nation live in poverty and 33% have limited English language proficiency with 8% receiving direct services as English Language Learners. One-third of all African American and Hispanic students attend schools that have a minority enrollment of 90% or above. In one hundred of the largest school districts in the United States minority students are the majority population and 48 of those 100 schools have a poverty rate of 20% or higher (Futrell, Gomez, & Bedden, 2003; Iowa Department of Education, 2004; National Center for Education Statistics, n.d.).

In Iowa, which is generally considered to be a rural, monocultural state, enrollment statistics show similar trends indicating a shift in student demographics (Table 2). According to the Iowa Department of Education (2004), in school year 1985-1986, the Iowa public school student enrollment of 485,332 students reflected more than 95% White (non-Hispanic) students and less than 5% minority. In 2003-2004, while the public school student enrollment of 485,011 was similar to the total enrollment nearly 20 years earlier, there was a decrease in the White (non-Hispanic) student population and an increase in all other racial/ethnicity categories. In the fall of 1986, Iowa was one of 13 states in the nation with over 90% total enrollment in the White racial/ethnic group. By the fall of 2000, Iowa was one of only five states with a White student population of over

90% and by 2004 that had decreased to 88% (Iowa Department of Education 2004).

Thus, even in Iowa, a rural state, classrooms are becoming more diverse in regard to race and ethnicity grouping.

Table 2

Iowa Public School Comparison of Pre-K – 12 Enrollment by Racial/Ethnic Group

Racial/Ethnic Group	1985-1986 Enrollment %	2002-2003 Enrollment %	Change Enrollment %
White	95.3	89.0	- 7.2
African American	2.5	4.3	+ 67.6
Hispanic	0.8	4.4	+ 425.3
American Indian	0.2	0.5	+ 141.7
Asian/Pacific Islander	1.1	1.8	+ 61.0

The number of immigrants to Iowa continues to grow, paralleling the same trend at the national level. The number of English Language Learners (ELL) in the Iowa student population reached a 15-year high in 2002 with 15,452 students, which is a 391% increase since 1986 when there were 3,150 ELL students in Iowa (Iowa Department of Education, 2004). In comparison to the nation, the 2004 Iowa ELL public and nonpublic school enrollment was 3% of the total student population compared to 8% nationwide.

The top three identified home countries were Bosnia-Herzegovina, Mexico, and Vietnam. Immigrants from Bosnia-Herzegovina made up a little more than 29% of all immigrants to Iowa in 2001 and only three other states in the nation received more immigrants from Bosnia-Herzegovina than Iowa in that year (Iowa Department of

Education, 2002). Immigrants from Croatia and Sudan were two new student groups reported in Iowa in 2002 (Iowa Department of Education, 2004). During the 2003-2004 school year, over 75 languages were represented as the primary language for ELL students in the state. The top ten languages, in rank order, were Spanish, Bosnian, Vietnamese, Laotian, Serbo-Croatian, German, Arabic, Chinese, Korean, and Russian (Iowa Department of Education, 2004).

In regards to socio-economic status, the national percent of students living in poverty was reported at 38% while Iowa reported 33%. The students eligible for free and reduced priced meals in Iowa was 30% of the student population, representing not only an increased percentage, but also indicating a 14-year high of students of low socio-economic status. When reviewing individual districts in Iowa, percentages ranged from a low of 5% to a high of 64% of students in districts eligible for free and reduced priced meals (Iowa Department of Education, 2004). This establishes socio-economic level as a significant factor in the diversity picture in classrooms in Iowa.

In the area of special education programs, students served under the Individuals with Disabilities Education Act comprise 13% of the enrollment of school age children nationwide. In Iowa, the number of students is 15%, higher than the national percent and one of the higher states in the nation in regards to the percent of students served under this act. Again, special needs students, including both special education and talented and gifted students, are a contributing factor in creating diverse classrooms in Iowa (National Center for Education Statistics, 2003).

Contrast the picture of the student diversity reflected in public school enrollment trends, both nationally and in Iowa, with the racial, ethnic, and background cultures of current and prospective classroom teachers. In 2001, of those persons with bachelor degrees or above in the field of education nationally, 90% were White (non-Hispanic), 5% were African American (non-Hispanic), 5% were Hispanic, and 1% were Asian and Pacific Islander, and 1% were American Indian (National Education Association, 2003). In large urban school districts, African American, Asian, and Hispanic teachers are more prevalent, sometimes six times as much, than in medium and small sized districts and the African American representation in the teaching field has decreased since 1971 from 8% to 6% in 2001, while White teachers have increased in number (National Education Association, 2003).

In the decades of the 1960's through the early 1980's male representation in the teaching field was generally 33%. Since 1981, the percentage of male teachers has steadily been dropping. Currently, at a 40-year low, males represent only 21% of the teaching force while females represent 79% (National Education Association, 2003).

In Iowa, similar trends are seen as well as differences. There has been a decrease of male teachers from 37% in 1986 to 28% in 2004, which also indicates an increase of female teachers. Minority representation in the teaching field in Iowa remains relatively low, but has actually increased slightly from 1.2% in 1986 to 1.8% in 2004. More minority teachers are clustered in larger, urban centered school systems as opposed to medium and small sized systems (Iowa Education Department, 2004).

On a last review point of population statistics, it can be noted that at the college and university level a majority of full-time instructional faculty and staff is White (non-Hispanic) at 85%. Asian and Pacific Islanders are represented at 6%, African Americans (non-Hispanic) are represented at 5%, Hispanics are represented at 3%, and American Indians are represented at a little less than 1% (National Center for Education Statistics, n.d.). Thus, practicing and prospective teachers are products of predominantly White colleges of teacher education and come from a monocultural, White neighborhood (Howard, 1999).

In summary, statistics paint a picture in which male teachers and teachers from non-majority groups are declining in numbers, while the population trends show significant and continuing increase in students from diverse groups. As we progress into the nation's education future, the vast majority of teachers will be White, monolingual, and from the middle socio-economic class while the student population will grow increasingly diverse (Howard, 1999; Melnick and Zeichner, 1998). This suggests a "demographic imbalance between non-minority teachers and minority students" and indicates, "teachers will be working with students whose cultural backgrounds are different than their own" (Larke, 1990). The next section will explore the implications of this situation.

The Link Between Teacher Characteristics and Student Achievement

Culture "refers to the dynamic system of social values, cognitive codes, behavioral standards, worldviews and beliefs that give meaning and order" (Gay, 2000, p.8) for students, teachers, parents, and various groups in society. Culture is the

determinant in the thinking of teachers, in what they believe, and how they behave, which in turn affects how they teach and learn. Teachers' and students' cultures are foundational to the educational process due to the sociocultural nature of education (Gay, 2000). Teachers carry their personal cultural background into the classroom and perceive students and student abilities from their own background lens that contains preconceptions and possible prejudices. Teaching is based on the teachers' social identities, and complex, intertwined beliefs, which contain issues of race, ethnicity, and social class (McCall, 1995; Warren, 2002) and teachers filter curriculum through personal cultural experiences and generally teach in the same way that they were taught (Latham, 1999; Mahan & Rains, 1990).

Students also bring their cultural contexts into the classroom and come to school with their own perceptions and cultural backgrounds that provide the foundational component for the construction of their knowledge and how they draw meaning from the behaviors of teachers, administrators, and peers. The mismatch between the background cultures of teachers and students impacts learning (Latham, 1999).

The climate of schools has a foundational nature born out of the early colonial period that reflects a European, middle-class, White perspective and contains specifically prescribed ways and beliefs that are value-laden (Gay 2000). "Teacher training and textbooks have tended to attribute educational failures to deficiencies in children" (Persell, 1997, p. 97) and often times teachers believe that these deficiencies are a result of social characteristics such as ethnicity, language, social-economic status, or behavior,

rather than attributing deficiencies to the social structure of schools and the classroom (Persell, 1997).

Teachers who exhibit low expectations and lack of efficacy often times lower their teaching standards, produce less teaching effort, and use less rigorous curricula for low-achieving students in poor urban schools. At times, the belief is exhibited that some students will not learn or cannot learn and that there is little, if anything, that a teacher can do to change the situation. This affects student achievement and academic performance (Warren, 2002). Some teachers who lowered expectations expressed the belief that they are not responsible for helping students overcome what is perceived as deficits, they viewed students' families and cultures as deficits rather than strengths, they lacked confidence to help students overcome barriers to learning, and they lacked determination to carry out the work needed to teach these students (Warren, 2002).

Teacher perceptions and beliefs about non-majority students determine the level of expectations set in the classroom and the kinds of treatment students receive (Gilbert & Gay as cited in Larke, Wiseman, & Bradley, 1990; Gollnick & Chinn, 2002; Sleeter & Grant as cited in Larke, Wiseman, & Bradley, 1990). When teachers use subjective evaluations, it is more likely that those students with a similarity to the teacher's race, gender, and ethnicity will be more likely to receive a more positive subjective evaluation (Latham, 1999). McCall (1995) cites a study by Eggleston indicating that teachers often have lower expectations for girls, African Americans, and lower socio-economic students. White, middle-class males receive the most attention from teachers and African American boys receive the least (American Association of University Women as cited in

McCall, 1995; Banks as cited in McCall, 1995). Larke, Wiseman, and Bradley (1994) cite numerous studies indicating that African American, Hispanic, and Native American are perceived to be less competent in academic activities, while White and Asian students are perceived to be more successful and more competent. In addition, male students receive more positive and negative praise than females and that teachers perceive that higher socio-economic status is linked to higher achievement and lower socio-economic status is linked to lower expected achievement performance. Persell (1997) suggests that social class “may influence teacher expectations directly, or indirectly, through test scores, appearance, language style, speed of task performance, and behavior” (p. 97).

Warren (2002) noted that ineffective teachers do not value the special talents of the culturally diverse students and their families. For example, some teachers view being bilingual a deficit rather than a strength in that the bilingual student has access to two cultures. Larke (1990) indicated that the value teachers place on the student’s language is an important component in the expectation level the teacher sets for the student. Because language is a very important part of children’s lives and culture, if teachers devalue the language, then they are devaluing both the student and the student and family’s culture.

Teachers’ expectations affect the frequency of interaction they have with students as well as the kinds of behaviors exhibited toward different children. “Teachers spend more time interacting with pupils for whom they have higher expectations” and “students for whom teachers held high expectations were praised more frequently when correct and were criticized less frequently when wrong or unresponsive than were pupils for whom teachers had low expectations” (Persell, 1997, p. 98). Persell (1997) also cites

Rosenthal's beliefs that teachers show more overall warmth to those students they expect to do well, that educators teach more to those students for whom they hold high expectations, and that high-expectancy students are called on more often, given more chances to reply, and asked more difficult questions. It is clear to see that teachers hold different expectations for different students and that they behave differently in accord with those expectations. The implications are that when "teachers hold definite expectations and when those expectations are reflected in their behavior toward children, these expectations are related to student cognitive changes" (Persell, 1997, p. 98).

Larke (1990) summarizes multiple studies with findings that indicated teachers who are culturally sensitive are more effective in ensuring that all students achieve to high levels of expectations. Their cultural sensitivity can be seen by how they modify curriculum and instruction and break down barriers in the learning process and develop understanding of their own personal cultural contexts and those of their students. Successful teachers demonstrate the belief that all children can succeed, respect the students and the communities they come from, help students make connections between their learning, their community, and the world, have high expectations of all students, rethink and inform their instructional approach by listening and learning from students, and have a sense of efficacy in that they believe they can have a dramatic impact on student achievement (Ladson-Billings, 1994; Pang & Sablan, 1998). In addition, successful teachers perceive students not only as members of a group, but also as individuals (Locke as cited in Marshall, 1996), utilize both content and instructional strategies that fit students instead of the other way around, and view themselves as part of

the students' community instead of being separate from it (Ladson-Billings, 1994). Lastly, successful teachers develop trusting and caring relationships with students, believe in teaching students how to cope with social inequities and to work toward the betterment of their community, and are totally committed to facilitating academic and social growth in their students (Ladson-Billings as cited in Pang & Sablan, 1998).

Recent studies in Tennessee and Texas (Carey, 2004) confirm that teacher effectiveness is the most important influential factor in student achievement gains; teachers have greater influence than poverty, race, parent's education, and additional factors often attributed to student failure in schools. Effective teachers know their subject matter, are more experienced, are fully certified, are more likely to score higher on various types of standardized tests, and were engaged in a high quality and competitive undergraduate education program. "While none of these qualities is a perfect proxy for teacher effectiveness, research shows that those teachers who demonstrate some or all of these qualities in combination are, on average, more effective than those who do not" (Carey, 2004, p. 36). The disturbing information is that "poor students, low-performing students, and students of color are far more likely than other students to have teachers who are inexperienced, uncertified, poorly educated, and under-performing" (Carey, 2004, p. 8). The lack of distribution of effective teachers to low-income and minority students has had and will continue to have crushing impact on student achievement. The poor students, students of color, and those who are low-performing are more likely to have teachers who are under-performing, poorly educated, uncertified, and inexperienced. Carey (2004) continues with:

...the more we know about effective teachers and how important they are, the more we also know where they are – mainly in the schools and classrooms of America's better-off white students. Where they are not is teaching low-income and minority students, the students who have traditionally been short-changed by the education system, the students who are most dependent on our public schools (p. 8).

Harmon (2002) completed a study regarding the experiences of gifted African American students who were bused in a desegregation initiative. The study was completed from the perspective and through the voices of the talented and gifted African American students involved in the initiative. Within the results of the study, students identified characteristics of effective and ineffective teachers. Students reported that ineffective teachers “lacked an understanding and appreciation of African American culture and behavior” (p. 71), set low academic expectations, did not believe students were capable of learning or of being gifted students, gave students less challenging work, “did not explain concepts in a way students could understand, did not relate content or concepts to students in meaningful way, relied on auditory teaching methods, and gave instructions using language that was difficult to understand” (p. 72). In addition, ineffective teachers were believed to be prejudiced, disrespectful, and uncaring.

Conversely, Harmon (2002) also highlights that students believed effective teachers to be respectful, caring, introduced new concepts in ways that could be understood, used relevant and interesting content, employed differentiated instruction, used multicultural materials, and employed various teaching styles. When interviewing the effective teachers identified by the students, the author found the teachers who were motivated to teach minority populations, “created classroom environments that did not tolerate any form of prejudice” (p. 73), taught positive social skills, provided a risk-free,

safe classroom environment, did not tolerate prejudice, and set expectations high for academics and behavior.

In summary, teachers are the most influential factor in student learning and effective teachers are content knowledgeable, educated in competitive programs, perform well on tests, are certified, set high expectations for students, provide a risk-free learning environment, form positive, caring relationships with students, provide relevant lessons, use various teaching strategies to meet learning styles of students, are motivated, and exhibit efficacy. From a cultural perspective, teachers see their world from their own demographic lens and may unconsciously form different values and expectations about students who are different in their backgrounds from their own. This impacts the expectations teacher may hold for students, how they respond to students in the classroom, and how they view the student's family. The lack of cultural sensitivity on the part of teachers builds barriers to positive student achievement. The next section describes one approach to building preservice and classroom teachers' cultural awareness and sensitivity that supports high expectations for student achievement and contributes to teacher effectiveness: cross-cultural and international teaching experiences.

Effects of Cross-Cultural Field Experiences on Preservice and Classroom Teachers

For the field of education, and applicable to other fields as well, Eleanor (1997) suggests that literature studies reveal five cross-cultural training models that have been used at various times and in various situations to address the need for individuals and groups to become more culturally sensitive; the social exchange model, the intellectual model, the awareness model, and the environmental training model.

The fifth model, the environmental training model, is the model of focus for this study and is significantly related to the findings of studies on cross-cultural immersion field experiences at the preservice teacher education level as well as with classroom teachers. In this model, “the trainees are active participants in the learning process from within the foreign culture or a simulated foreign culture” (p. 82). When applied to the field of education, the environmental, or experiential learning, model can easily be seen through the various field experiences of preservice teachers and in the various cross-cultural experiences classroom teachers may have outside their employment or within their employment. One of the three ways this model is most effective is when it is “used by a university that can promote a stable, ongoing relationship with a cultural group” (Eleanor, 1997, p. 82) and is within a supervised cultural immersion experience.

Various programs and teacher educators have implemented cross-cultural field experiences that challenge preservice teachers to reflect on their own perspectives regarding students and families who are unlike themselves. The more well known programs include Cultural Immersion Projects through Indiana University (Stachowski & Mahan, 1995, Stachowski & Mahan, 1998), the Minority Mentorship Project (MMP) at Texas A & M University (Larke, Wiseman, and Bradley, 1990), the Urban Education Program of the Associated Colleges of the Midwest (Melnick & Zeichner, 1998), and the Consortium of Urban Professional Development and Technology (Ligons, Rossado, & Houston, 1998).

Stachowski and Mahan (1998) have been implementing the Cultural Immersion Projects since the early 1970’s, which includes both domestic and international field

experience placements. The projects place student teachers in schools across the Navajo and Hopi Indian nations to work in Native American classrooms, in schools on the border of Arizona and Mexico and in the Rio Grande Valley of Texas to work with Latino children, and in schools near Indianapolis where low-income African American children attend. Important new learnings resulting from the cross-cultural experiences as reported by the participants were compiled into the categories of teaching strategies, curriculum, knowledge acquisition, discoveries about self, and world or global issues. The most important sources of learning for the participants came from community sources, both community members and students. When preservice teachers are involved in this type of experience, they better understand how different cultures live, what they think, and what they value (Gomez, 1996; Stachowski & Mahan, 1998). These are all critically important if educators are to make connections with children from diverse cultures that will yield improved student achievement.

Larke, Wiseman, and Bradley (1990) completed a study with the Minority Mentorship Project (MMP) of Texas A & M University. This is a program that integrates multicultural education, human relations training, and cross-cultural mentoring for the purpose of “changing attitudes of preservice teachers about minority students” (p. 10). In this program, pre-service education majors mentored minority students through early field experience placements. Results of the study revealed that “the perceptions and attitudes of the mentors toward their mentees had changed” (p.7). Preservice teachers had moved from a more ethnocentric point of view to one with some degree of cultural understanding. From the interactive experiences with their mentees, the university

preservice educators' attitudes regarding minority students were changed to a more positive, warm, and knowledgeable point of view. The preservice teachers saw strengths and capabilities in their mentees by the end of the experience as compared to the initial feelings revealing negative attitudes and perceptions towards the minority mentees. Thus, cross-cultural mentoring "can be used positively to enhance the attitudes of preservice teachers to work with diverse students" (p. 10).

The Urban Education Program of the Associated Colleges of the Midwest (UEP) has been in existence since 1963 and community field experiences to preservice educators from small colleges that cannot offer this opportunity themselves. The program places preservice teachers, who mostly come from monocultural backgrounds, in urban settings in Chicago's ethnic communities with the purpose of developing various skills and attitudes related to the field of teaching. One focus is the "understanding of the cultural dimensions of people's lives and their impact on learning" (Melnick & Zeichner, 1998, p. 91). The immersion in the Chicago setting is radically different from the setting they are used to on their home campuses. Results indicate that participation profoundly affects the thinking of the participants and are transformative in nature in regard to building cultural sensitivity (Melnick & Zeichner, 1998).

In one Texas urban center, the Consortium of Urban Professional Development and Technology places preservice educators in urban professional development schools for various field experiences. From the studies conducted within this program, several major findings emerged. Prospective teachers, classroom teachers, and university faculty involved in these programs taught differently from those in more traditional programs,

the professional knowledge of the preservice educators tended to be greater than in the traditional placement programs, and student achievement in the public schools where the placements occurred tended to increase when these schools were transformed into professional development schools for increased placement of preservice teachers (Ligons, Rossado, & Houston, 1998).

Additional studies and cross-cultural experiences located within the United States yielded supportive evidence of the importance of cross-cultural field experiences. Cooper, Beare, & Thorman (1990), in a comparison between student teachers placed in monocultural schools in Minnesota and those placed in multicultural schools in Texas, found that those in the multicultural experience demonstrated more multicultural competencies. This included being more comfortable discussing racial issues, believing they had the necessary training to teach in culturally diverse settings, maintained racial and ethnic openness, had high expectations for all students, were more likely to encourage a variety of viewpoints, helped their students develop skills needed to survive in a society dominated by a White culture while uplifting their students cultural values, were more likely to visit the families of their students, and provided opportunities to celebrate differences. Huber and Kline (1993) reported from a longitudinal study that field experiences contribute to an increase in preference for social diversity and that they create significant differences in preservice teacher attitudes toward diversity.

In regards to international cross-cultural experiences, in 1985 West (as cited in Jarchow, McKay, Powell, & Quinn, 1996) indicated there were 100 educational institutions that conducted student teaching programs in 55 different countries

worldwide, providing a vast number of cross-cultural experiences for student teachers. Wilson (1993) reported that cross-cultural international experiences contributed significantly to participants' global perceptions and overall knowledge of cultural lifestyles. Individuals experienced personal growth and built meaningful interpersonal relationships, which contributed to the development of effective teacher qualities. In the area of perceptual understanding, impact of a cross-cultural international experience contributed to "open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and non-chauvinism" (Wilson, 1993, p. 22). Development of knowledge included "knowledge of other cultures, and a general awareness of world issues, global dynamics, and human choices" (Wilson, 1993 p. 22). Traits in the area of personal growth that were impacted by the international experience included increased self-confidence, independence, and acceptance of responsibility. Lastly, interpersonal connections and cultural perceptions were greatly enhanced. (Wilson, 1993).

Kissock (1997) identified two similar programs that place preservice educators in overseas locations for student teaching field experiences; Moorhead State University Student Teaching Abroad (STA) program, in existence since 1969, and the Global Student Teaching (GST) program, located at the University of Minnesota, Morris (UMM), in existence for the last sixteen years. Together, the programs work cooperatively placing more than 120 students each year in almost 70 different schools on five continents to complete student teaching cross-cultural field experiences. From these placements, students learned about curriculum, instructional practices, classroom management, and assessments that are inherently different than what they experienced in

their own educational upbringing and university classrooms. Findings indicated these students developed not only their teaching abilities, which would be expected from a student teaching experience, but they also learned about alternative approaches to education, questioned traditional assumptions, and broadened their global understanding and world view (Kissock, 1997).

The Overseas Student Teaching Project (Mahan & Stachowski, 1990; Stachowski & Mahan, 1995; Stachowski & Mahan, 1998) places student teachers in schools in England, Wales, Scotland, the Republic of Ireland, New Zealand, and Australia. The participants live with families in the community and fully engage in the various aspects of teaching in their schools while becoming totally involved in the communities in which they live and teach. Study results indicated that the student teachers in the cross-cultural setting reported a greater number of learnings than those in conventional student teaching placements and that these learnings were heavily weighted in the areas of more extensive and diverse factual and affective learnings and encompassed more community and world perspectives. The sources of the learnings in the cross-cultural experiences were attributed more to community experiences and community people than the learnings of student teachers in conventional placements and those placed in cross-cultural experiences became significantly more involved in their host communities leading to a “better understanding of how citizens in the host community live, what they think, and what they value – vital learnings for educators serving the community’s children” (Stachowski & Mahan, 1995, p.104). Basically, the overseas experiences provided a greater number of important learnings overall, those learnings were of a broader

significant scope, the learnings encompassed more community and world perspectives and influences, and learnings delved into facts, issues, and relationships that students placed in conventional experiences rarely considered. In addition, cross-cultural learning was far more successful when student teachers were required to become immersed in the local community, which contributed to more culturally sensitive teachers in our nation's schools.

In a Canadian study, Finney and Orr (1995) found that White, Canadian students who were involved in a cross-cultural experience in Australia with the Aboriginal culture became more conscious of bias and stereotyping in their own way of thinking and became more conscious of how they interact with others. The students became more aware of what it felt like to be a minority, gained appreciation for the strength of character exhibited by minority groups, and learned the meaning of oppression as it was expressed in the lives of others through a personal context.

Additional studies report that for those involved in international student teaching placements the international experiences expanded world views, increased professional competence, deepened reflection on the educational practices in other countries, developed a stronger and in-depth global perspective, promoted deeper understanding of students' and families' cultural values, and reconstructed personal beliefs, perspectives, and attitudes about teaching in diverse classrooms (Quinn, Jarchow, & Powell, 1995-1996; Quinn, Jarchow, Powell, Barr, & McKay, 1995). Implications for the field of education are numerous. Living and interacting with children and families different than their own heightens awareness of other cultures as well as the limitations of their own

culture, developing multicultural awareness. International student teaching helps participants confront and diminish their own ethnocentricity and leads to respecting and honoring diversity in others. Deep and enriching international experiences vicariously enrich the lives of classroom students because of the teacher's firsthand knowledge of differing cultures (Jarchow, McKay, Powell, and Quinn, 1996). These factors are critical in effectively understanding the diverse students who enter today's classrooms and to personalize education to meet student needs and ensure academic achievement.

As prolific as the research is on the effects of international field experiences on preservice educators, the literature is limited in addressing the preparation and professional development of classroom teachers for teaching in a culturally diverse classroom. "Most scholars who have examined the literature on inservice teacher education for insights about how to prepare teachers better for cultural diversity have concluded that little attention is given to issues of diversity" (Zeichner & Hoefft, 1996, p. 538). In addition, this researcher was unable to find evidence of studies that followed the preservice educators who had international field experiences into their first years of teaching for the purpose of discovering the lasting effects of their experiences. Most of the literature studies on staff development for classroom teachers examined the structural variations of professional development delivery systems and their effectiveness. However, a few specific studies have given limited insight into effective professional development for classroom teachers in regard to diversity (Zeichner & Hoefft, 1996).

Mahan & Rains (1990) described a study regarding diversity training for classroom teachers that was a summer cultural immersion experience located on Navajo

reservations in southwest United States. From this cross-cultural experience, teachers reported they experienced changes in themselves personally as well as in their professional practices. They reported that they listened better and much more before speaking, had become more nonaggressive, and they incorporated more Native American information and perspectives into existing coursework as well as created new courses for the same purpose. "The authors believe that a cultural immersion practicum...can be both personally rewarding and professionally beneficial in enhancing the growth and development of inservice teachers for a culturally pluralistic country" (Mahan & Rains, 1990, p. 22).

Craig, Hull, Haggart, & Perez-Selles (2000) reported that the use of Teacher Assistance Teams, a process that has been used in identifying accommodations or other changes in support of the needs of special education students, can be effectively applied to increase teacher cultural awareness and competence in classroom instruction and practices. The process is based on creating a problem-solving atmosphere through inquiry and teacher teams can use this process to integrate cultural discussions as part of the problem solving process for students. In this type of learning community, "teachers and administrators learn from on another and expand knowledge and teaching strategies to increase their ability to effectively teach children" (p. 9).

In a study of regarding attitudes of middle school teachers toward English Language Learners (ELL), Youngs and Youngs, Jr. (2001), identified specific training, personal contact with diverse cultures, prior contact with ELL students, demographic characteristics, and personality as predictors of teacher attitudes. Results, specific to this

current study, indicated that teachers are more likely to have positive attitudes toward ELL students if they have lived or taught outside the United States and have interacted with a culturally diverse population of ELL students.

In a study in which teacher educators who were recognized for being effective in preparing teachers in multicultural and global education were asked to reflect upon their practices, Merryfield (2000) found that among the variables that contributed to their effective teaching, several teachers identified their experience living in foreign countries as important. It was reported that long-term cultural immersion in a cross-cultural overseas experience opened the door for rich reflection and rethinking of personal identity as well as new perspectives actions that America takes overseas and its role in the international world forum. It also was “a critical step towards their understanding what being ‘different’ from the majority of people” (p. 437) was like on a daily, long-term basis. Thus, they began to understand what it meant to be an outsider and recognized the cultural capital and privilege of power of those in the majority culture. This learning was transferred to their work with preservice educators in helping to further the understandings about multicultural and global education and the dynamics of culture and power. As an application to public school systems and universities alike, Merryfield (2000) stated, “If experiential knowledge of diversity and equity is a quality needed in teacher educators, recruitment and hiring of such people is probably a much more efficient and productive strategy than trying to effect changes in current faculty” (p. 441).

In addition to physical cultural immersion experiences for classroom teachers, there are also in existence a variety of programs available through different institutions,

organizations, and universities that focus on providing classroom teachers with particular coursework or professional development aimed at examining various component of diversity and the application of learning to personal lives and classroom structure, curriculum, and relationships. However, there is basically limited empirical evidence to support the success of different approaches of multicultural professional development for classroom teachers. Zeichner and Hoefft (1996) concluded that “the kinds of personal transformations that are discussed as necessary in the multicultural teacher education literature, such as the elimination of racist attitudes and practices and the changing of culturally encapsulated people into multicultural people, can only be accomplished by an approach to staff development that goes beyond the skill training and informational or curriculum package delivery workshops that have dominated practice to date” (p. 539). These types of professional development experiences do not support the truly personal nature of changes that are needed to develop teachers of great intercultural sensitivity that will promote academic achievement for all students. Zeichner and Hoefft (1996) further indicated that the “priority in research on teacher education for cultural diversity should be to investigate how particular kinds of experiences for teachers at the preservice or inservice levels are connected to the character and quality of their teaching” (p. 541). This study approaches that call for research.

In summary, as previous sections in this study have pointed out, teacher expectations are shaped not only by their own cultural upbringing and experiences, but also by student ethnicity, family income, and previous identification of students’ perceived abilities, which in turn influences how they teach which has a direct impact on

how students learn. Cross-cultural field experiences, within the United States or in international locations, have positive impact in contributing to the understandings and expectations of students whose backgrounds differ from preservice and classroom teachers. This in turn, promotes enhanced classroom instruction and family connections to meet individual student needs and advance high academic achievement. Gomez (1996) indicates that “among the most promising practices for challenging and changing the preservice teachers’ perspectives was their placement in situations where they became the ‘Other’ and were simultaneously engaged in seminars or other ongoing conversations guiding their self-inquiry and reflection” (p. 124). In regard to classroom teachers and their perspectives toward diversity, there is limited research available on classroom teachers and professional development and multicultural practices.

Effective Educational Practices within a Multicultural Education Framework

Seminal research and theory foundational to the multicultural education framework specific to this study can be attributed to James A. Banks (2002), Carl Grant and Christine Sleeter (2003), Christine Bennett (2003) and Sonia Nieto (2004).

Banks has defined multicultural education as a reform movement designed to promote major change rather than as an added-on initiative in schools and school systems. Key goals of multicultural education are identified by Banks (2002) as (a) “to help individuals gain greater self-understanding by viewing themselves from the perspectives of other cultures” (p.1), (b) “to provide students with cultural and ethnic alternatives” (p.2), (c) “to provide students with the skills, attitudes, and knowledge needed to function within their ethnic culture, within the mainstream culture, and within

and across other ethnic cultures” (p.2), (d) “to reduce the pain and discrimination that members of some ethnic and racial groups experience because of their unique, physical, and cultural characteristics” (p.2), and (e) “to help students to master essential reading, writing, and math skills” (p.4).

The purpose of these goals is to support educational reformation in a pluralistic society that continually works to help students understand their own cultures and communities, helps students understand multiple cultures, and affirms those cultures. It also ensures that students learn the necessary skills, attitudes, and knowledge needed to function across multiple cultures, while maintaining and affirming their own culture. This frees students from cultural boundaries enabling them to function across society for their own good, for the common good in support of a democratic citizenry, and for the purpose of creating a more equitable and just society.

Banks (2002) identifies five dimensions of multicultural education. The *content integration* dimension includes the use of examples, information, and data that teachers use from a variety of cultures and groups to support content key ideas, principles, theories, and generalizations in the teaching of the content. Banks indicates this as one of five of the major components and yet some schools and school districts accept the practice of using only this dimension, which significantly narrows the scope of multicultural education in those schools.

The *knowledge construction process* dimension consists of how teachers help students understand the “cultural assumptions, frames of references, perspectives, and biases” (Banks, 2002, p. 15) that are evidenced in the content area and influence the

construction of knowledge within that discipline. Teachers help students understand the influence of race, gender, social status, and ethnicity in how knowledge is constructed and represented in the materials presented and the decisions made within the content area (Banks, 2002).

The *equity pedagogy* dimension deals with the techniques and teaching strategies that support academic achievement for all students. This includes using techniques that support specific cultural and learning styles for diverse groups and techniques that increase learning opportunities. A critical aspect of this dimension is the assumption that teachers have a full understanding of the appropriate learning strategies, as well as the cultural contexts of students and the match between learning strategies and cultures (Banks, 2002).

The *prejudice reduction* dimension involves the “characteristics of children’s racial attitudes and strategies that can be used to help students develop more positive racial and ethnic attitudes” (Banks, 2002, p. 14). Children learn at a very young age the biases and preferences associated with race. However, racial attitudes can be positively impacted with appropriate teaching materials and strategies that are realistic in nature in regard to racial and ethnic images (Banks, 2002).

The last dimension of Banks’ (2002) five dimensions is *an empowering school culture and social structure*, which is the culture and organization restructuring process that delivers a school environment in which all students experience educational equity, equality of opportunity, and empowerment. Such a process ensures multiple

opportunities for learning success, fair assessments, and normalizes the belief of teachers and staff that all students can learn.

In regard to curriculum integration in schools, Banks (2002) summarizes the information to four basic approaches used to integrate multiple perspectives and cultural aspects into the school curriculum. Level one is the *contributions approach*, which basically entails the limited content inclusion of holidays, celebrations, foods, specific time periods for study, heroes from that culture, etc. The *additive approach* involves the addition of cultural concepts, content, and themes to the current curriculum structures, documents, and procedures, without changing any of these in regard to current purposes and characteristics. The *transformation approach* far more comprehensively changes the curriculum than the two previous approaches at levels one and two. At this level, “the canon, paradigms, and basic assumptions of the curriculum (Banks, 2002, p. 31) are changed and students are enabled to “view concepts, issues, themes, and problems from different perspectives and points of view” (Banks, 2002, p. 31). It is through this approach that students are exposed to multiple cultural perspectives and voices of “both the victors and the vanquished” (Banks, 2002, p. 31). Students are encouraged to use critical thinking in analyzing what they read and hear, and are also guided to develop their own conclusions and generalizations through critically thinking skills. Level four is the *decision-making and social action approach*, which is analogous to social justice. This level extends the transformative approach and takes the students beyond the classroom walls. Students are enabled to pursue projects, activities, and tasks “that allow them to take personal, social, and civic actions related to the concepts, problems, and

issues they have studied” (Banks, 2002, p. 32). This teaches students to learn about multiple perspectives, care about their community, and take civic-minded action that promotes equity and justice.

Grant (1994) and Grant and Sleeter (2003) outline five approaches for multicultural teaching and meeting the needs of diverse students based on race, ethnicity, gender, social class, disability, and sexual orientation. The approaches are based on the various perspectives of student differences and how teachers handle those differences in the classroom. The first approach is *teaching exceptional culturally different students*. This approach focuses on how to bridge the capabilities of the student with the demands in classrooms, the school, and society as a whole. The aim is to help the student function successfully in multiple contexts (Grant, 1994; Grant & Sleeter, 2003).

The second approach is the human relations approach and is based on students getting along, appreciating, and respecting each other and themselves. This approach helps students build positive feelings (Grant, 1994; Grant & Sleeter, 2003).

The third approach, the *single-group studies* approach, supports the teaching of groups to students through various content and contexts. Groups studies includes women, Arab Americans, African Americans, those with disabilities, those alternate sexual orientations, etc (Grant, 1994; Grant & Sleeter, 2003).

The fourth approach is the multicultural education approach and is actually somewhat of a combination of the first three approaches. The specific aim is to affect systemic change in schools and school systems in which diversity, equity, and equality are embedded in the school climate as well as in the individual lessons and units teachers

organize for learning (Grant, 1994; Grant & Sleeter, 2003). It is this approach that most closely matches with the work of Banks (2002), Bennett (2003), and Zeichner (1996).

The fifth approach is comparable to the social justice perspective (Nieto, 2004) and the *decision-making and social action approach* of Banks (2002). This approach addresses social inequalities within the society and between groups of people and charges students and adults alike with the responsibility of addressing those inequities, to work productively for the betterment of groups, and to constructively and responsibly respond to social problems (Grant, 1994; Grant & Sleeter, 2003).

Nieto (2004) has developed a model of multicultural education that is based on “a variety of levels of support for pluralism” (p. 384). The four levels of multicultural education are classified as “*tolerance, acceptance, respect, and affirmation, solidarity, and critique*” (p.384). The first level is *tolerance*, which is interpreted in the school setting as meaning that differences are endured as a burdensome part of a diverse population. Programs and activities are generally superficial at this level. Bulletin boards, assemblies, and units may be about Black History Month or a specific special person. An English as A Second Language program might be in place.

Acceptance is the next level of diversity support and shows a school’s acknowledgement that differences are important. Programs and activities at this level might include a transitional bilingual program, multicultural fairs and programs, or communicating with parents through newsletters translated into their native language (Nieto, 2004).

The third level is *respect* and includes programs, lessons, and activities in which diversity is highly respected. The native language(s) of students is used in different ways throughout the school, interactions with parents would be frequent and positive and parents would have a voice in the school decisions. Students' cultural values and experiences would provide a significant connection to lessons and learnings in the classroom. In addition, multiple perspectives would be a pervasive throughout the curriculum of the school (Nieto 2004).

The fourth level in Nieto's (2004) model of multicultural education is *affirmation, solidarity, and critique*. This reflects the highest level of support for diversity. At this level, the race, culture, ethnicity, and language of the students, parents, and community are accepted as valid bridges for learning. Students learn about conflict, equity, and social justice as a way to act in order to support a more humane society (Nieto, 2004).

Bennett (2003) also indicates that multicultural education is an approach to teaching and learning and involves affirmation of cultural pluralism and democratic values and beliefs. The primary goal is "to foster the intellectual, social, and personal development of *all* students to their highest potential" (Bennett, 2003, p. 14)

The conceptual framework includes the four interactive dimensions of curriculum reform, equity pedagogy, multicultural competence, and teaching toward social justice. These are similar to Banks' work. *Curriculum reform* basically involves restructuring the curriculum to move a traditional monocultural perspective to one of multiple perspectives that includes active inquiry, development of new constructs and understandings about differences and various groups of people and their historical contributions. In addition,

this involves confronting the bias reflected in textbooks, media, and other types of educational materials. *Equity Pedagogy* is based on a total restructuring of the school environment to address meeting student needs based on equity and providing equal opportunity for all students. It involves a total transformation of the school climate including addressing the hidden curriculum that is most often articulated in teacher expectations of students learning. *Multicultural competence* encompasses the major ideas of development of personal ethnic identity, reducing prejudice, and negotiating competencies of other cultures. In addition, it involves helping students to understand how to navigate within various cultures while maintaining and affirming their own culture. This promotes the idea of cultural pluralism as the normal state of affairs. *Teaching toward social justice* combats prejudice and discrimination, stresses basic human rights, dignities, and similarities, focuses on developing awareness of historical aspects of cultural groups, and addresses current situations of racism, sexism, and classism. The very basic and profound aspect of this dimension is the resulting actions designed to end inequity, prejudice, and discrimination in everyday life.

Bennett (2003) also puts forth four core values and supporting goals that are “rooted in democratic ideals and American Indian philosophy” (p.16) and provide “the strong ethical foundations of multicultural education” (p. 16). The core values include responsibility to a world community, acceptance and appreciation of cultural diversity, reverence for the earth, and respect for human dignity and universal human rights. The goals supporting these values include (a) “to develop multiple historical perspectives,” (b) to strengthen cultural consciousness,” (c) “to strengthen intercultural competence,”

(d) “to combat racism, sexism, and other forms of prejudice and discrimination,” (e) “to increase awareness of the state of the planet and global dynamics,” and (f) “to build social action skills” (Bennett, 2003, p. 33).

Synthesizing the concepts in the models previously presented with additional informational pieces from experts in the field provides the foundational characteristics of multicultural education that address diversity issues and support high levels of student achievement. These concepts are the foundation of the instructional practices queried in this research study and outlined in the following components: multicultural education, multicultural teachers, multicultural schools, multicultural instructional materials, and multicultural instructional practices.

Multicultural education validates and affirms differences in class, race, sexuality, gender, ethnicity, and ability. It empowers students to be successful learners and contributing citizens, engages teachers and students to view society through the lens of multiple perspectives, and nurtures positive self-concepts in students. Multicultural education fosters intergroup understanding and respect for others’ cultures, questions stereotypes, is antiracist, promotes understanding of the dynamics of dominance, supports equal distribution of power among groups, and teaches about how power, discrimination, and injustice shape the world (Banks, 1999; Gay, 2000; Howard, 1999; Leistyna, 2002; Merryfield, 2002; Nieto, 2004; Reissman, 1994).

Multicultural education is neither neutral nor apolitical, but is positioned from within a social justice perspective. This means that teachers and students alike are involved in learning how to think in more inclusive ways applied to real life, and seek to

develop a proactive citizenship directed at nurturing passion for justice to achieve a more humane society within community at local, national, and global levels (Howard, 1999; Nieto, 2004; Reissman, 1994; Zeichner, Melnick, & Gomez, 1996).

As multicultural educators, teachers are knowledgeable and competent in their content areas, know themselves in regard to their own racial, cultural, and ethnic identities, see themselves as members of a community, see their profession as a way to give back to society and encourage their students to do the same, show respect to all students, are reflective regarding professional practices, develop personal bonds with students, are committed to equity for all students, and believe they can make a difference through their teaching. Teachers, administrators, and counselors exhibit high expectations for all students and help students set and achieve positive career goals (Banks, 1999; Howard, 1999; Ladson-Billings as cited in Webb, 1998; Leistyna, 2002; Nieto, 2004; Reissman, 1994; Zeichner, Melnick, & Gomez, 1996).

Within the multicultural school, parents and community members are encouraged to be a part of school activities, programs, and planning, and have a voice in making important decisions within the school context (Banks, 1999; Leistyna, 2002; Zeichner, Melnick, & Gomez, 1996).

A multicultural school reflects a transformative, multidimensional pervasive school culture in which the physical environment, curriculum, and relationships among teachers, administrators, students, parents, and community reflect a total atmosphere of responsiveness to ethnic, racial, language, cultural, and ability differences. Curriculum and materials, the learning context, instructional techniques, assessments, and policies

proactively encompass diversity. Programs are continually monitored, bulletin board displays and activities reflect diversity, the staff is multiethnic and multicultural, the lunch program serves various ethnic foods, holidays and assemblies reflect cultural and ethnic diversity, and professional development programs are reflective of a continuous, comprehensive, and systematic multicultural approach. Lastly, teachers seek to teach the students the culture of the school while maintaining the students' sense of their own cultural identity and pride (Banks, 1999; Gay, 2000; Leistyna, 2002; Nieto, 2004; Zeichner, Melnick, & Gomez, 1996).

Instructional materials in a multicultural environment are inclusive of racial, ethnic, and cultural perspectives, incorporate multicultural information and resources in all content areas and through various skills, and acknowledge diverse heritages as legacies that affect how students learn, their attitudes, dispositions, and their worth to be taught. Materials are free from negative biases and can be used to help develop more positive racial and ethnic attitudes. Assessments do not contain stereotypical language, are reflective of multicultural perspectives, and procedures are culturally sensitive. Classes for talented and gifted students proportionately represent students from diverse backgrounds (Banks, 1999; Zeichner, Melnick, & Gomez, 1996; Gay, 2000; Leistyna, 2002).

Instructional practices in a multicultural learning environment provide for cross-cultural experiential, authentic, collaborative, challenging, and interactive learning. The learning is seen as relevant and meaningful by students and teachers scaffold instruction to connect with the frames of reference, learning styles, prior experiences, motivational

styles, and cultural knowledge of the students. Instructional practices empower, engage, create personalized learning, and are constructivist for students. Lessons are designed to use student strengths to construct knowledge and teachers recognize that the students' cultures and experiences are a worthwhile resource from which to use examples, data, or information in the teaching process (Banks, 1999; Gay, 2000; Leistyna, 2002; Merryfield, 2002; Zeichner, Melnick, & Gomez, 1996).

Briefly, to review, several models of multicultural education have been defined in the research and contain elements specific to aspects in the school environment. One commonality to the different models is that they are all basically leveled in accordance with a continuum based on the approach to diversity - from an awareness level to a level of social justice and advocacy. Specific to this study is the delineation of instructional practices within the framework of multicultural education and is the model for identifying the multicultural instructional practices employed by the international teachers in the study.

Specific to effective teaching strategies, Marzano, Pickering, & Pollack (2001) have completed a meta-analysis of the instructional strategies that have a positive major impact on student achievement. Their work combines the results "from a number of studies to determine the average effect of a given technique" (p. 4). The categories that are identified and further explained are (a) identifying similarities and differences, (b) summarizing and note taking, (c) reinforcing effort and providing recognition, (d) homework and practice, (e) nonlinguistic representation, (f) cooperative learning, (g) setting objectives and providing feedback, (h) generating and testing hypotheses, and (i)

questions, cues, and advance organizers. These strategies “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (p. 7).

Summary

The purpose of this study was to compare perceptions about cross-cultural effectiveness of classroom teachers in international settings with classroom teachers in Iowa, and to examine instructional practices international teachers’ perceived to be effective in meeting the needs of a diverse student population within a multicultural education framework. Specific to that purpose, Chapter Two reviewed the foundational research studies and available literature regarding the (a) historical foundations of multicultural education and international teaching, (b) diverse student populations compared to the teacher populations, (c) the link between teacher characteristics and student achievement, (d) effects of domestic and international field experiences on preservice and classroom teachers, and (e) effective educational practices within a multicultural education framework.

The past two centuries in the American educational system reflects a long-stated goal of education in the United States that all children should benefit from a public education, regardless of family background. However, as stated previously in this study, that has not been the case in the past, nor is it currently the case. Schools and school systems continue, in varying degrees, to be systematically unequal and unfair and students who are different in social class, race, ethnicity, language, and gender from what is considered the mainstream majority, have not been given an equitable, nor an equal

education. At the same time, international teaching programs increased in number and dimension or remained stagnant depending on the political atmosphere of the country at the time. However, there continued to remain various aspects of international teaching connections throughout the history of the nation while the population grew more and more diverse in its complexity of race, ethnicity, religious faith, culture, language, and abilities.

Currently, in regards to the statistical picture of students and teachers in the nations' schools, student population trends show a significant and continuing increase in student enrollment reflecting a wide variety of diverse groups. At the same time, male teachers and teachers from non-majority groups are declining in numbers, indicating a continuing increase of teachers who are White, female, monolingual, and from the middle socio-economic level. This indicates a mismatch between the backgrounds of students and teachers and has profound effects on student achievement. As teachers see their world from their own demographic lens, they may unconsciously form different values and expectations about students who are different in backgrounds from their own. Teacher expectations are shaped not only by their own cultural upbringing and experiences, but also by previously identified perceived abilities of students based on student ethnicity and family income. This, in turn, influences how they teach, directly impacting how students learn. This impacts the expectations teacher may hold for students, how they respond to students in the classroom, and how they view the student's family. The lack of cultural sensitivity on the part of teachers builds barriers to positive student achievement.

One approach to building preservice and classroom teachers' cultural awareness and sensitivity that supports high expectations for student achievement is cross-cultural domestic and international teaching experiences. Cross-cultural field experiences, within the United States or in international locations, have positive impact in contributing to the understandings and expectations of students whose backgrounds differ from preservice and classroom teachers. This in turn, promotes enhanced classroom instruction and family connections to meet individual student needs and advance high academic achievement. However, the research is limited in regard to classroom teachers and their instructional practices specific to multicultural education, which frames the expected behaviors and strategies teachers need to be using in order to support high expectations for student achievement in diverse classrooms. Thus, this study examines the cross-cultural effectiveness of Iowa and international teachers and investigates the instructional practices of international teachers within the multicultural education research framework.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

The purpose of the study was to investigate differences in cross-cultural effectiveness between classroom teachers in international settings and classroom teachers in Iowa, and to examine, within a multicultural education framework, instructional practices international teachers perceive to be effective in meeting the needs of a diverse student population. The purpose of this chapter is to describe the design of the study, describe the measurement instruments, identify the population of interest, and delineate the specific procedures regarding data collection and analysis.

Design of the Study

Both quantitative and qualitative elements (Miles & Huberman, 1994) were used in this study as a way to provide a comparative framework for establishing the respondents' cross-cultural effectiveness for two sample groups of teachers, international teachers and teachers in northeast Iowa (Appendix A), and for providing deeper, rich description of teaching practices, within a multicultural education framework, specific to international teachers. The three data gathering methods included (a) a published inventory relating to cross-cultural adaptability, (b) narrative, open-ended survey questions specific to teaching practices, and (c) in-depth follow-up discussion questions that further investigated the strands that arose from the survey's narrative, open-ended questions.

In adding to the limited research that focuses on the perceived effects of international settings and diverse student populations on teaching practices, the study first established the foundation of the respondents' cross-cultural effectiveness through the published inventory and, secondly, through the survey open-ended questions and the follow-up discussion questions, the study emphasized discovery and exploration, rather than validation and confirmation, to investigate international teacher perspectives, within a multicultural education framework, regarding instructional practices. The study used thick description of teaching practices, which added substance to the results of the inventory, a main function of qualitative research (Kathwohl, 1993) and expanded the conceptual framework (Miles & Huberman, 1994) of the multicultural education research from within the reality of the international teachers.

Demographic Questions

The initial section of the survey was comprised of demographic questions (Appendix B). Results from this section were used to describe characteristics of the participants and were also used to provide a matched sample of Iowa teachers to the international teachers.

Inventory

The Cross-Cultural Adaptability Inventory (CCAI; Appendix C), the quantitative data source, provided numerical data that established cross-cultural effectiveness results for comparison analysis. Two groups of teachers completed the inventory; a sample of classroom teachers from international schools and a matched, sample of classroom

teachers from Iowa schools. The inventory was posted for a specific period of time on an internet site via an online survey tool for teachers to access and complete.

Narrative, Open-Ended Questions

The international classroom teachers completed narrative, open-ended questions (Appendix D), based on the research framework that identifies effective multicultural teaching practices. These questions were posted for a specific period of time on an Internet site via an online survey tool for teachers to access and complete. The narrative, open-ended questions were specific to gathering information regarding the international teachers' instructional practices. The responses were analyzed and then synthesized into themes for further probing through the discussion questions.

Discussion Questions

From the synthesized themes that arose out of the narrative, open-ended questions, further inquiry was completed through discussion questions (Appendix E) completed by the international classroom teachers. The discussion questions were posted via online email communication in a discussion type format. The researcher posed questions and the teachers initially responded to each of the four questions and were also be able to respond to the answers posted by the other international teachers. The questions were posted for a limited time frame. This method created asynchronous discussions in email and print format and provided further depth to identified themes regarding instructional practices from the narrative, open-ended questions. To provide robust research, the discussion questions combined exploration of the identified strands, while narrowing the focus to specific in-depth discovery (Kathwohl, 1993).

The narrative, open-ended survey questions and the follow-up discussion questions comprised the qualitative data sources for the study and provided the deeper, rich description of specific teaching practices, within the multicultural education framework, related to international settings and diverse student populations. This data source provided well-grounded, rich descriptions and explanations of which Miles and Huberman speak (1994) and that, in this study, supported the investigation of instructional practices of international teachers that are identifiable within multicultural education contexts.

Measurement Instruments and Materials

For the purposes of this study, the term survey was used to denote the (a) demographic questions, (b) the Cross-Cultural Adaptability Inventory (CCAI), and (c) the narrative, open-ended questions. These three components were all included within the online survey tool and divided as three sections with separate directions for each section. The discussion questions were not regarded as part of the survey, but were completed separately from the survey.

Demographic Data

The initial portion of the survey contained questions specific to demographic data. These questions elicited variable information from the teachers regarding gender, race, age, predominant grade level and content subject currently taught at the time of the survey, total years of teaching experience, total years of international teaching experience, level of education, cultural context of student teaching experience, cultural context of school attended when growing up, Iowa or international setting of current

teaching assignment, enrollment size of the school or school system, and cultural composition and racial composition of the current school population in which they were teaching.

Cross-Cultural Adaptability Inventory (CCAI)

The Cross-Cultural Adaptability Inventory, (CCAI; Kelley & Meyers, 1995), the second part of the survey, was a self-awareness instrument designed to provide information about the respondents' cross-cultural effectiveness and was completed as an online inventory by both the participants in Iowa and those in international locations. The inventory contained 50 items that assessed cross-cultural adaptability in four dimensions (subscales): emotional resilience (ER), flexibility/openness (FO), perceptual acuity (PAC), and personal autonomy (PA).

Emotional resilience refers to an individual's emotional capacity to deal effectively with the frustrations and stress of living in different, unfamiliar cultures and their reactions to that new culture. Flexibility/openness refers to an individual's attitudes toward a different culture in regards to their curiosity, natural respect, readiness to listen to other viewpoints, seeking to become acquainted with others in order to understand their point of view. Perceptual acuity refers to an individual's ability to empathize with those who are different from oneself, being receptive to others' ideas and behaviors, and not attributing negative elements based on perceived differences. This usually involves a shift in one's cultural worldview. Perceptual acuity also includes the ability to be competent in communication skills, comprehending both verbal and non-verbal contextual cues. Personal autonomy refers to the ability to preserve self-concept, or self-

identity, with a high sense of self-esteem while respecting a different culture and amid changing world perspectives within oneself. Basically, it means that one can be open to new cultural experiences while maintaining one's own identity without feeling threatened by the differences between the cultures (Kelley & Meyers, 1995).

The CCAI inventory was designed to be culture-general. "The culture-general approach assumes that individuals adapting to other cultures share common feelings, perceptions, and experiences. This occurs regardless of the cultural background of the person or characteristics of the target culture" (Kelley & Meyers, 1995, p. 2). The CCAI can be used in numerous ways for individual respondents or as a basis for understanding various research findings. In addition, it assists in helping individuals understand the factors and qualities foundational to cross-cultural effectiveness (Kelley & Meyers, 1995). For the purposes of this study, the CCAI was used to investigate the respondents' relative weaknesses and strengths in relation to the four dimensions of the inventory and in regard to respondents' overall cross-cultural adaptability. Results were compared between the two groups of teachers, international teachers from various worldwide locations and Iowa teachers from the Area Education Agency 267 area. The results from the CCAI were also used in establishing a perspective when analyzing the narrative, open-ended questions and discussion questions.

Each item response in the CCAI was based on a type of Likert scale that included six response options ranging from "Definitely True" to "Definitely Not True." Each option range was given an assigned value from 1 and 6, beginning with "Definitely True" being 6. Nine of the items were reversed scored. "I can function in situations where

things are not clear” (Kelley & Meyers, 1995, p. 57) and “I am not good at understanding people when they are different from me” (Kelley & Meyers, 1995, p. 59) are sample items from the CCAI and reflect the types of statements to which participants responded.

Items for each respondent were totaled to provide a raw score for each dimension and a total overall score. The total score provided the most reliable overall indicator of cross-cultural adaptability. An individual, or group, with a high total score has the most critical skills that are considered to be needed for effectively interacting with people from different cultures. Individuals who have a sense of self, display emotional equilibrium, have mental flexibility, are open to others’ differences, and have solid communication skills are more likely to do well in cross-cultural situations (Kelley & Meyers, 1995).

Statistically, in determining reliability and validity, the authors, Kelley & Meyers (1995), subjected the CCAI to a factor analysis. Revisions were made and norms and reliability were established on a group of 653 respondents. On each of the four dimensions, internal consistency (standardized alpha) was established. Using Cronbach’s Alpha, the emotional resilience dimension scale was .82, the flexibility/openness dimension scale was .80, the perceptual acuity dimension scale was .78, the personal autonomy dimension scale was .68, and the overall reliability total was .90. Correlations between the scales ranged from .27 to .59. The emotional resilience dimension contained eighteen items, the flexibility/openness dimension contained fifteen items, the perceptual acuity dimension contained ten items, and the personal autonomy dimension contained seven items. Additional statistical information from the authors indicated that the CCAI

was considered to have evidence of face, content, and construct validity (Kelley & Meyers, 1995).

Narrative, Open-Ended Questions

The third component of the online survey followed the CCAI and contained narrative, open-ended questions that were completed only by the international teachers. The questions were directed specifically toward instructional practices of the international teachers and were derived from the literature framework defining the teaching practices of multicultural teachers. The questions were stated to elicit explanatory, in-depth responses and analytic induction was used to find commonalities, differences, patterns, and themes in the data and provided the foundation for the in-depth discussion questions. For the purposes of this study, analytic induction was defined as a process that includes finding common elements in the data, describing and explaining the elements and linking the findings with research found in literature (Krathwohl, 1993; Miles & Huberman, 1994). The strands, or themes, that arose out of the narrative, open-ended questions served as the foundation for additional data collection in the form of in-depth discussion questions (Miles & Huberman, 1994).

Discussion Questions

From the findings in the survey's narrative, open-ended questions, and from the research framework identifying effective multicultural teaching practices, in-depth discussion questions were formulated and used in a semi-structured discussion format with the 20 international teachers via online, email messaging in a discussion type format. The discussion questions combined exploration of the identified strands from the

narrative, open-ended questions, while narrowing the focus to specific in-depth discovery (Krathwohl, 1993), which allowed the researcher to focus the discussion to the agenda of the study. The answers were also checked against current literature findings and matched to constructs (Krathwohl, 1993; Miles & Huberman, 1994).

Population of Interest

The subjects involved in this study were from two non-probability, purposive sample groups of teachers, chosen to match the relevant theory and research base in which this study was grounded (Krathwohl, 1993; Miles & Huberman, 1994). The teachers making up the first sample group were known to the researcher and included 20 teachers at various international locations who were currently teaching in an accredited, international school that utilized American curriculum and provided instruction in English. The group included elementary through high school level teachers, grades K-12, males and females, various years of teaching experience, wide range of age levels, and different content areas in general education, special education, and specialist areas. The second group of 20 teachers was a sample from schools located in Iowa within the Area Education Agency 267 district. The Iowa teachers were matched to the international sample of teachers in regards to gender (male, female), years of teaching experience (less than 5 years to more than 25 years), and level of teaching (elementary, middle, and high school levels).

Non-probability, purposive sampling was used, rather than random sampling, primarily for the purpose of specific exploration and discovery and to extend and densify understanding, find the limits of the generalities, and to ensure validity of the information

from the study (Krathwohl, 1993; Miles & Huberman, 1994). The international teachers in the study were selected “for their sensitivity, knowledge, and insights” (Krathwohl, 1993, p. 326) regarding their international experiences and “their willingness to talk about it” (Krathwohl, 1993, p. 326). In addition, due to the difficulty of identifying the larger population of international teachers from which to randomly sample, the twenty international teachers were known to the researcher and identified to participate in the study.

Data Collection and Analysis

The effects of international setting and diverse student populations on instructional practices as identified through cross-cultural adaptability and specific multicultural teaching practices was the significant focus of this study. Demographics of the two teacher sample populations were summarized. Descriptive analyses were completed regarding the CCAI overall results, as well as in regard to the four dimensions to investigate cross-cultural effectiveness between the two groups of teachers; means and standard deviations were computed. Inferential statistical analyses were conducted to investigate the differences between the international teachers and Iowa teachers. Qualitative data from the narrative, open-ended survey questions and discussion questions were analyzed for revealed patterns regarding multicultural teaching practices of the international teachers.

Data Collection

Step 1. Twenty individual teachers, known to this researcher and teaching in thirteen various international schools districts, were contacted for participation in the

study. Introductory, explanatory emails (Appendix F) were sent to each of the teachers requesting their participation. After participation was agreed to, via response to the email invitation, the Informed Consent was secured via email (Appendix G).

Step 2. Due to copyright limitations, a hard copy of the CCAI was mailed to each participating international teacher via United States postal services global express. The mailed packet contained the published CCAI, directions for accessing the online Internet survey tool to complete the survey items, and the time frame for completing the survey (Appendix H). Each international teacher was able to complete the demographic items, the CCAI, and the narrative, open-ended questions through the online Internet survey site that was accessed asynchronously by the participating international teachers at their convenience. The survey was available for approximately a four-week period of time. The deadline for completing the survey was extended due to delays with the delivery of the packet containing the directions and the CCAI to some international locations. Demographic data was included at the beginning of the survey, the CCAI was the second part, and the narrative, open-ended questions were the last segment of the survey. The narrative questions explored information specific to teaching practices and were derived from the research framework that identifies effective multicultural teaching practices.

Step 3. The last segment for the international teachers was participation in a discussion phase. The discussion questions were derived from the identified strands that arose out of the narrative, open-ended survey answers specific to effective instructional practices identified in the multicultural education research. Each of the four questions was posted individually at different times and not all at once. Participants were able to

respond in a limited discussion style when questions were posted. The discussions were asynchronous and utilized email messaging as a discussion tool and format. The period to answer and respond to in-depth discussion questions was approximately four weeks. Responses to the discussion items were analyzed for qualitative data patterns and linked to research.

Step 4. Upon completion of the online survey by the international teachers, a matched sample of 20 Iowa teachers from Area Education Agency 267 school districts was identified to complete the demographic questions and the CCAI portion of the survey. The Iowa teachers were matched to the international sample of teachers in regards to gender (male, female), years of teaching experience (less than 5 years to more than 25 years), and level of teaching (elementary, middle, and high school levels). Eighteen superintendents and two principals in the Iowa Area Education Agency 267 were contacted via a phone call eliciting their assistance in identifying teachers in their district who met the matched criteria and were willing to participate in the study (Appendix I). An email and a mailed packet that included information regarding the study and a chart for the superintendents to complete regarding identified teachers were sent after the phone call (Appendix J). In the larger metropolitan area, the principals of specific schools were contacted rather than the superintendent. Reminder phone calls were also made if needed. Once the superintendent, or principal, returned the information identifying teachers in their district willing to participate, an email was sent to the identified teachers further explaining the study and eliciting an email reply

indicating their agreement to participate (Appendix K). After participation was agreed to, the Informed Consent was secured via email (Appendix L).

Step 5. A hard copy of the CCAI was mailed to each participating Iowa teacher via priority mail. The mailed packet contained the CCAI and directions for accessing the online Internet survey tool to complete the survey items (Appendix M). Each Iowa teacher was requested to complete the demographic items and the CCAI through the online Internet survey site that was accessed asynchronously by the participating Iowa teachers at their convenience. The survey was available for approximately a four-week period of time. Phone contact was made when necessary to encourage teachers to complete the survey. The Iowa teachers were required to complete only the demographic and CCAI survey sections, and not the narrative, open-ended questions nor the discussion questions, which were specific only to the international teachers.

Because all data was collected through electronic means, all teachers, both in Iowa and in international locations, had access to the researcher via email throughout the time of data collection for the purpose of clarifying questions the respondents may have had, to assist with technology challenges, and to clarify concerns. No teachers contacted the researcher during the study.

Data Analysis

Demographics of the two teacher sample populations were reviewed and summarized. Descriptive statistical analyses were employed in regard to the study. Data results from the CCAI for the two sample populations of teachers were used to examine overall cross-cultural effectiveness as well as cross-culture effectiveness in regard to the

dimensions: emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy.

Inferential statistical analyses were conducted to investigate the differences between the international teachers and Iowa teachers. Independent sample t-test was used on each of the dimensions and the total score.

Using analytic induction, the qualitative data from the narrative, open-ended survey questions and the discussion questions were coded and sorted to find commonalities, differences, patterns, and themes leading to description and generalizations and compared to current literature findings regarding multicultural teaching practices (Krathwohl, 1993; Miles & Huberman, 1994). The strands found in the narrative, open-ended questions led to the four discussion questions for deeper analysis that contributed to and extended the multicultural education research framework (Miles & Huberman, 1994).

All forms of data were synthesized to identify teachers' cross-cultural effectiveness and to identify effective instructional practices of the international teachers. Triangulation was achieved through compilation and synthesis of the data from the CCAI (a normed inventory), the narrative, open-ended survey questions relating to teaching practices, the follow-up discussion questions, and review of supporting literature research (Krathwohl, 1993).

CHAPTER 4

RESULTS OF THE STUDY

Introduction

The purpose of the study was to investigate differences in cross-cultural effectiveness between classroom teachers in international settings and classroom teachers in Iowa, and to examine, within a multicultural education framework, instructional practices international teachers perceive to be effective in meeting the needs of a diverse student population. To achieve this purpose, twenty international teachers and twenty Iowa teachers completed the Cross-Cultural Adaptability Inventory, which provided statistical data regarding cross-cultural effectiveness of the two groups. As part of their survey, the international teachers completed narrative, open-ended questions regarding instructional practices, which were analyzed for strands that led to explicit discussion questions focusing on instructional practices. The international group of teachers also answered the discussion questions. The purpose of this chapter is to present the data results which include descriptions of the demographic characteristics of the participants, the statistical results of the inventory, the results of the narrative, open-ended questions and results of the discussion questions.

Demographic Characteristics of the Participants

The participants in this study ($N = 40$) were comprised of two specific sample groups of teachers. The first group of teachers ($n = 20$) were known to the researcher and were teaching at various international locations in accredited, international schools that utilized American curriculum and provided instruction in English (Table 3). Of this

group of teachers, 55% were from countries in Asia, 15% were from Central America, 10% were from Europe, 10% were from South America, 5% were from the Middle East, and 5% were from Africa.

Table 3

School Locations of International Teachers

Location	Region	n	%
Aviano, Italy	Europe	1	5
Baku, Azerbaijan	Asia	2	10
Beijing, China	Asia	1	5
Caracas, Venezuela	South America	2	10
Hong Kong, China	Asia	1	5
Johannesburg, South Africa	Africa	1	5
Monterrey, Mexico	Central America	3	15
Mumbai, India	Asia	1	5
New Delhi, India	Asia	4	20
Okinawa, Japan	Asia	1	5
Taipei, Taiwan	Asia	1	5
Wiesbaden, Germany	Europe	1	5
Yanbu, Saudi Arabia	Middle East	1	5

Note. N = 40; International group n = 20, Iowa group n = 20.

The second group of teachers ($n = 20$) were from schools located in Iowa within the Area Education Agency 267 district (Table 4). Of the 18 superintendents and two principals contacted and asked to participate in identifying teachers in their district willing to participate who matched the specific criteria of gender, level of teaching, and years of teaching, 17 responded in the affirmative. Eleven (65%) of the 18

Table 4

School Locations of Iowa Teachers

Location	n	%
Charles City, Iowa	1	5
Clarksville, Iowa	1	5
Dysart, Iowa	1	5
Denver, Iowa	1	5
Fairbank, Iowa	1	5
Iowa Falls, Iowa	3	15
Janesville, Iowa	1	5
LaPorte City, Iowa	1	5
Shell Rock, Iowa	1	5
Tripoli, Iowa	1	5
Waterloo, Iowa	5	25
Waverly, Iowa	3	15

Note. $N = 40$; International group $n = 20$, Iowa group $n = 20$.

superintendents and principals actually submitted information. Of the information submitted, 75 Iowa teachers were contacted and invited to participate and more than the needed number of 20 teachers initially responded who met the matched criteria. Those who responded first and met the criteria were accepted to participate in the study.

Of the international group of teachers and the Iowa teachers total ($N = 40$), 55% were male and 45% were female and all were of the same race, Caucasian.

For the most part, the ages of the teachers in the two groups were fairly similar (Table 5), however, the international teachers tended to be more in the upper ranges of age than the Iowa teachers and less in the 40 to 49 years range than the Iowa teachers. The majority of the international teachers (50%) were between the ages of 50 and 59 years of age, and the majority of the Iowa teachers were equally divided (40% each) in the age categories of 40 to 49 years and 50 to 59 years. The majority of both groups of teachers were more than 40 years of age (77.5%).

Table 5

Age in Years of Teacher Participants

Years	Iowa	International	n	%
29 years or less	2	1	3	7.5
30 – 39 years	2	4	6	15.0
40 – 49 years	8	3	11	27.5
50 – 59 years	8	10	18	45.0
60 years and more	0	2	2	5.0

Note. $N = 40$; International group $n = 20$, Iowa group $n = 20$.

In both groups of teachers, international and Iowa, the highest percent of teachers were teaching at the high school level, (45%; Table 6). This included grades nine through 12. The next highest percent (40%) were teaching at the elementary level. This included grades kindergarten through either 5th or 6th grade. The smallest percent of teachers (15%) were teaching at the middle school level. This included grades 5 or 6 through 8th grade.

Table 6

Levels of Teaching (Matched Variable)

Teaching Level	Iowa teachers	International teachers	n	%
Elementary	8	8	16	40.0
Middle School	3	3	6	15.0
High School	9	9	18	45.0

Note. N = 40; International group n = 20, Iowa group n = 20.

Content subject areas in which the teachers were instructing varied between the two groups (Table 7). The elementary (generalist) content subject area was similar between the two groups with 37.5% of the total number of teachers instructing in that subject area. There were more reading/English teachers and social studies teachers in the Iowa group. Math and the category of 'other' were similar between the two groups. There were no science teachers and no specialist teachers (music, art, physical education, industrial technology, etc.) in the Iowa group. The lack of science and specialist teachers participating in the study from the group of Iowa teachers is a limitation of the study. In

a larger sample of the teaching population, science and specialist teachers would be represented.

Table 7

Content Subject Areas of the Teachers

Content area	Iowa teachers	International teachers	n	%
Elementary	8	7	15	37.5
Math	1	2	3	7.5
Reading/English	4	1	5	12.5
Science	0	4	4	10.0
Social Studies	5	3	8	20.0
Specialist areas	0	2	2	5.0
Other	2	1	3	7.5

Note. N = 40; International group n = 20, Iowa group n = 20.

The total years of teaching experience (Table 8) was intended to be a matched criterion between the two groups of teachers, but when the data was reviewed the match was not an exact fit. However, the match was similar enough between the two groups to support the intent of the study. The majority of the teachers (55%) had more than 21 years teaching experience. Eighteen of the teachers (45%) had 15 years or less of teaching experience. There were no teachers in either group that had between 16 and 20 years teaching experience.

Table 8

Total Years of Teaching Experience (Matched Criteria)

Years	Iowa teachers	International teachers	n	%
Less than 5	2	2	4	10.0
6 – 10	1	2	3	7.5
11 – 15	5	6	11	27.5
16 – 20	0	0	0	0.0
21 – 25	3	2	5	12.5
More than 25	9	8	17	42.5

Note. N = 40; International group n = 20, Iowa group n = 20.

In regard to the number of years teaching in an international location (Table 9), all of the Iowa teachers had taught five years or less in an international school. This reflects what was expected with the design of the study. Of the international teachers, 15 of the 20 teachers (75%) had taught 15 years or less in an international setting. Five of the teachers (25%) had taught in an international location more than 15 years and only one had taught more than 25 years in an international location.

When looking at the level of education data in both groups, more of the international group of teachers had advanced degrees (Table 10). Five teachers (25%) in the Iowa group held master degrees and 15 teachers (75%) in the international group held masters degrees or above. Conversely, 15 of the Iowa teachers (75%) held bachelor degrees and five of the international teachers (25%) held bachelor degrees.

Table 9

Years Taught in an International Location

Years	Iowa teachers	International teachers	n	%
5 or less	20	4	24	60.0
6 – 10	0	6	6	15.0
11 – 15	0	5	5	12.5
16 – 20	0	2	2	5.0
21 – 25	0	2	2	5.0
More than 25	0	1	1	2.5

Note. N = 40; International group n = 20, Iowa group n = 20.

Table 10

Level of Education

Degree level	Iowa teachers	International teachers	n	%
BA	4	4	8	20.5
BA + 15	3	0	3	7.5
BA + 30	8	1	9	22.5
MA	1	5	6	15.0
MA + 15	1	1	2	5.0
MA + 30	3	8	11	27.5
EdD/PhD	0	1	1	2.5

Note. N = 40; International group n = 20, Iowa group n = 20.

In regard to their student teaching experiences, the international teachers had more experiences that were multicultural and international than the Iowa teachers (Table 11). Even with that observation, 26 of the 40 teachers in the study (65%) indicated their experience was in a single cultural setting in the United States and in that number there were far more Iowa teachers (18) than international teachers (eight) in this category. In those experiences, 25 of the 26 teachers indicated the predominant culture was Caucasian and one teacher indicated the predominant culture in the school was African-American.

Table 11

Cultural Environment of Student Teaching Experience

Type	Iowa teachers	International teachers	n	%
United States				
multicultural setting	2	7	9	22.5
single culture setting	18	8	26	65.0
International location	0	4	4	10.0
Other	0	1	1	2.5

Note. N = 40; International group n = 20, Iowa group n = 20.

There were more than twice as many international teachers (seven) than Iowa teachers (two) who reported their student teaching experience was in a multicultural setting in the United States. Of these teachers, the cultures reported as being present in the schools included Caucasian, African-American, Asian, Hispanic, Hawaiian, Filipino, and Japanese. Four international teachers indicated experiencing student teaching in an

international location with experiences in Denmark, United Kingdom, and Canada. One international teacher, in the 'other' category, indicated not having a student teaching experience at all.

The two groups of teachers, international and Iowa, were similarly dispersed in regards to the cultural environments of the schools they attended while growing up as children and students (Table 12). Eighty per cent of the two groups experienced schooling in single culture settings with Caucasian as being the reported culture. One teacher reported that African-American was the dominant race of the school attended while growing up. Of the 20% reporting growing up in a multicultural school setting, the cultures and races reported to be represented in that setting included Caucasian, African-American, Hispanic, Euro-American, and Native American. One international teacher reported growing up in international schools.

Table 12

Cultural Environment of School When Growing Up

Type	Iowa teachers	International teachers	n	%
Multicultural setting	5	3	8	20.0
Single culture setting	15	17	32	80.0

Note. N = 40; International group n = 20, Iowa group n = 20.

Student enrollment data (Table 13) indicates the participants in the study were teaching in schools that ranged from smaller schools, 100 – 300 students to larger schools, more than 1,000 students. Numbers of teachers reporting in each category were

similar between the two groups. The category with the largest number of teacher reporting (30%) was the category of more than 1,000 students. Approximately half of the teachers (47.5%) were teaching in schools between 100 and 500 students and 32.5% were teaching in schools between 700 students and more than 1,000.

Table 13

Student Enrollment of Current School

Number of students	Iowa teachers	International teachers	n	%
Less than 100	0	0	0	0.0
100 – 300	6	3	9	22.5
300 – 500	6	4	10	25.0
500 – 700	1	3	4	10.0
700 – 1,000	2	3	5	12.5
More than 1,000	5	7	12	30.0

Note. N = 40; International group n = 20, Iowa group n = 20.

Racial compositions at the participants' schools were distributed as would be expected. Students in the Iowa schools were far more likely to be Caucasian, or White, and less likely to be African-American, Hispanic, Asian, or Native American. Average percentages were Caucasian 91%, African-American 5%, Hispanic 5%, Asian 1%, and Native American 1%. The range percentages for each category was interesting to note in the Iowa schools. The percent of Caucasian students in the schools ranged from 74% to 100%. The African-American ranges were from 1% in some Iowa schools to 23% of the

student population in one school. The Hispanic student populations ranged from 1% in some schools to as much as 29% of the student population. With both the Asian and Native American student populations in Iowa, the ranges were from 1% to 3% in schools.

Students in the international schools were more likely to be from a variety of races. The international schools, as a whole, reflected similar average racial percentages for Caucasian (34%), Hispanic (31%), and Asian (39%), with each accounting for about one-third of the school populations. African-American students accounted for an average of 10% of student populations in the international schools and Native Americans accounted for about 3% of student populations. The ranges in the percents of the student racial groups in different schools were quite broad. For example, in some schools only 1% of the students were Caucasian while in others 98% of the students were Caucasian. This is a similar reality for the percents of Hispanic students in different schools – from 1% to 98% of the student population were Hispanic. Also, the same situation was reflected for Asian students – from 1% to 96% of students in different schools were Asian. The percent range of African-American students was from 1% to 28% in various schools. This wide range of variations of racial distributions in the various international schools can be attributed to the location of the schools and the culture reflected in the larger social community, which is mirrored in the cultural composition of the local schools. One would expect to find these varying ranges and percentages in international schools.

When teacher participants were asked to indicate the cultural composition of their respective schools a variety of answers were provided that for the most part represented

national cultures and/or racial groups; however, the results support the intent of the study. As expected, the Iowa teachers reported large percentages of American (or United States) culture, with ranges from 75% to 100% of students who were American in culture. Additional cultures that were included reflected small percentages of school populations. These were Bosnian, Mexican, Chinese, Asian, Korean, Filipino, Native American, and African. Three Iowa teachers indicated that foreign exchange students from Germany, Korea, and other countries were also attending their schools. Racial groups that were reported as culture groups included Hispanic and African American.

As would be expected, the cultural compositions of the international schools looked like an attendance list for an event at the United Nations. Nineteen of the international teachers indicated American students were attending their schools and the percentages of those students ranged from less than one percent to 100 percent. Seven teachers indicated Korean students attended the school, six indicated student from the United Kingdom attend their schools, four indicated students from India attended their schools, four indicated students from Canada attended their schools, three indicated European students attended their schools, and three indicated Mexican children attended their schools. Additional culture groups listed in the response included Venezuelan, Chinese, Australian, New Zealand, South African, Irish, British, Canadian, Scottish, Norwegian, Spanish, Colombian, Vietnamese, Trinidadian, French, German, Thai, Belgian, Samoan, Singaporean, Swiss, Bulgarian, Georgian, Ukrainian, Nigerian, Italian, Azeri, Pakistani, Sri Lankan, Filipino, Arabic, and Malaysian. On several responses,

teachers indicated they had students from “more than 50 different countries,” or “from 54 different countries,” etc. attending their school.

Statistical Analyses of the CCAI Results

To answer the quantitative research questions, descriptive and inferential statistical analyses were used to ascertain the differences in cross cultural effectiveness between the international teachers and the Iowa teachers as measured by the CCAI (Appendix N). The analyses related to the following research questions:

1. To what extent is there a difference in overall cross cultural effectiveness (Kelley & Meyers, 1995) between teachers in international schools and teachers in Iowa schools?
2. To what extent is there a difference in emotional resilience (Kelley & Meyers, 1995) in regard to cross cultural effectiveness between teachers in international schools and teachers in Iowa schools?
3. To what extent is there a difference in flexibility/openness (Kelley & Meyers, 1995) in regard to cross cultural effectiveness between teachers in international schools and teachers in Iowa schools?
4. To what extent is there a difference in perceptual acuity (Kelley & Meyers, 1995) in regard to cross cultural effectiveness between teachers in international schools and teachers in Iowa schools?
5. To what extent is there a difference in personal autonomy (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

The hypotheses related to the research questions were stated as follows:

1. The teachers in international schools will be more cross culturally effective overall (Kelley & Meyers, 1995) than the teachers in Iowa schools.
2. The teachers in international schools will be more cross culturally effective in regard to emotional resilience (Kelley & Meyers, 1995) than the teachers in Iowa schools.
3. The teachers in international schools will be more cross culturally effective in regard to flexibility and openness (Kelley & Meyers, 1995) than the teachers in Iowa schools.
4. The teachers in international schools will be more cross culturally effective in regard to perceptual acuity (Kelley & Meyers, 1995) than the teachers in Iowa schools.
5. The teachers in international schools will be more cross cultural effective in regard to personal autonomy (Kelley & Meyers, 1995) than the teachers in Iowa schools.

Means and standard deviations were determined for both sample groups (Table 14) and an independent samples t-test (Table 15) was executed to investigate cross-cultural effectiveness between the international teachers and the Iowa teachers. Results indicated that in the total score, the international group of teachers were more cross-culturally effective with a marginally significant difference of, $t(38) = 1.73, p = .09$. Vogt (1999) explains the term marginally significant as “research results that fail to exceed the critical value needed to be statistically significant but that come close enough” and that the researcher finds important to discuss in the study (p. 169). In this particular study marginally significant will be defined as $0.05 \leq p \leq 0.10$ and the overall difference

indicating the international teachers were more cross culturally effective than the Iowa teachers is important to mention. In the dimension of emotional resilience (ER), the difference between the international teachers and the Iowa teachers was statistically significant, $t(38) = 2.84, p = .01$. In the dimension of flexibility and openness (FO), the difference between the international teachers and the Iowa teachers was not statistically significant, $t(38) = .72, p = .48$. In the dimension of perceptual acuity (PAC), the difference between the international teachers and the Iowa teachers was not statistically

Table 14

CCAI - Descriptive Statistics

CCAI Scale	Group	<i>M</i>	<i>SD</i>	<i>SE Mean</i>
Total	International	240.40	15.21	3.40
	Iowa	231.80	16.18	3.62
ER	International	86.50	5.98	1.34
	Iowa	80.70	6.91	1.55
FO	International	71.35	5.91	1.32
	Iowa	70.05	5.55	1.24
PAC	International	47.75	3.42	.76
	Iowa	46.95	4.59	1.03
PA	International	34.80	2.80	.63
	Iowa	34.10	3.31	.74

Note. N = 40; International group n = 20, Iowa group n = 20.

significant, $t(38) = .63, p = .54$. In the dimension of personal autonomy (PA), the difference between the international teachers and the Iowa teachers was not statistically significant, $t(38) = .72, p = .48$.

Table 15

CCAI - Independent Samples t-Test Between International and Iowa Groups

CCAI Scale	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>M difference</i>
Total	1.73	38	.09	8.60
ER	2.84	38	.01	5.80
FO	.72	38	.48	1.30
PAC	.63	38	.54	.80
PA	.72	38	.48	.70

Note. N = 40; International group n = 20, Iowa group n = 20. Difference is international minus Iowa.

It was decided to use Cohen's conventions (1988, p. 25, 26) in determining effect size of the results. The difference between the international teachers and Iowa teachers on the emotional resilience (ER) dimension yielded a large effect size (.83) and the difference between the international teachers and Iowa teachers on the total CCAI scores yielded a medium effect size (.53). Differences between the international teachers and Iowa teachers in regards to the flexibility/openness (FO), perceptual acuity (PAC), and personal autonomy (PA) dimensions yielded small effect sizes.

Internal consistency reliability of the CCAI inventory responses was measured using Cronbach's alpha coefficient analysis. Reliability results reflected .79 on the emotional resilience dimension, .71 on the flexibility/openness dimension, .73 on the perceptual acuity dimension, and .57 on the personal autonomy dimension. Thus, on three of the four dimensions, ER, FO, and PAC, results reflect that the individual items measure the constructs as intended within the dimensions and within the overall inventory (Krathwohl, 1993, p. 207) and that the items are consistent and measure the same underlying characteristics in the dimensions (Huck and Cormier, 1996, p. 80). On the PA dimension, it would appear questionable that the items measure the same construct to a high degree of reliability.

Thus, the overall findings indicate that the international teachers appear to be more cross culturally effective than the Iowa teachers using the CCAI (Kelley & Meyers, 1995), but in regard to statistical significance, the findings support only the second Hypothesis. Hypothesis 1 is marginally supported and Hypotheses 3, 4, and 5 were not statistically supported.

Narrative, Open-Ended Question Results

To answer the qualitative research questions, the narrative, open-ended survey items were completed by the international teachers only and not by the Iowa teachers, reflecting the design of the research study. All twenty of the international teachers answered all eight of the narrative, open-ended questions that were the last part of the survey. Responses (Appendix O) were analyzed and coded to investigate for specific strands relating to instructional practices of the teachers (Table 16) and as defined in the

Table 16

Themes Revealed in the Narrative, Open-Ended Questions

	Narrative, Open-Ended Question	Themes From Responses	# of Teacher Responses
1	What types of activities, lessons, do you use to bridge, or connect, the students' cultures to classroom learning?	(a) specific curriculum units and activities (b) various content or subject matter connected to culture (c) holidays, ceremonies, and festivals (d) connection to the students' home and cultures	7 13 7 5
2	How do you personalize instructional delivery and your teaching to students' cultures, learning styles, and diversity in your classroom?	(a) types of instructional strategies (b) language strategies (c) connecting to the students' home cultures	15 7 10
3	How do you modify tests to provide fair assessments for diverse student populations in regard to race, ethnicity, language, and/or ability?	(a) ESL and special education students (b) student cultures (c) vocabulary (d) general modification strategies	8 4 4 12
4	How do the materials, used in your lessons/instruction reflect cultural non-bias? What process is used in your school to ensure the use of culturally non-biased materials?	(a) textbooks (b) how teachers augment materials (c) specific programs or approaches (d) the process used to ensure non-biased materials are used	9 6 3 5
5	How do you provide meaningful tasks for students that are responsive to race, culture, ethnicity, and language, in a culturally respectful classroom?	(a) tasks that reflected a global perspective and supported an overall classroom climate of respect, (b) tasks connected to the students' home cultures (c) tasks related to curriculum and instruction	7 4 11
6	In your class/school, how are academic expectations differentiated in regard to cultural identity or ability of the students?	(a) high expectations are not differentiated in regard to ethnicity (b) academic expectations are differentiated for students when necessitated by ability (special needs students) or language (ESL students)	16 14
7	What types of professional growth opportunities do you participate in that are pertinent to teaching a diverse student population?	(a) types of opportunities (b) types of topics	10 11
8	What activities are you engaged in within the local community?	(a) extracurricular school activities (b) volunteer work (c) social and cultural events	9 12 11

multicultural education research. These strands were then used to formulate the discussion questions that followed later. The analysis of the narrative, open-ended survey questions related to the following research questions in this study:

6. What instructional practices within the multicultural education framework do teachers in international schools use in their classrooms?

7. How does the cross-cultural effectiveness of teachers in international schools link to the instructional practices they use in their classrooms?

All twenty teachers in the international group answered all eight of the narrative, open-ended questions. Responses ranged from short phrases, such as, "I don't," or "Learning Spanish," to longer phrases, short sentences, multiple sentences, and informal paragraphs. The directions in the survey stipulated that the questions required only short answers and that they did not need to be excessively long. The responses received were what was expected for this section of the study.

Question 1

What types of activities, lessons, do you use to bridge, or connect, the students' cultures to classroom learning?

There were four general themes that arose out of the responses to question one. These were (a) specific curriculum units and activities, (b) various content or subject matter connected to culture, (c) holidays, ceremonies, and festivals, and (d) connection to the students' homes and cultures.

Responses from seven teachers articulated the theme of specific curriculum units and activities (participants 2, 6, 7, 12, 14, 18, and 19). Biographical units were listed,

such as a naming unit (participant 2) that focused on how cultures name children and the meanings of student names, and biographical student scrapbooks (participant 14). Cooperative learning and lessons specific to brain research were named as instructional strategies (participant 6). Also mentioned were specific curriculum units that studied different countries (participant 7), bringing guest speakers from different cultures into the classroom (participants 6 and 18), and completing journal exercises that involved students with current events from their own countries and other countries (participant 12).

Responses from 13 teachers articulated the theme of how content connected to culture in their classrooms (participants 1, 3, 5, 6, 7, 8, 10, 11, 13, 14, 16, 18, and 19). Art, science, social studies, math, reading, vocabulary, writing, the International Baccalaureate program and English as a Second Language (ESL) curriculum were specific subject or content areas listed. It was suggested that artwork often times reflects student ethnicities (participant 1). It was stated that the teachers emphasize the global, international, and universal nature of science with students (participant 8), that science involves multiple individuals from many countries who have contributed to the field (participant 3), and that science history comes from various countries and cultures (participant 19). Math algorithms come from various countries (participant 19), and reading, vocabulary, and writing (participants 5 and 14) were indicated as connecting text to students' cultures and promoting reflections in noting likenesses and differences. In the area of the social sciences, economics and world geography were specific course areas listed (participants 13 and 16). In the area of economics, participant 13 indicated he/she incorporated the local conditions that students may experience on the way to

school and the interactions students may have in the local markets into the classroom lesson. In world geography, the teacher engaged students in lessons that focused on discussions about the students' own countries and heritages and the teacher kept "the world map open to reference"(participant 16) at most times. Generally, in the social science area, comments included that teachers created their own curriculum, that students and teachers often times together learned about culture, customs, and holidays, that students sometimes assisted the teacher in learning about local customs and events, and that the teacher connected the theme of community to students' own experiences (participants 7, 10, and 11).

Seven teachers alluded to the theme of holidays, ceremonies, and festivals as a way to connect student cultures to the classroom (participants 7, 10, 11, 14, 16, 18, and 19). Specific holidays mentioned were Festival of Nations school celebration (participant 18) and "sharing of homelands on United Nations Day" (participant 19) This theme was prevalent on its own, as well as was occasionally interwoven within other themes.

Five teachers responded with answers that articulated the theme of connecting the classroom to students' home and parents (participants 2, 4, 5, 10, and 17). The teachers' practices included using parents as guest speakers to "help explain, give examples of culture, customs, and traditions" (participant 10), drawing upon the child's cultural background when comparing differences and similarities between cultures (participant 17), using open-ended assignments to encourage students to "incorporate aspects of their own culture," and framing questions within a "context of students' cultures and experiences" (participant 4). One teacher indicated that allowing students to share their

own cultural view and experiences helps other students understand a global perspective of events (participant 2). In addition, one teacher reported encouraging students to talk about their cultures and bring examples from home that add to the classroom activities, supporting elaboration of class discussion to ensure students understand the reasons behind certain actions within a culture and why certain values are honored in a culture (participant 10).

Question 2

How do you personalize instructional delivery and your teaching to students' cultures, learning styles, and diversity in your classroom?

There were three general themes that arose out of the responses to question two. These were (a) types of instructional strategies, (b) language strategies, and (c) connecting to the students' home cultures.

Fifteen teachers articulated answers that created the theme types of instructional strategies (participants 1, 2, 5, 6, 7, 8, 9, 10, 12, 14, 16, 18, 19, and 20). Teachers indicated they work one-on-one with students (participants 5 and 7), arrange for teaching assistants to work with individual and/or small groups of students (participant 19), and/or schedule after school tutoring for students (participant 19). One-on-one conferencing was also reported (participant 13). Recognizing, being aware of, and attending to student learning styles were indicated often by the teachers as ways to personalize education in the classroom (participants 2, 8, 9, 10, 16, 17, and 20). Several teachers mentioned they use differentiated instruction in regard to learning styles, cultural backgrounds, and ability levels (participants 9, 10, 18, and 19). Learning modes was

addressed and teachers indicated they provide instruction, activities, and lessons that utilize visual, auditory, and kinesthetic modes (participants 1 and 14). Teachers also indicated they use cooperative learning (participant 7), verbal discourse (participant 7), and/or random pairing (participant 20), and that flexibility and variety of lessons are “key elements to meet individual needs” (participant 14). Adapting, modifying, reducing, and altering assignments were cited as being used to personalize instructional delivery (participants 2 and 19). Also referenced was prefacing lessons with objectives as a way to support the relevance of the lesson and relating new learning to previous knowledge (participant 6). One teacher stated that if he/she connects new learning to previous learning, the students “are more likely to be motivated in learning the newly presented materials” (participant 6).

A second theme revealed in this question was that of personalizing learning for students in an English as a Second Language (ESL) program. Seven teachers addressed this area (participants 1, 3, 10, 11, 14, 19, and 20). Extra time, peer assistance, and monitoring progress were cited as examples (participant 1). Collaboration between general education and ESL teachers was cited and included providing assistance, sharing lessons, and reducing or altering assignments in general education courses (participants 3 and 19). Specific strategies for ESL students included providing “a variety of opportunities to use written and spoken language throughout the school day” (participant 11), providing ESL students questions they can answer verbally (participant 20), allowing them to present their thinking verbally (participant 19), accommodating ESL students through cooperative learning groups (participant 19), and/or using dictionaries for

translating activities (participant 14). Lastly, one teacher indicated, “Language differences in particular demand a lot of practical discovery activities, visibly posted vocabulary, graphic aids and organizers, repetition of key ideas, restatement in simple language and questioning” (participant 10).

The third theme that arose in question two focused on home cultures and the connection to personalized instruction. Half of the twenty international teachers made statements that expressed this theme (participants 2, 4, 5, 10,11, 12, 14, 15, 16, and 18). Many of the statements revealed teacher efforts to learn about, or become personally aware of, students’ cultures. Teachers stated they want to “understand the values of students and parents” (participant 16), try to “be sensitive to parents’ views as well, although they may also be reluctant to express them” (participant 10), try to understand social behaviors (participant 10), “try to be conscious of my students’ backgrounds, nationalities, and cultures” to individualize teaching (participant 4), or try to bring in cultural contributions through family histories (participant 2). One teacher noted, “I try to be aware of any ‘teachable moment’ related to the students’ cultures where I can personalize the instructional delivery” (participant 5). Teachers also revealed that they try to connect curriculum lessons to students’ home cultures as a way to personalize instruction (participants 4 and 5). Through their comments, it appeared that teachers sought out connections between cultures and lessons, encouraged students to discuss and share their home cultures and cultural perspectives, connected the home cultures and perspectives to lessons, and highlighted the cultures represented in the classroom. It was interesting to note that one teacher indicated that students’ cultures didn’t impact the

classroom, but learning styles were addressed in the activities and lessons. This teacher reported “we are more alike than different” (participant 17).

Question 3

How do you modify tests to provide fair assessments for diverse student populations in regard to race, ethnicity, language, and/or ability?

The answers expressed by the international teachers in regard to this question revealed 4 general themes. The themes focused on modifications in regard to (a) ESL and special education students, (b) student cultures, (c) vocabulary, and (d) general modification strategies.

In working with ESL and special education students, nine teachers indicated using various measures when modifying tests and providing fair assessments (participants 1, 2, 3, 8, 9, 10, 11, 19, and 20). Teachers indicated they differentiated according to ability (participants 2, 4, 8, and 9), were sensitive to language in the tests (participants 1, 3, 8, 9, 10, 11, 19, and 20), allowed students to receive assistance in a resource room or ESL classroom when taking a test (participants 1, 3, and 10), allowed students to use dictionaries (participant 10), worked with the special needs and ESL teachers to “develop fair, reasonable assessments” (participant 10) or modified items for language needs (participant 19). One teacher indicated that specific modifications for language included “rewriting exams published by textbook companies, reading instructions, discussing answers before giving written questions – to set students up for success” and providing fewer modifications as language skills improve (participant 11). One teacher does “not

assign grades to any descriptor on the report card which relies on first language competence” (participant 19).

When modifying tests in regard to culture, four teachers made comments (participants 9, 13, 16, and 18). Teachers indicated they were sensitive to culture and modified tests accordingly (participant 9), that they ensured tests were culture free (participant 9), and/or that they proofread tests for cultural bias and would change them if needed (participant 18). In addition, one teacher indicated that students were encouraged to use examples from their own culture to help answer test items (participant 13).

Four teachers revealed ideas about modifying tests in regard to vocabulary, which is also linked to culture and language (participants 3, 4, 6, and 14). Teachers provided further assistance with vocabulary words when students took tests (participant 3), tried not to use vocabulary on assessments that “might be specific to a particular region or country and that not all students would understand” (participant 4), allowed students to use dictionaries when taking tests (participant 6), ensured that tests were provided using vocabulary students understood to enable testing of concepts rather than vocabulary (participant 14), and ensured that tests used “the common terms that students have been exposed to” (participant 14).

Generally, when modifying tests to provide fair assessment, teachers indicated they used a variety of general strategies. Twelve teachers had comments that articulated this theme (participant 2, 4, 5, 7, 10, 11, 12, 13, 15, 16, 18, and 19). Teachers reported they used alternative assessments (participant 5), a variety of assessments (participants 5 and 16), tests that contained multiple formats with different types of tasks, or

performance or project based assessments that allowed students to demonstrate learning and that utilized rubrics for grading (participants 15 and 18). Extra time was provided if needed to complete the test (participants 7, 12, and 13), sometimes questions were illustrated (participant 15), verbal answers were allowed (participant 10), group problem solving was used for assessments, (participant 19), and tests are allowed to be taken home for completion (participant 12). Other teachers reported that they adapted the level of text and types of questions to fit the students' abilities (participant 5), they used positive reinforcement (participant 7), provided background information or cultural explanations (participant 5), and sometimes read the directions and items of a test aloud for students (participants 5, 10, and 11). One teacher stated, "I generally give students a copy of the test beforehand. That way they can ask questions about it before actually taking it. If necessary, I modify the test based on their questions and ability to understand it" (participant 4).

Several responses to this question highlighted that in some instances teachers did not modify tests. One teacher reported providing no modifications at all (participant 17). Another teacher didn't modify, but made "a point of asking ESL or new kids what questions they have, or things they don't understand" and tries "to work with weak kids before the test" (participant 20). A third reported not having any special needs students in class and that students in the class were homogenous, thus modifying was not needed in this teacher's perspective (participant 7). Another teacher modified for ability and language, but not for race or ethnicity (participant 8).

Question 4

How do the materials used in your lessons/instruction reflect cultural non-bias?

What process is used in your school to ensure the use of culturally non-biased materials?

Four themes were revealed in the teacher responses to these two questions. The themes were about cultural bias in materials in regard to (a) textbooks, (b) how teachers augment materials, (c) specific programs or approaches, and (d) the process used to ensure non-biased materials are used.

Nine teachers made comments regarding the textbooks used in the schools and their classrooms (participants 2, 3, 7, 9, 10, 11, 15, 17, and 20). Most comments reflected concern about textbook bias. Even though, as one teacher noted, “our textbooks have become more globally written, to reflect stories, contributions, and pictures of all ethnic/racial groups” (participant 2), other teachers indicated a belief that most textbooks used in the international schools were based on American curriculum and therefore reflected an American bias (participants 3, 7, 10, 11, and 20). Then again, one teacher reported, “Due to the British background of the school, there is a bias towards British-based materials. With a growing population of non-British teachers, resources are being ordered that are more culturally balanced” (participant 15). Whatever the bias reflected in the textbooks, most teachers were aware of the possibility of bias and took steps in their classrooms to reduce the bias, wherever it came from. As stated, teachers appeared to be “sensitive to and aware of examples, words, geographic allusions, etc. that may cause confusion” (participant 3). Those were discussed in class to highlight differences and similarities and to bring clarity to student understanding.

One teacher indicated that the American textbooks included concepts that were not always relevant for students living and attending school outside the United States (participant 11). For example, as this researcher has experienced, in the area of measurement, American textbooks were based more in American units of measure, while the students in international schools lived in, and were from, countries that operate with the metric system.

Two teachers reported no bias in materials (participants 1 and 13): one perspective was stated that art is discussed from multiple perspectives and in relation to elements and principals of art and another perspective indicated that bias in the content area of economics comes not from the text, but “in the interpretation by students and teachers” (participant 13). A teacher in a Department of Defense Dependents’ School (DoDDS) indicated, “textbooks chosen and used by DoDDS will always reflect cultural diversity. No one culture or race or whatever is depicted as superior nor inferior to others” (participant 17). On the other hand, a different teacher stated, “Instructional material is the least culturally sensitive area of the classroom and we remind ourselves who wrote the textbook and who it is for and then adapt it to our particular circumstances” (participant 16). Thus, the opinions regarding textbook materials were different from one another, but the teachers appeared to understand the issue of bias and dealt with it in their classrooms by screening, clarifying, adjusting, and modifying concepts presented in the materials. One teacher summed up the difficulty with textbooks in international schools quite nicely by expressing, “It is impossible to find

perfect materials, especially as an international setting (Third culture) is so different from a U.S.-based classroom in cultural and national make-up” (participant 10).

The augmentation of materials, the second theme of this question, was articulated through teacher comments that they added additional books, materials, problems and information to help address the American bias, provide richer cultural depth to lessons, and ensure a balanced cultural approach in the classroom. Six teachers reported that they added problems to counteract American bias in materials (participant 9), adapted or created their own materials “using either the host country, or the students’ own backgrounds as a basis” (participant 10), brought materials with them to the teaching position to provide more cross-cultural experiences with literature (participant 7), ordered additional resources to promote a cultural balance (participant 15), or connected the materials to relevant local situations or events (participant 20). One teacher commented that “it is up to the individual teacher to adjust his/her teaching style and methods” to ensure materials are not culturally biased (participant 12).

The third theme expressed through teacher responses to this question focused on culturally non-biased materials and specific programs or approaches. The International Baccalaureate (IB) and Middle Year Program (MYP) were programs that “aim to promote intercultural understanding and tolerance of cultural differences” (participant 5) and that much effort has been put into the programs to eliminate cultural bias from the materials used in the program (participants 4 and 5). One teacher reported using a literature-based approach and brought in culturally rich literature materials that “expose

children to a wide variety of cultures and lifestyles in an informative and entertaining way” (participant 7).

In regard to the fourth theme of question four, the process that ensures non-biased materials are used, five teachers (participants 2, 3, 14, 17, and 19) indicated a process did exist to ensure the selection of non-biased materials and four teachers (participants 6, 7, 12, and 18) indicated there was no procedure used in their schools to ensure the use of non-biased materials. In three cases, committees or teams, were organized to review and select appropriate materials that were culturally non-biased, ensured the text supported a global view, and/or reflected cultural diversity. One teacher indicated that materials were “evaluated and selected by vertical curriculum teams and are in keeping with the mission of our school to provide education for international students who will meet the needs of a global society” (participant 19).

Question 5

How do you provide meaningful tasks for students that are responsive to race, culture, ethnicity, and language, in a culturally respectful classroom?

In regard to providing a culturally respectful classroom through meaningful tasks that are responsive to various aspects of diversity, there were three themes that rose out of the teachers’ responses. They were (a) tasks that reflected a global perspective and supported an overall classroom climate of respect, (b) tasks connected to the students’ home cultures, and (c) tasks related to curriculum and instruction.

There were seven teacher responses that articulated the first theme in this question: tasks that reflected a global perspective and supported an overall classroom

climate of respect (participants 2, 3, 10, 14, 16, 19, and 20). The idea of a global perspective in the classroom permeated many of the teacher's comments and is foundational in creating a classroom that is respectful of multiple facets of diversity. Reflected in the teachers' comments was the creation of a risk free classroom in which "students feel free to express their differences" (participant 16), that cultures and religions were respected through the daily classroom routines (participant 19), students welcomed new students to the classroom (participant 3), and there was a climate built upon trust between the teacher and students to enable both to learn from each other and help each other navigate unfamiliar cultures (participants 10 and 16). Other comments indicated that it was important for students to see themselves as part of the global whole (participant 2), that multiple groups are contributors to the global society (participant 2), and that "tasks are centered around concepts that are universal...on the things we all have in common" (participant 14). In a risk-free climate, teachers reported that diversity was celebrated as good fortune (participant 3), and that tasks promoted various cultural connections; i.e. "population density of India vs. Botswana" (participant 20).

The theme of connecting to home cultures was also articulated in this question. Teachers reported that meaningful tasks encouraged students to "use aspects of their own backgrounds in their work" (participant 4), encouraged students to be proud of their culture and heritage (participant 17), and connected real world experiences to students' backgrounds (participant 16). Another example of meaningful tasks that created a respectful classroom involved allowing students to use research sources in their native

language and to use examples in their assignments that connected to students' native countries and cultures (participant 13).

Curriculum and instruction was the last theme revealed in this question. Eleven of the twenty teachers had one or more responses that connected meaningful tasks in a respectful classroom to the curriculum and instruction in the classroom (participants 2, 5, 6, 8, 9, 10, 11, 12, 15, 16, and 18). Instructional practices teachers reported related to this theme were role-playing, journal discussions, cooperative learning, projects, sharing, cultural events, and current events that were relevant to students' lives. One teacher remarked that a "broad range of texts and activities that are responsive to race, culture, ethnicity, and language" (participant 5) support meaningful tasks in a respective classroom and another teacher indicated that giving teachers flexibility in adapting and modifying resources and supplemental materials supported meaningful tasks (participant 5). Specific to curriculum subjects, science-based investigations (participants 8 and 15), the history of math from different parts of the world (participant 9), and the IB and MYP programs were listed as providing support for teachers to create meaningful tasks (participant 5).

Question 6

In your class/school, how are academic expectations differentiated in regard to cultural identity or ability of the students?

The overall response to this question by all teachers indicated that high expectations were not differentiated in regard to ethnicity; however, academic expectations were differentiated for students when necessitated by ability (special needs

students) or language (ESL students). There was a great deal of emphasis by the teachers, parents, and school personnel in general that high expectations were the norm, and that they were met through a variety of methods including individual progress, traditional grading system, the IB and MYP programs, and/or an emphasis on development of skills needed to compete in today's global and ever changing world. When differentiation occurred teachers reported it as extra time, preferential seating, reduced content, adjusted grading, modified curriculum, and focus on skills rather than grades for special needs and/or ESL students. Assignments and evaluation of assessments were also differentiated as needed.

Question 7

What types of professional growth opportunities do you participate in that are pertinent to teaching a diverse student population?

Teacher responses revealed two general themes when answering this question. They articulated various types of opportunities and various topics involved in professional development opportunities pertaining to teaching a diverse student population. Teachers listed conferences, workshops, seminars, and university courses and degree programs as types of opportunities available to them in international locations. Multiple topics focused on specific subject matter specific to diversity: adapting lessons for global classrooms, methods and courses specific to diverse students and classrooms, connecting lessons to students' cultural backgrounds, courses to learn the local language, and training in working with ESL students. General topics included learning styles, gender issues, and general teaching techniques.

Other opportunities for professional growth were identified as discussions of issues with colleagues and educational journals and books. One teacher indicated that the school had offered “very little cultural sensitivity training” (participant 6) and four other teachers indicated there were no opportunities available to them for professional growth (participants 7, 12, 17, and 20). One teacher suggested that communication with students and parents provided the best opportunity for professional growth and stated, “there is not one workshop or conference that provides better professional growth than your own students” (participant 18).

Question 8

What activities are you engaged in within the local community?

Three themes emerged from the teacher responses regarding the activities they are engaged in within the local community. These are (a) extracurricular school activities, (b) volunteer work, and (c) social and cultural events. Eight teachers indicated they were involved in school activities through membership on faculty committees, coaching school sports, and advising various types of student clubs (participants 2, 3, 8, 11, 15, 16, 17, and 20). These types of involvement included membership on school improvement and advisory committees, sponsorship of new families and teachers, serving as department chair, organizing school functions and productions, and advising student clubs, such as drama activities, science clubs, National Honor Society, etc.

Twelve teachers, more than half of the international teachers, reported participation in volunteer work in the local community (participants 2, 5, 6, 7, 8, 10, 12, 14, 15, 18, 19, and 20). This covered involvement in outreach/service projects, fund

raising events, and general volunteer work. They volunteered at the local USO, military post office, and as a scout leader. They walked and ran in various events to raise money for cancer research, environmental awareness, and AIDS research. They supported outreach programs for the local underprivileged populations, completed service learning projects with students, supported refugees, and sponsored children in schools with economically disadvantaged students.

More than half the international teachers, eleven of the twenty, reported participation in social and cultural activities in the local community (participants 1, 4, 5, 6, 7, 8, 9, 11, 17, 18, and 20). This ranged from taking pottery courses with a local artist, to traveling, to attending or visiting cultural exhibits, art galleries, museums, concerts, theater, dance, and orchestral events. Other activities in the community included dining in local establishments, attending church, participating in sports with expatriates, socializing with friends from the local community, attending local weddings and other celebrations, and shopping on the local economy. These activities contributed positively to teachers' learning about the local culture and provided avenues for teachers to engage in social justice actions.

Discussion Question Results

To further answer the qualitative questions of the study and probe deeper into the instructional practices of the international teachers, themes from the narrative, open-ended questions were used to create four in-depth discussion questions. Responses to the four discussion questions (Appendix P) were coded and analyzed for meaningful insights that further defined the instructional practices of the international teachers from within

the multicultural education research framework and linked to the cross-cultural effectiveness of the international teachers. The analysis of the discussion questions related to the following research questions of this study:

6. What instructional practices within the multicultural education framework do teachers in international schools use in their classrooms?

7. How does the cross-cultural effectiveness of teachers in international schools link to the instructional practices they use in their classrooms?

The discussion questions were presented to the international teachers through email in an asynchronous electronic discussion format. Participants were asked to answer each of the four questions and were also encouraged to respond to the answers provided by other participants. The questions were posted individually every three to four days and were left posted for approximately four weeks. Instructions indicated that participants were to use the 'reply all' command in the email format, which allowed the teachers to read and respond to the answers of the other participants.

Discussion question one was based on responses from narrative, open-ended question eight and probed deeper into the activities teachers were involved in outside the classroom in the school and local community and the teacher perceptions as to why these activities are important to being an effective teacher. Discussion question two was based on the responses from narrative, open-ended questions two, three, and five and more deeply explored teacher perceptions on how specific instructional strategies support learning in a diverse classroom. Discussion question three was derived from a blend of responses from narrative, open-ended questions one, two, three, five, and eight and

investigated deeper teacher beliefs in the importance of the connections between the classroom and students' home cultures in supporting the learning process. Discussion question four was based on multiple statements expressed in various ways across the narrative, open-ended questions that highlighted the sense of personal beliefs, passions, and commitment the teachers expressed regarding educating students from various cultures in international schools. Discussion question four probed the personal values the teachers brought to the international classroom and the beliefs in how those personal values affected student learning.

Not all of the answers to the narrative, open-ended questions provided a basis for further exploration. For the most part, the answers to narrative, open-ended questions four (materials used in the classroom), six (differentiating academic expectations), and seven (professional growth opportunities) were fairly straightforward answers and did not appear to lead to further exploration in this study. It is suggested, however, that in future research these topics might be explored through a revision of the narrative, open-ended questions four, six, and eight so as to elicit more in-depth answers for further investigation.

In regard to the four discussion questions, eight participants ($n = 20$) answered all four (100%) of the discussions questions. One participant answered three of the four questions (75%), six participants answered two of the four questions (50%), three participants answered one of the four questions (25%), and two participants did not answer any of the four discussion questions. Sixteen of the 20 participants (80%) provided an answer for discussion question one, twelve participants (60%) provided an

answer for question two, and eleven participants (55%) responded to discussion question three and to discussion question four.

Table 17 provides a listing of the four discussion questions with the themes that arose out of the responses related to each question and the number of teachers whose answers fell within that theme.

Question 1

Within the multicultural educational models in research literature, one of the characteristics of effective teachers is their ability to negotiate other cultures. In addition, the CCAI inventory that you completed gauges a participant's ability to empathize with those who are different from oneself. Involvement with, and understanding of, students' home backgrounds is part of this process, which implies understanding and negotiating community/local cultures. In the survey/narrative question responses, nearly all the participants indicated they are involved with 1) sponsorship of school activities (clubs, sports, drama, PTA, committees, etc.), 2) volunteer work in the local community (fundraising, service work, outreach work, etc.) and/or 3) cultural activities (art, music, travel, local events, etc.). Why are these types of involvement important to you as an international teacher? How does it contribute to your effectiveness as a teacher in a diverse classroom?

There were four interwoven themes that arose out of the respondents' answers regarding why school activities, volunteer work, and cultural activities were important to them and how they contributed to their teaching effectiveness. The teachers described (a) how their involvements impacted their learning of cultures, (b) how it helped them

Table 17

Themes Revealed in the Discussion Questions

	Discussion Question	Themes From Responses	# of Teacher Responses
1	[Multicultural education and CCAI]...Involvement with, and understanding of, students' home backgrounds is part of this process, which implies understanding and negotiating community/local cultures. In the survey/narrative question responses, nearly all participants indicated they are involved with [school activities, volunteer work, and cultural activities]. Why are these types of involvement important to you as an international teacher? How does it contribute to your effectiveness as a teacher in a diverse classroom?	(a) how their involvements impacted their learning of cultures (b) how it helped them connect to students and families (c) how it helped their students and themselves connect to the real world (d) how the involvement contributed to the development of their own personal characteristics and attributes	12 8 7 6
2	[Survey/narrative question responses and effective teaching strategies from research]...In your classroom, which of these [instructional strategies] do you find to be the most powerful effective teaching strategy that supports cross-cultural experiential, authentic, and interactive learning? Why?	(a) cooperative learning (b) identifying similarities and differences (c) additional instructional strategies	9 5 8
3	In the research within the multicultural education framework, effective teachers are seen as those who seek to teach the students the culture of the school while maintaining the students' sense of their own cultural identity and pride. In the survey/narrative question your responses indicated a variety of ways of using students' home cultures in the instruction of the classroom. Explain your beliefs in how important this practice is in helping students construct knowledge and learn.	(a) values students' cultures and expands student thinking about other cultures (b) helps teachers better understand students and supports positive interactions between teacher and student (c) a way to connect new learning to known cultural concepts and to a sense of community	6 3 4
4	Research indicates that one of the most powerful factors in student achievement is what the teacher believes about students and what the teacher expects of students. In addition, the teacher's perspective is shaped by their own upbringing, their life experiences, their beliefs and values, and their sense of efficacy (the belief they can change a situation). What personal values do you hold regarding teaching in an international and diverse setting? What do you believe about how you affect student learning?	(a) personal attributes (b) beliefs and values in regard to students (c) beliefs and values in regard to students' families, home cultures, and local culture (d) beliefs and values in regard to the classroom and teaching	8 6 3 5

connect to students and families, (c) how it helped their students and themselves connect to the real world and (d) how the involvement contributed to the development of their own personal characteristics and attributes.

The teachers indicated that being involved in school activities and the local culture actually helped them learn more about the culture. By actively participating in school functions, teachers new to the local culture were able to socialize with those who knew the culture and could learn from the interaction (participant 6). In addition, the school was a familiar environment for the teacher and school functions outside the school day mixed the familiar (school environment) with the new (local culture) and this mix contributed to the teacher's learning (participant 6) in a non-threatening way.

It was reported that involvement in the local culture contributed greatly to the teacher's learning by aiding the teacher to expand existing cultural knowledge (participants 4, 6, 7, and 20), build new constructs (participants 7 and 9), and assist the teacher to learn to be sensitive to the local culture and learn the nuances of the culture so as to not offend either socially or politically by inappropriate behavior (participants 7 and 9). Thus, involvement in activities helped teachers build assets to negotiate various cultures and cultural contexts.

Multiple comments by participants highlighted how the teachers brought their learning into the classroom. Teachers indicated they shared their traveling experiences with students (participants 1 and 7), they participated in school-sponsored field trips with students (participants 1 and 18), and they encouraged families to participate in cultural experiences (participant 17). One teacher revealed that students taught her/him a great

deal about the culture when they were involved in school and local activities together (participant 7). Others indicated that they brought their learning into the classroom to share with students (participant 4) to “help students grow, develop, learn about themselves and others” (participant 5) and another teacher indicated that school organized cultural events helped students learn, understand, and appreciate cultures other than their own (participant 3). In addition, participant 10 stated that a “teacher who has spent time out in the community can help explain unfamiliar customs and habits in a way that makes them seem less strange” to students in the classroom who are from cultures different than the local culture.

It was evident that teachers believed involvement in activities was deeply rewarding and added a great deal of richness to their own lives and to their teaching (participants 10 and 14). As participant six stated, “You cannot learn this from a book.” They continued to relate that even though experiences with the culture can sometimes be frustrating, the “positive and delightful experiences that take place every day” led to deeper learning and understanding of the culture (participant 10). This teacher continued with that he/she was “constantly learning that tolerance, openness, and knowledge go a long way to creating trust and understanding.” Through involvement in school activities, volunteer work, and cultural activities, teachers accepted, tolerated and adjusted to differences while examining their own beliefs and behaviors. Ultimately, through their school and cultural experiences and activities, these teachers changed their personal constructs and acquired new constructs that influenced instructional practices (Connelly

& Clandinin, 1988; Goodson, 1990; Jarchow, McKay, Powell, & Quinn, 1996; Kelly, 1963).

The second theme that emerged out of question one focused on the teacher-student and teacher-family relationship building that occurs when teachers were involved in school, volunteer, and local cultural activities. School-sponsored activities allowed teachers to spend time with students outside the school day developing relationships with students that were not necessarily academic based. Interacting with students in activities beyond the school day and interacting with the local culture helped teachers know their students and understand students' home cultures which in turn enabled teachers to make connections with students, more effectively relate to students in the classroom, and build better class rapport (participants 11, 18, and 20). Teacher involvement in various activities helped create a sense of community for students who were living in a foreign culture and encourages student participation in the local culture, which may have been very different than the students' home cultures (participant 2). Activity involvement by students, and with teachers, helped students accept new ideas, adjust to new cultures, and grow "in diversity, global knowledge, and becoming world citizens" (participant 2). As one teacher succinctly stated it, involvement in activities "helps to connect me to my students and it helps to connect us all to the global family" (participant 15).

Teachers also reported that involvement in activities provided an avenue for interacting with parents in a venue outside the daily classroom. This encouraged invitation to new opportunities and experiences with parents (participant 6), enhanced communication with parents (participant 18), and created bonds with parents that were

less stressful than can sometimes occur within the classroom (participant 18). Through the bonds that were created, teachers related that they invited and encouraged parents to work in the classroom as volunteers or as guest speakers to share their cultures and geographic backgrounds with students (participant 17). Again, this created enhanced communication and encouraged parents to become involved with their child's education.

The third theme that emerged out of the answers to discussion question one focused on how active involvement helped teachers and students connect to the real world through volunteer work and defined and supported underlying characteristics of the teachers' personalities within this connection. Multiple teachers (participants 4, 5, 8, 11, and 15) indicated that the involvement in volunteer work and community service was a commitment of theirs no matter the location – stateside or international, and that the participation was similar between the locations. The major distinction noted by participant eight was the difference in diversity, in depth of experience, and in the variety of locales in regard to the volunteer work. The teacher noted that community service in international locations compared to stateside locations were “different experiences yet the same manifestation of who we were and are.” Another teacher noted that “international teachers seem to be more involved and committed to extracurricular activities and community service,” but that it “may reflect the type of people who pursue an international teaching career” (participant 15). The same teacher also indicated that there were “more visible opportunities” and “more available resources” for community service overseas.

Participants 3, 15, and 20 noted the connection between their involvement in community service and the importance to student involvement in community service. It was perceived that when teachers were involved, it helped get students involved, and once students were involved with community work, they often continued as adults. Participant 20 stated that volunteer work developed career awareness for students for those who may later choose service oriented/outreach careers. The same teacher noted that their new school mission statement “stresses that all students will become motivated global contributors.” Teachers also indicated that volunteer work provided experiences for privileged children to understand the global contexts in which they live and to offer opportunities for them to help those less fortunate (participant 3). One teacher reflected that community service taught “students that there is more to life than a pampered existence” (participant 20).

The fourth and last theme revealed in question one revolved around the impact of school and community involvement on personal qualities. Teachers indicated that being actively involved in school and community strengthened their personal beliefs and values through self-reflection, helped them learn, grow and know themselves better, and helped them reflect a more positive attitude in their teaching (participants 5, 8, 10, and 11). Teachers also indicated that experiences in school and community activities assisted them in understanding and negotiating local cultures and helped them more easily embrace diversity (participants 5 and 14). One teacher revealed personal growth away from ethnocentrism as seen in the statement,

The difference, for me, lies in the personal challenge of understanding and negotiating cultures – from the language, customs, the beliefs to the everyday

sounds and sights on the streets. I find this process to be incredibly stimulating and enriching....the daily opportunity that living overseas provides to grow as a person, to learn about other cultures, to realize that my way is not the only way (participant 5).

Question 2

In the survey/narrative question responses, nearly all participants indicated they use a wide variety of instructional strategies from one-on-one to the use of graphic organizers and multiple others. Research highlights the most effective instructional strategies as 1) identifying similarities and differences, 2) summarizing and note taking, 3) reinforcing effort and providing recognition, 4) homework and practice, 5) nonlinguistic representations, 6) cooperative learning, 7) setting objectives and providing feedback, 8) generating and testing hypothesis and 9) questions, cues and advance organizers. In your classroom, which of these do you find to be the most powerful effective teaching strategy that supports cross-cultural experiential, authentic, and interactive learning? Why?

In regard to the use of specific instructional strategies, there was a general consensus that all of the listed strategies in the question were used to some degree and that often the use of a specific strategy depended on the desired outcome and learning that was targeted. Table 18 indicates the number of times each strategy was commented on by the teachers.

Teachers saw cooperative learning as a strong strategy for group processing, building group dynamics, and supporting ESL students in the learning process. As participant 14 noted, when ESL students are grouped in cooperative work groups, they

“help each other understand instructions, study new words, practice pronunciations, write stories, etc.” Often times, for ESL students, English, which was the language of

Table 18

Teacher Perceptions of the Most Powerful Instructional Strategy

Instructional Strategy	Number of Times Commented On
Cooperative Learning	9
Identifying Similarities and Differences	5
Reinforcing Effort and Providing Recognition	3
Homework and Practice	3
Setting Objectives and Providing Feedback	3
Generating and Testing Hypothesis	3
Questions, Cues, and Advance Organizers	3
Summarizing and Note Taking	2
Nonlinguistic Representations	2

classroom instruction, was one commonality for students who speak various native languages. In cooperative learning, the students needed to speak to each other and needed to speak English to help each other. In this sense, cooperative learning “is the open door that allows [students] to build that common vocabulary, scaffold meaning, and answer questions that are important to their learning” (participant 14). In another sense, it was also helpful for ESL students to work with fluent speakers of English as a way to

learn and for peers to help each other (participants 1, 14, and 18). One teacher (participant 20) related that he/she organized cooperative learning groups based on ability levels rather than cultural differences and placed translators in specific groups as needed to support language needs.

Teachers also highlighted benefits to students of using cooperative learning groups. These perceptions included that cooperative learning allowed students to be more responsible and take ownership for their own learning (participant 4), that cooperative learning provided social learning opportunities for students (participant 11), and that cooperative learning lowered anxiety levels for students: “students don’t seem to be as wary of asking for further clarification from a peer” (participant 20).

The second instructional strategy that teachers highlighted as a powerful instructional strategy to maximize learning in a multicultural classroom was the strategy of identifying similarities and differences. This strategy was reported as an excellent way for students to clarify differences and similarities between cultures and to gain understanding of the elements being compared. In addition, it was reported as an effective way for “students to put their life in perspective with the rest of the world” and “differences between cultures is easy to see” (participant 11). One teacher stated that for higher level classes, identifying similarities and differences served as an excellent writing prompt and helped students see how a particular problem fits into a bigger picture (participant 20).

In regard to the remaining strategies, various comments were made. The strategy of summarizing and note taking was cited an excellent tool for assessing comprehension

in the area of reading (participant 18), homework and practice was indicated as a great strategy for getting parents actively involved in a child's education which created a "win-win situation" (participant 17), and setting objectives and providing feedback was perceived to help students understand what they needed to know and do and helped them focus (participant 10). Generating and testing hypotheses was perceived as a way to help students learn better by developing and proving their own conjectures "rather than simply mimicking exercises out of the book" (participant 20) and as an effective tool for formative and summative assessment (participant 18). Questions, cues, and advance organizers were thought of as a type of scaffolding process important in the learning of a language, thus was effective for ESL learners.

Questions and cues...also support student interaction as the students have a base to work from and a framework with which to organize their communication. As a result, students are well supported in the language learning process and can effectively build their skills and confidence as they increase their cross-cultural understanding (participant 5).

Lastly, reinforcing effort and providing recognition was perceived as an instructional strategy that helped create a safe and supportive environment, motivated students, and helped them feel valued, which is a necessary precursor to academic learning (participant 10).

Question 3

In the research within the multicultural education framework, effective teachers are seen as those who seek to teach the students the culture of the school while maintaining the students' sense of their own cultural identity and pride. In the survey/narrative question your responses indicated a variety of ways of using students'

home cultures in the instruction of the classroom. Explain your beliefs in how important this practice is in helping students construct knowledge and learn.

This question seemed more of a challenge for teachers and their answers were quite varied and reflected much personal identification to the importance of using home cultures in classroom instruction to help students construct knowledge. There were three brief themes highlighted from the responses to this question.

Teachers perceived that using home cultures in the classroom valued students' cultures and expanded student thinking about other cultures. By valuing student cultures in the classroom, students felt accepted, comfortable and secure, appreciated for their diversity, and also felt a sense of belonging (participants 5 and 14). When student cultures were valued, students felt free to share their home cultures and experiences. This helped student keep in touch with their home values and customs while learning about other cultures and added value to their own lives (participants 10 and 12). In addition, connecting cultures to curriculum helped students learn various perspectives and taught tolerance of others' views (participants 4 and 17).

Teachers noted that using home cultures in the classroom helped the teacher better understand students and supported positive interactions between teacher and student (participant 20). At times, the teacher learned more from the student and was able to make connections between the student's culture and classroom learning (participant 7). This promoted teacher awareness of cultural differences and supported allowing student choice in demonstrating understanding; students chose "in which manner they feel most

comfortable demonstrating their understanding” (participant 20). This ensured tolerance of cultural nuances in the classroom. For example, from participant 20:

My time in the mid East taught me that most Arab cultures are decidedly more vocal than written. I notice that my Arab students are much less successful having to perform a task in writing, than they are in explaining the same concept orally. On the other hand, naturally quiet cultures, such as my Japanese students, are just the opposite. This year, my students with the least English are all Japanese, and with them I notice that they are able to express very complex ideas in writing, but struggle (or are reluctant) to verbalize them.

The third theme in question 3 focused on using home cultures in the classroom as a way to connect new learning to students’ known cultural concepts and to a sense of community. “Students construct knowledge on the foundation of what they already know or believe to be true” (participant 10) and, as participant 4 stated, “ By helping students maintain their own culture within the context of a course they are able to more easily connect with the curriculum. Once they make the connection, they ‘construct knowledge and learn.’” When students shared culturally specific concepts, the teacher was also able to provide activities that made sense to the student and helped the student learn (participant 10). In addition, new knowledge built on the student’s cultural foundation provided the student not only new conceptual learnings, but also a greater understanding of the local community (participant 13). Participant 1 related that he/she allowed students to make choices in creating an art portfolio and they often chose artists from their own home cultures. Students connected to the home culture artist, used the artist’s pictures in their student portfolio, wrote commentaries on the artist’s work, and created their own work in the artist’s style. This provided a level of comfort for the student, and maintained a known element in their learning while constructing new knowledge.

Question 4

Research indicates that one of the most powerful factors in student achievement is what the teacher believes about students and what the teacher expects of students. In addition, the teacher's perspective is shaped by their own upbringing, their life experiences, their beliefs and values, and their sense of efficacy (the belief they can change a situation). What personal values do you hold regarding teaching in an international and diverse setting? What do you believe about how you affect student learning?

The teachers were prolific in their response to this question. It was obvious that they had significant interest and passion in their personal values and beliefs about themselves and about how they affected student learning. Four themes were highlighted in the responses. Within the first theme, teachers identified a long list of attributes that described their personal values: enthusiasm, curiosity, honesty, integrity, openness, sense of humor, dedication, tolerance, self-confidence, perseverance, persistence, hard work, punctuality, being prepared, dependable, willingness to make mistakes, look at things with a fresh or new attitude, be open to the wonders of the universe, lighten up, being human, believing in education, taking pride in own cultural values, caring about others, respecting others, think before speaking, being creative, and having a giving spirit. Participant 4 identified the joy of learning as a belief; joy of learning about self, about others, and about a subject, and remaining a life-long learner. One teacher very eloquently described personal values and beliefs that were very much from a social justice framework (participant 10). This teacher believed that all should have a life free

from pain, threat and suffering, that it is the responsibility of those more fortunate to help others, that one should be aware of environmental issues, that the earth should be protected, that all living creatures are worthy or respect, and that one should be tolerant of others while seeking understanding of those who are different from oneself.

A second theme embedded in question four were the beliefs and values the teachers held in regard to students. They indicated belief in the inherent and intrinsic value of each child (participants 8 and 13) and that all students have talents (participant 13), that it is important to understand students (participant 7), and to have expectations of them (participant 20) while motivating and encouraging each student to reach their full potential as successful contributors to their families and society and lifelong learners (participants 13 and 20). In order to do this, teachers indicated they need to listen to students (participant 7), let students know they care about them (participant 7), provide students with challenges and choices (participant 20), and encourage students to feel positive about themselves so they can approach learning confidently and can master it successfully (participant 10). Lastly, teachers indicated the need to help students “to see the best in each other and become more aware of the value of another’s thoughts” (participant 10).

The third theme in question four were the beliefs and values the teachers held in regard to students’ families, home cultures, and the local culture. It was indicated that teachers definitely need to know the world from which their students come, the activities in which they are engaged, and must show interest in the cultural values different from their own (participants 7 and 12). In addition, a teacher needs to believe in families and

the importance of connecting to the students' parents and should encourage parents to experience, accept, and embrace diverse cultures (participant 17).

The last theme in question four described the teachers' beliefs and values in relation to the classroom and teaching. The classroom should be risk-free, safe, and comfortable to afford students an environment in which they are free to learn and grow (participants 7 and 13) and the teacher should model the beliefs and values to which he/she aspires (participant 5). The classroom should be a place where "differences are explored, discussed, and celebrated," (participant 10) so students can learn to negotiate multiple cultures and contribute to society.

Summary

Chapter 4 reported the demographic information regarding the participants and the data results from the (a) Cross-Cultural Adaptability Inventory (CCAI) completed by 20 Iowa teachers and 20 international teachers, (b) the narrative, open-ended survey questions completed by the 20 international teachers, and (c) the follow-up discussion questions also completed by the 20 international teachers.

The CCAI compared cross-cultural effectiveness between the two teacher groups. The international teachers had higher means in the overall score as well as in each of the four dimensions of emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy. However, the only dimension score that yielded a statistically significant difference between the two groups was in the emotional resilience dimension.

The narrative, open-ended questions yielded multiple themes in each question that connected to the multicultural education framework. These themes were used to design

the discussion questions. Specific themes also arose out of the discussion questions that further defined and explained the instructional practices of the international teachers and connected to the multicultural education framework.

The data from the three sources was used to explore the seven research questions of the study, which will be discussed in Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSIONS AND REFLECTIONS, IMPLICATIONS

Introduction

Chapter five is a synthesis of the data results, connects the results to research literature, and provides suggestions for further study. The Summary section provides an overview of the study's purpose and the methodology that was used to complete the study. The Conclusions and Reflections section provides the significant results of the quantitative and qualitative data analysis, connects the results of the study with the literature review, and further blends these connections with personal reflections. The Implications section provides suggestions for further considerations beyond this study.

Summary of the Study

The purpose of this exploratory study was to investigate the differences in cross cultural effectiveness between classroom teachers in international settings and classroom teachers in Iowa, and to examine, within a multicultural education framework, instructional practices used by international teachers to meet the needs of a diverse student population. Information and understandings from this study will help further define and extend the knowledge regarding effective teaching practices in multicultural classrooms. The direction of the study was guided by the following research questions:

1. To what extent is there a difference in overall cross cultural effectiveness (Kelley & Meyers, 1995) between teachers in international schools and teachers in Iowa schools?

2. To what extent is there a difference in emotional resilience (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

3. To what extent is there a difference in flexibility/openness (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

4. To what extent is there a difference in perceptual acuity (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

5. To what extent is there a difference in personal autonomy (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

6. What instructional practices, within the multicultural education framework, do teachers in international schools use in their classrooms?

7. How does the cross-cultural effectiveness of teachers in international schools link to the instructional practices they use in their classrooms?

The differences between the international teachers and the Iowa teachers in regard to cross-cultural effectiveness were hypothesized as follows:

1. The teachers in international schools will be more cross culturally effective overall (Kelley & Meyers, 1995) than the teachers in Iowa schools.

2. The teachers in international schools will be more cross culturally effective in regard to emotional resilience (Kelley & Meyers, 1995) than the teachers in Iowa schools.

3. The teachers in international schools will be more cross culturally effective in regard to flexibility and openness (Kelley & Meyers, 1995) than the teachers in Iowa schools.

4. The teachers in international schools will be more cross culturally effective in regard to perceptual acuity (Kelley & Meyers, 1995) than the teachers in Iowa schools.

5. The teachers in international schools will be more cross cultural effective in regard to personal autonomy (Kelley & Meyers, 1995) than the teachers in Iowa schools.

Results of the study were collected through four data points: demographic information regarding the participants, Cross-Cultural Adaptability Inventory (CCAI) to examine the differences between the two sample groups of teachers, and narrative, open-ended survey questions and discussion questions to explore the instructional practices of the international teachers. The international teachers completed a survey that consisted of demographic questions, the 50-item CCAI, and narrative, open-ended questions. The answers to the narrative, open-ended survey questions were coded and themes identified. This information was then used to design the follow-up discussion questions that yielded deeper insights into international teachers' instructional practices. The 20 international participants were located in 13 different locations and were known to the researcher. Participation was elicited via email messaging and all data results were gathered via electronic means through an online survey tool and email messaging.

The Iowa teachers completed only the demographic questions and the 50-item CCAI portion of the survey, which reflected the intent of the study design. The 20 Iowa participants were matched to the 20 international teachers on three demographic criteria and were identified with the assistance of district superintendents and school principals. Participation was elicited via email messaging and all data results were gathered via electronic means through an online survey tool.

Data analyses included (a) investigating the demographic characteristics of the participants, (b) descriptive and inferential statistical analyses regarding the CCAI results, and (c) applying analytic induction to find common themes and patterns from the narrative, open-ended question results and the discussion question results relating back to instructional practices within the multicultural education research framework.

Conclusions and Reflections

Research Question 1

To what extent is there a difference in overall cross-cultural effectiveness (Kelley & Meyers, 1995) between teachers in international schools and teachers in Iowa schools?

It was hypothesized that the teachers in international schools would be more cross culturally effective overall (Kelley & Meyers, 1995) than the teachers in Iowa schools. Results indicated that the international group of teachers, when compared to the Iowa teachers, were more cross-culturally effective, but the difference was only marginally significant (Vogt, 1999). This indicates that the international teachers have somewhat more of the “most critical skills needed for interacting effectively with people of other cultures” (Kelley & Meyers, 1995, p.21). In addition, it can be stated that generally the

international teachers, as a group, would exhibit more of “a sense of self, emotional equilibrium, mental flexibility, openness to differences, and communication skills” (Kelley & Meyers, 1995, p. 21).

Research Question 2

To what extent is there a difference in emotional resilience (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

It was hypothesized that the teachers in international schools would be more cross culturally effective in regard to emotional resilience (Kelley & Meyers, 1995) than the teachers in Iowa schools. This hypothesis was supported with results that indicated a statistically significant difference (Cohen, 1988). This CCAI dimension (subscale) was designed to measure the extent to which individuals, in this case teachers, can rebound from negative and unpleasant feelings and react positively to new experiences (Kelley & Meyers, 1995). Characteristics of this dimension indicate that international teachers have more of an ability to deal with stressful feelings and ambiguity in a confident and constructive manner. Generally, these types of people would like new experiences, can regulate emotions, maintain emotional equilibrium in a new or changing environment, and effectively deal with difficulties that are a normal course of a cross-cultural experience, have a sense of humor, positive self-regard, and tend to take risks. These teachers would most likely also exhibit a positive attitude and would not be overly concerned with making mistakes (Church, 1982; Guthrie, 1975; Kelley & Meyers, 1995).

Research Question 3

To what extent is there a difference in flexibility/openness (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

It was hypothesized that the teachers in international schools would be more cross culturally effective in regard to flexibility and openness (Kelley & Meyers, 1995) than the teachers in Iowa schools. Even though there was a difference, results indicated that the difference was not statistically significant (Cohen, 1988). This indicates that the international teachers have a bit more flexibility and openness, than the Iowa teachers, but the results are not strong enough to make a general conclusion that can be applied to a larger population of teachers. The flexibility and openness dimension is characterized in this inventory by (a) having an openness toward, liking, having an interest in, and desiring to learn from unfamiliar people and ideas, (b) tolerating, being nonjudgmental, and understanding toward those different from oneself, and (c) being flexible with regard to experiences (Kelley & Meyers, 1995). Teachers who are open and flexible “enjoy interacting with people who think differently from themselves (Kelley & Meyers, 1995, p. 16), are nonjudgmental, are tolerant of others, tend to think creatively and are inquisitive, and can deal constructively with differences by building bridges between oneself and others (Kelley & Meyers, 1995). Basically, teachers scoring higher in this dimension have an overall positive attitude toward the unfamiliar.

Research Question 4

To what extent is there a difference in perceptual acuity (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

It was hypothesized that the teachers in international schools would be more cross culturally effective in regard to perceptual acuity (Kelley & Meyers, 1995) than the teachers in Iowa schools. Results indicated a difference, but not a statistically significant difference (Cohen, 1988). This indicates that the international teachers are somewhat more perceptually acute than the Iowa teachers, but again, as with the previous research question, the results are not strong enough to make a general conclusion that can be applied to a larger population of teachers. Characteristics of perceptual acuity, as measured in this inventory, include (a) being attentive to and accurately interpreting verbal and nonverbal cues, behavioral cues within the context of communication and interpersonal relations, (b) being a highly accurate communicator, and (c) perceiving and being sensitive to the feelings of others and knowing the effect they have on others (Kelley & Meyers, 1995).

Research Question 5

To what extent is there a difference in personal autonomy (Kelley & Meyers, 1995) in regard to cross-cultural effectiveness between teachers in international schools and teachers in Iowa schools?

It was hypothesized that the teachers in international schools would be more cross cultural effective in regard to personal autonomy (Kelley & Meyers, 1995) than the

teachers in Iowa schools. Even though there was a difference, results indicated that the difference was not statistically significant (Cohen, 1988). This indicates that the international teachers are somewhat more personally autonomous than the Iowa teachers, but again, as with the previous two research questions, the results are not strong enough to make a general conclusion that can be applied to a larger population of teachers.

Characteristics of personal autonomy, as measured in this inventory, include (a) not being dependent on the environment to maintain their self-identity, but have a strong internal sense of self and are able to maintain it independent of the environment (not needing external reinforcement from their native culture to maintain self), (b) have a strong sense of who they are, have clear personal values, and have respect for themselves and others, (c) are “internally grounded and can tolerate external fluctuation and change” (Kelley & Meyers, 1995, p. 18), (d) feel at home in most any environment, (e) are self-directed and enjoy making their own decisions, and (f) do not lose their own self-identity when in a new culture. This dimension is associated with the concept of empowerment and the confidence to act from one’s own personal values and beliefs when in new or unfamiliar cultures (Kelley & Meyers, 1995).

To summarize, from the statistical outcomes of the CCAI results, it can be suggested that the international teachers would be more likely to do well cross-culturally overall, and can cope better than the Iowa teachers with stress and ambiguity, can better accept and rebound from imperfections and mistakes, are willing to try new things and experiences, and interact better with people in new or unfamiliar situations. However,

the international and Iowa teachers reflected similar skills in being flexible and open, in perceptual acuity, and in personal autonomy.

Research Question 6

What instructional practices, within the multicultural education framework, do teachers in international schools use in their classrooms?

The narrative, open-ended questions were derived from a compilation of effective teacher descriptors in the multicultural education research and the discussion questions were derived from the narrative, open-ended question responses. Thus, the qualitative questions of this study were built from the effective teacher descriptors in the multicultural education framework. The resulting themes that were revealed in the teacher responses identify and describe the international teachers' instructional practices directly linked to the multicultural education research. In addition, the responses from the teachers further define and extend the multicultural education research framework within the perceived reality of international educational practice.

General, overall attributes of multicultural education. Findings that emerged from the participant responses indicated that the international teachers exhibited characteristics that link to the general, overall attributes of multicultural education descriptors in the research. The international teachers (a) validated and affirmed differences in ethnicity and cultures, (b) engaged students to view society through the lens of multiple perspectives, and (c) fostered intergroup understanding and respect for others' cultures (Banks, 1999; Gay, 2000; Howard, 1999; Leistyna, 2002; Merryfield, 2002; Nieto, 2004; Reissman, 1994). The teachers revealed their beliefs that the use of home cultures in

instructional practices values student cultures and expands student thinking about other cultures, helps teachers better understand students, supports positive interactions between teachers and students, and is a way to connect new learning to known cultural concepts and to a sense of community. The teachers exhibited beliefs in the value of each child, that it is important to understand students, that teachers need to know the world from which their students come, and must show interest in cultural values different from their own. It was also expressed that teachers need to believe in families and understand the importance of connecting students' parents and home cultures. As participant 10 stated, the classroom should be a place where "differences are explored, discussed, and celebrated," to enable students to learn and appreciate others, to learn how to negotiate multiple cultures, and to be able to contribute to society.

Multicultural teachers. A positive finding is that respondents elected to capitalize on the multiple and rich opportunities that the international teaching experience provides and in which they believe to be important as a function of their lives wherever they might be living. The international teachers (a) see their profession as a way to give back to society and encourage their students to do the same, (b) show respect to students and develop personal bonds with them, (c) believe they can make a difference through their teaching, and (d) exhibit high expectations for all students (Banks, 1999; Howard, 1999; Ladson-Billings as cited in Webb, 1998; Leistyna, 2002; Nieto, 2004; Reissman, 1994; Zeichner, Melnick, & Gomez, 1996).

The international teachers in this study were highly engaged in school activities, in volunteer work, and in social and cultural events within the local community. These

activities provided an avenue for the teachers to not only participate for their own enjoyment, but for the betterment of others and society. This epitomizes the concept of giving back to society. Volunteer and service activities included outreach projects, fund raising events, environmental awareness efforts, support of refugee schools and families, sponsorship of economically disadvantaged children and populations, and multiple volunteer work in the community and at school. The teachers also encouraged students to engage in these types of activities and often did service projects side by side with their students. Teachers reported that this type of active involvement was a reflection of their own personal beliefs that giving back to others was an important aspect of who they are as a person, that the involvement helped them learn about other cultures, that it helped them connect with students and families, that it helped themselves and their students connect to the real world, and that it contributed to the development of their own personal characteristics and attributes. It is interesting to note that most of the teachers indicated they would be doing these activities in any location they lived and that an international location provided another avenue for helping others. Thus, it might be possible to conclude that the international experience provides multiple and rich opportunities for the teachers to engage in service activities, which they believe to be important as a function of their lives wherever they might be living.

It was seen over and over again that the international teachers showed respect to their students and developed personal bonds with them. This was seen in the multiple reflections throughout the responses that highlighted the importance of connecting with families, in using the student and family cultures as avenues for teaching and engaging

students in learning about many different cultures, and in the approach to designing lessons that utilized and were built upon student cultures. Teachers perceived that using home cultures in the classroom not only valued students' cultures, but also expanded student thinking about other cultures, helped the teacher better understand the students supporting positive interactions between teacher and student, encouraged teacher learning of differing cultures promoting cultural awareness on the part of the teacher, and helped connect new student learning to known cultural concepts. By using home cultures in the classroom, teachers believed this created a personalized connection between the student and the classroom learning. Teachers wanted to understand the cultural values of students and their parents, wanted to be sensitive to the cultural values and norms as expressed through social behaviors, and tried to individualize learning by using cultural connections. Teachers appeared to develop personal bonds with students and their cultures through lessons and through highlighting cultures present in the classroom. Teachers also created tasks that reflected a global perspective, which they believed, supported an overall classroom climate of respect.

Teachers indicated great sensitivity to students' languages and the challenges students face in classrooms in which the learning was not taught in their native language. Larke (1990) indicated that the value teachers place on the student's language is an important component in the expectation level the teacher sets for the student. Because language is a very important part of children's lives and culture, if teachers value the child's language then they are valuing the student's family and culture. These teachers

valued and respected student languages, thus also valued and respected students' homes and cultures.

Teachers also described their belief in the inherent and intrinsic value of each child, that all students have talents, that it is important to understand each student, and to expect the best from each student while motivating and encouraging them to reach their full potential as successful contributors to their families and society. These beliefs also reflect respect for students and the importance of developing personal relationships.

These teachers reflected a belief they can make a difference through their teaching (efficacy) and detailed multiple attributes that described their passions and personal values regarding teaching. It was obviously apparent that these teachers have a great passion for the education profession and highly value the work they do with students. In order to make a difference in the lives of students, teachers indicated they need to listen to students, let students know they care about them, provide students with challenges and choices and need to help students "see the best in each other and become aware of the value of another's thoughts" (participant 10). Teachers believed that the students' homes and family cultures are a very important connection to student learning and that the classroom should be a risk-free, safe, and comfortable learning environment. In addition, to make a difference, teachers revealed that they themselves need to model personal beliefs and that the classroom should be a place where diversity is celebrated, explored and discussed.

Efficacy and high expectations for students are intertwined. Teacher perceptions and beliefs about non-majority students determine the level of expectations set in the

classroom and the kinds of treatment students receive (Gilbert & Gay as cited in Larke, Wiseman, & Bradley, 1990; Gollnick & Chinn, 2002; Sleeter & Grant as cited in Larke, Wiseman, & Bradley, 1990). The international teachers overwhelmingly stated they hold high expectations for all students and that expectations were not differentiated based on ethnicity or culture. However, academic expectations were reported to be differentiated for students when necessitated by ability (special needs students) or language (English Language Learners), which is appropriate. Warren (2002) described that teachers who exhibit low expectations often times lower their teaching standards, produce less effort, and use less rigorous curricula. He further indicated that some teachers who lowered expectations expressed beliefs that they are not responsible for helping students overcome what is perceived as deficits, they viewed students' families and cultures as deficits rather than strengths, they lacked confidence to help students overcome barriers to learning, and they lacked determination to carry out the work needed to teach these students. However, when "teachers hold high expectations and when those expectations are reflected in their behavior toward children, these expectations are related to student cognitive changes" (Persell, 1997, p. 98). The international teachers truly exhibit the attitude, belief, and determination to maintain high expectations for all students, which supports high academic achievement.

Multicultural schools. Linking to the descriptors in the research that specifically define a multicultural school, findings that emerged from the responses provided in this study indicate that the international teachers (a) encourage parents to be a part of school activities and programs, (b) proactively encompass diversity in curriculum materials,

instructional techniques, and assessments used in the classroom, and (c) seek to teach students the culture of the school while maintaining the students' sense of their own cultural identity and pride (Banks, 1999; Gay, 2000; Leistyna, 2002; Nieto, 2004; Zeichner, Melnick, & Gomez, 1996).

As has been seen over and over again the international teachers in this study are highly committed to the connection between school and home cultures and reported that they definitely encourage parents to be a part of school activities and programs. They encourage parents to be guest speakers to share their cultural customs, values, and traditions with students in the classroom, they encourage parents to contribute to classroom lessons and activities, and they encourage parents to participate in cultural experiences within school sponsored activities and in the local culture. The connections that are built from these activities help develop the parent – teacher relationship. In turn, this creates enhanced communication and encourages parents to become more involved in their child's education.

As also highlighted in the next two narrative sections in this study, the international teachers who responded to this study are very responsive to ensuring materials used in the classroom support diverse cultures present in their classrooms and they use appropriate instructional strategies that support high levels of thinking. In regard to assessments, the teachers reported that they modify assessments for students with special needs and English Language Learners (ELL), are sensitive to culture and modified tests accordingly, and ensure tests were culture free. It was noted that vocabulary particularly needed to be paid attention to on assessments and they would

change vocabulary as needed to accommodate students needs, would provide further assistance, allow students to use support mechanisms such as dictionaries when taking a test, use vocabulary words that had been front loaded in learning prior to taking a test, and ensure the assessment actually measures concepts rather than vocabulary. In addition, alternative tests would be used to accommodate student needs, multiple formats for assessments are used, performance and project based assessments are used, and rubrics, or scoring guides, are also used in assessments to help accommodate various and diverse learning styles and cultures.

In this study, and as noted in other sections, that when seeking to teach students the culture of the school while maintaining the student's sense of their own cultural identity and pride, teachers revealed great commitment to connecting learning to the students' homes and cultures. They perceived that using the home cultures in the classroom values students' cultures and expands student thinking about other cultures. It helps teachers better understand the students and supports positive interactions between the teacher and students. It also offers a way to connect new learning to students' known cultural concepts.

Multicultural instructional materials. From the participant responses it was found that the international teachers are culturally responsive to ensuring appropriate materials are used in their classrooms. The international teachers (a) strive to use instructional materials that are inclusive of racial, ethnic, and cultural perspectives, (b) incorporate multicultural information and resources in content areas, and (c) use materials to help

develop more positive racial and ethnic attitudes (Banks, 1999; Gay, 2000; Leistyna, 2002; Zeichner, Melnick, & Gomez, 1996).

The preponderance of international teachers in this study appeared to be aware of possible bias in educational materials, especially in textbooks used in the classroom. Even though they acknowledged that publishing companies are creating textbooks that are more responsive to diversity, the teachers also indicated that textbooks tend to be culturally biased toward the country from which they are written. Being aware of possible textbook and materials bias, teachers counter the apparent bias by highlighting differences and similarities between textbook information and student cultures, by clarifying concepts to ensure student understanding, and by using supplemental materials to ensure a balanced approach when using materials in the classroom.

Multicultural instructional strategies. It would appear from the findings in this study that the international teachers (a) provide for cross-cultural experiential and collaborative learning, (b) create personalized learning for students, (c) set high expectations for students, and (d) recognize the value of using students' cultures as a worthwhile resource from which to draw upon for examples, data, and information in the teaching process (Banks, 1999; Gay, 2000; Leistyna, 2002; Merryfield, 2002; Zeichner, Melnick, & Gomez, 1996). In addition, the teachers reported incorporating the use of cooperative learning, similarities and differences, and other effective teaching strategies in their lessons (Marzano, Pickering, & Pollack, 2001).

The international teachers in this study provided for cross-cultural experiential, collaborative, and challenging learning through multiple strategies. Cross-cultural

experiences were provided by the teachers through their efforts to incorporate students' home cultures into lessons and tasks, as well as connecting the local cultural community to classroom learning. Teachers used specific units based on cultures, connected content area units and activities to cultures, and highlighted cultural holidays, ceremonies, and festivals to encourage students to learn about other cultures and celebrate cultural differences. In addition, teachers invited parents into their classrooms to share various aspects of their cultural heritage and home countries and provided learning tasks that reflected a global perspective and supported an overall classroom climate of respect. Teachers also set high expectations for all students, regardless of ethnicity, but with consideration for ability and language.

When provided the list of most effective teaching strategies from the meta-analysis of Marzano, Pickering, and Pollock (2001), the international teachers identified cooperative learning and identifying similarities and differences as the two most powerful effective teaching strategies that supported cross-cultural experiential, authentic and interactive learning in their diverse classrooms. Research indicates "of all the grouping strategies, cooperative learning may be the most flexible and powerful" (Marzano, Pickering, & Pollack, 2001, p. 91). The international teachers viewed cooperative learning as a strong strategy for group processing, building group dynamics, and supporting English Language Learners in the learning process. They also indicated that cooperative learning allows students to be more responsible and take ownership of their learning, provides social opportunities for students, and lowers anxiety levels for students in regards to learning.

Research also indicates that identifying similarities and differences has the highest average effect size of the nine categories that identify instructional strategies that affect student achievement (Marzano, Pickering, & Pollock, 2001). Within the context of a diverse classroom, international teachers reported that similarities and differences was an excellent way for students to gain understandings of various cultures and cultural elements. It was also reported that this was an effective strategy to help students understand how their own perspective fits into a broader global perspective.

To create personalized learning for students, teachers reported the use of various instructional strategies, reported responding to student needs regarding language, reported strategies that connected to students' home cultures, and reported modifying assessments. Various specific strategies included one-one-one and small group conferencing and instruction, making use of students' individual learning styles and modes, adapting and modifying tasks, connecting new learning to currently held schema, employing strategies to support the learning of English Language Learners (ELL), also known as English as a Second Language students (ESL), connecting learning to students' home cultures, and modifying assessments. It was very apparent that teachers were highly sensitive to the needs of ELL students and that they modified assessments in response to specific needs of students on individual education plans and those not proficient in English.

Recognizing that students' cultures and experiences are a worthwhile resource from which to use examples, data, and information in the teaching process was reflected multiple times in the data in this study. The importance of connecting to students'

cultures was obvious over and over again and revealed that teachers believed this to be a compelling response required of teaching effectively in a diverse classroom and acted on that belief. The theme of connecting to students' cultures arose multiple times throughout the narrative, open-ended question responses and the discussion question responses. Connecting to students' home cultures was important to teachers for various reasons. The international teachers believed that connecting to the home cultures of their students helped the teachers understand their students better and understand the values and social behaviors of the students and their families. The teachers generally sought to identify and create connections between the curriculum lessons and student cultures, encouraged discussions about cultures in the classroom, highlighted and celebrated cultures represented in the classrooms, encouraged parents to be guest speakers and to volunteer in the classroom, and encouraged students to share cultural views. In addition, teachers created learning tasks in which students could use aspects of their own culture to complete the task, encouraged students to be proud of their cultural heritage, connected real world situations to students' cultures, and allowed students to use learning resources in their native languages when completing assignments. Teachers noted that using concepts, ideas, and values from the students' backgrounds helps the teacher better understand students and supports positive interactions between students and between students and teacher. Teachers can learn from the students, increasing the teacher's schema of various cultures. Teachers also perceived connecting home cultures to the classroom values students' cultures and expands student thinking about other cultures.

Lastly, using home cultures in the classroom was perceived as a way to link new learning to students' known cultural concepts and to a sense of community.

Social justice perspective. Linking to the descriptors in the research regarding multicultural education and a social justice perspective, a positive finding from responses provided in this study that these international teachers reflected a social justice perspective in varying degrees and sought to become involved in proactive activities that helped develop a more humane society within their communities. In addition, these teachers sought to nurture passion for social justice within their students and helped them become involved in community activities that built their personal knowledge and character in regard to helping others (Howard, 1999; Nieto, 2004; Reissman, 1994; Zeichner, Melnick, & Gomez, 1996).

There was an overwhelming response by the teachers highlighting their commitment to volunteer work and community service in their local communities. The teachers believed that by being involved in various activities they learned about other cultures, connected better to students and their families, connected better to the real world, and contributed to the development of their own personal characteristics and attributes. Their involvement included working with the outreach/service projects, fund raising events, volunteering in various organizations, and raised funding for various medical research projects and environmental awareness issues. They worked with and supported various outreach programs for the local underprivileged populations, completed service learning projects with students, supported refugees, and sponsored children in schools with economically disadvantaged students. These teachers were

committed to making the world a better place and identified in their personal values that caring about others was important. Participant 10 very eloquently stated beliefs that encompass a social justice perspective and to which others expressed in differing degrees.

Values that I hold to include: the right of all to a life free from pain, threat or suffering, the responsibility of the more fortunate towards the rest of humankind, the need for all to be aware of environmental issues and act to protect the earth, tolerance and quest for understanding of those who are different from ourselves, perseverance (especially in the face of ignorance and apathy), all living creatures are worthy of respect. I hope I can help students to see the best in each other and become more aware of the value of another's thoughts. I believe that if I can encourage them to feel positive about themselves they will approach learning confidently and master it successfully. If my classroom is a place where differences are explored, discussed, and celebrated, perhaps my students will grow up better able to lead the world forward, in whatever capacity and in whatever country and culture they find themselves.

Research Question 7

How does the cross-cultural effectiveness of teachers in international schools link to the instructional practices they use in their classrooms?

From analyses of the participant responses, it is apparent that these teachers exhibited emotional resilience as measured by the CCAI and that these characteristics are linked to their beliefs and instructional practices. As evidenced in the statistical analysis of the CCAI, the means of the total scores and the scores of each of the four dimensions indicated the international teachers were more cross-cultural adaptable than the Iowa teachers. However, only in the emotional resilience dimension was there a statistically significant difference. Thus, research question 7 of this study will be specific to reviewing the link between the emotional resilience of the international teachers and their instructional practices.

The CCAI dimension of emotional resilience measures the extent to which a person can rebound and react positively to difficult, negative, or unpleasant feelings that tend to be a part of a cross-cultural experience. It also measures the extent to which an individual can maintain emotional equilibrium in a changing or new environment. People who score higher on the emotional resilient dimension tend to have a sense of humor, have self-confidence, exhibit a sense of adventure, have a positive attitude, and tend to take risks and experiment. They tend to like new experiences, things, and situations, can deal with the setbacks and difficulties that are a normal part of a cross-cultural experience, can deal with stressful feelings in a constructive way, and are not overly concerned with making mistakes (Church, 1982; Guthrie, 1975; Kelley & Meyers, 1995).

From the responses of the international teachers, it is possible to loosely link the descriptors of the emotional resilience dimension and attributes reported by the teachers. In discussion question four, the teachers provided great insight describing their perceptions about their personal values and beliefs. Enthusiasm, curiosity, openness, sense of humor, self-confidence, willingness to make mistakes, looking at things with a fresh or new attitude, tolerance, and being creative were reported attributes that directly link to the emotional resilience dimension. From overall patterns and themes from the question responses in the study, it can be stated that these teachers have a passion for the educational work they do in cultural environments that are different from their own and that they have the abilities as described in this dimension to effectively interact with those who are culturally different than themselves. This includes the everyday challenges these

teachers face in teaching the diverse students in their classrooms. Participant seven exemplifies how these teachers deal with the difficulties that are a normal part of a cross-cultural experience and deal with stressful feelings in a constructive way.

The biggest challenge that I have encountered teaching in an international setting is the language differential. In order to reach and teach your students you have to address them in a discourse that they understand. When I first came here I was looking at a sea of blank faces for the first two months of the academic year! It was disconcerting to say the least. I still see the blank faces at the beginning of the school year but I have learned to be patient with myself and my students to overcome this stumbling block to effective instruction.

It can also be noted that there was a sense that these teachers truly enjoyed the new experiences they come across on a regular basis in an international setting. As participant 14 states:

We are products of our experiences... We have had many wonderful cultural experiences because of where we have lived, and because we have been involved with people and their customs from around the world... Learning about other people's cultures has enriched our own. That appreciation and understanding permeates our daily interaction with students, parents, and community members... All of these experiences lend themselves to embracing diversity.

Implications for Future Research

There is an overall passion and intense commitment to effective educational practices, international teaching, and life in general revealed in the responses of the teachers in this study. These characteristics are also identified in the multicultural education research framework used as a foundation in this study. As an exploratory study designed to investigate differences in cross-cultural effectiveness between classroom teachers in international settings and classroom teachers in Iowa, and to examine, within a multicultural education framework, instructional practices international teachers perceive to be effective in meeting the needs of a diverse student population, this

study merely opened the door to looking closer at the implications of instructional practices and teacher attitudes prevalent in international schools. Further studies are recommended that will extend and expand the learning of this study and contribute to the growing research regarding effective teaching practices for diverse classrooms.

It is recommended that an investigation be undertaken to identify the underlying characteristics and personality traits of international teachers that support their overall passion, commitment, and beliefs to the international education concept. Personality differences could be investigated using published instruments between stateside and international teachers. It is possible that this type of study could lead to the creation of a simple inventory that could be used when hiring personnel for highly diverse schools and classrooms.

It is suggested that further research be developed that more deeply explores the topics reflected in the narrative, open-ended questions four, six, and seven from this study. These covered materials used in the classroom, differentiating academic expectations, and professional growth opportunities. In this study, these questions did not lead to deeper probing, but with a restructuring of the questions, informational research could be conducted that would elicit more in-depth answers.

Similar studies could be conducted comparing teachers from monocultural backgrounds with those from multicultural backgrounds, correlating demographic characteristics with CCAI results of differing teacher groups, and/or using larger sample sizes for both the Iowa teachers and the international teachers.

With the advent of the No Child Left Behind Act (U.S. Department of Education, n.d.), it would be an important study to link components investigated in this study with student achievement. For example, multicultural practices could be explored in relationship to specific student achievement. Another example would be to link multicultural education framework with effective teaching practices as described in the meta-analysis of research of effective teaching strategies in the work of Marzano, Pickering, and Pollack (2001) comparing student achievement results with specific strategies.

In the current study, several teachers in the Iowa group were from schools with student populations representing multiple races and cultures, thus giving the teachers more experience with diversity which modified their perceptions and responses. Similar studies involving teachers from more isolated locations reflecting monocultural student populations are recommended. This would include teachers who have had no experience with diversity and are not teaching in an urban, diverse setting. Conversely, a similar study could be completed involving teachers from large, urban settings only.

Each year in late February, the Overseas Teaching Fairs begin on the east coast, the Midwest, and on the west coast. It is at these recruiting fairs that teachers are hired to teach in international schools. It could be a powerful study to complete a pretest using the CCAI with a random sample of teachers with no international experience who were then hired during the recruiting fairs for an international teaching experience. A posttest could then be completed using the CCAI after two years of the teachers' international experience. The differences in their perceptions as measured on the CCAI could be

compared. Such a study would investigate the direct impact of an international experience on the cross-cultural adaptability of teachers and would contribute powerful information to the educational field.

Lastly, it would be suggested that a self-assessment inquiry be conducted investigating how international teachers perceive themselves on a continuum defined in the multicultural education research ranging from an awareness level on one end of the continuum to the social justice perspective on the other end of the continuum. The teachers could place themselves on such a continuum and then identify the factors that contributed to their perceptions of where they are on the continuum.

There are additional multiple studies that could spring from the frameworks that describe multicultural education, effectiveness of teachers with diverse populations, teacher efficacy, instructional practices, and connecting learning to home cultures. The most important aspect to consider is that the classrooms of the future in the United States are projected to continue to become more diverse in regard to ethnicity, race, religion, culture, language, physical ability, and mental ability. Conversely, the teachers of the classrooms are projected to continue to predominantly come from a monocultural background. Research highlights the attributes and practices of effective teachers in diverse settings, as well as the experiences that contribute to creating this type of educator. The most important aspect to consider is that if America is going to be competitive in the new global world, it is imperative that we continue to investigate the realities of teaching practices and add to the research framework. There are thousands of classrooms with thousands of students who need multiculturally effective teachers. The

students deserve to be provided the best and most powerful education possible and it is our responsibility to provide it.

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APPENDIX A
LOCATIONS OF PARTICIPATING TEACHERS

School Locations of Participating International Teachers

Location	School	Type
Aviano, Italy	Aviano Elementary School	DoDDS
Baku, Azerbaijan	Baku International School	Independent
Beijing, China	International School of Beijing	Independent
Caracas, Venezuela	Colegio Internacional de Caracas	Independent
Hong Kong, China	Hong Kong International School	Independent
Johannesburg, South Africa	American International School of Johannesburg	Independent
Monterrey, Mexico	Instituto San Roberto	Independent
Mumbai, India	American School of Bombay	Independent
New Delhi, India	American Embassy School	Independent
Okinawa, Japan	Kadena High School	DoDDS
Taipei, Taiwan	Taipei American School	Independent
Wiesbaden, Germany	Gen.H.H.Arnold High School	DoDDS
Yanbu, Saudi Arabia	Yanbu International School	Independent

DoDDS = Department of Defense Dependent Schools

School Locations of Participating Iowa Teachers (AEA 267)

Town/City	School	School District
Charles City	Charles City High School	Charles City CSD
Clarksville	Clarksville Community School	Clarksville CSD
Denver	Denver Elementary School	Denver CSD
Dysart	Union Middle School	Union CSD
Fairbank	Wapsie Valley High School	Wapsie Valley CSD
Iowa Falls	Riverbend Middle School	Iowa Falls CSD
Iowa Falls	Pineview Elementary School	Iowa Falls CSD
Iowa Falls	Alden High School	Iowa Falls CSD
Janesville	Janesville Elementary School	Janesville CSD
LaPorte City	LaPorte City Elementary School	Union CSD
Shell Rock	Shell Rock Elementary	Waverly-Shell Rock CSD
Tripoli	Tripoli High School	Tripoli CSD
Waterloo	Elk Run Elementary School	Waterloo CSD
Waterloo	West High School	Waterloo CSD
Waterloo	East High School	Waterloo CSD
Waverly	Waverly-Shell Rock High School	Waverly-Shell Rock CSD
Waverly	Waverly-Shell Rock Jr. High School	Waverly-Shell Rock CSD

CSD = Community School District

APPENDIX B
DEMOGRAPHIC QUESTIONS

Demographic Questions

What is your gender?

- Female
- Male

What is your race?

- Caucasian
- African-American
- Hispanic
- Asian
- Native American

What is your age?

- 29 years or less
- 30 – 39 years
- 40 – 49 years
- 50 – 59 years
- 60 years or more

What grade level do you predominantly teach?

- Lower elementary (K – 2)
- Upper elementary (3 – 5/6)
- Middle school (6 – 8)
- High school (9 – 12)
- Other

In what content areas do you predominantly teach?

- Elementary – all or most areas
- Reading and Language Arts / English
- Social Studies
- Math
- Science
- Specialist – PE, Music, Art, Industrial Technology, etc.
- Other

How many TOTAL years have you taught (in all locations together – in the United States and in international locations)?

- 5 years or less
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- more than 25 years

How many TOTAL years have you taught in international settings (locations outside the United States)?

- 5 or less
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- more than 25 years

What is your level of education?

- BA
- BA + 15
- BA + 30
- MA
- MA + 15
- MA + 30
- EdD / PhD

As part of your training to become a teacher, in what location was your student teaching experience?

- United States – in a MULTICULTURAL school setting. Please identify the predominant races/cultures that were present in your school.
- United States – in a predominantly SINGLE culture setting. Please identify the predominant race/culture that was present in your school.
- International location – please identify the country.

When growing up and attending school from elementary years to your graduation, what was the predominant cultural make-up of your school?

- Predominantly a MULTICULTURAL setting; please identify the predominant race/culture; i.e. White, African-American, German, etc.
- Predominantly a SINGLE culture setting; please identify the predominant race/culture; i.e. White, African-American, German, etc.

Please provide the following information regarding the school you are currently teaching in.

- Name of your school
- Location – city
- Location – state or country

Within what system is your school?

- International school
- DoDDS school
- Iowa school

What is the total enrollment of your school?

- Less than 100 students
- Between 100-300 students
- Between 300-500 students
- Between 500-700 students
- Between 700 –1,000 students
- More than 1,000 students

What is the cultural composition of your school population? (Give approximate percentages, i.e. 60% American, 20% Korean, 10% Thai, etc.)

What is the racial composition of your school population? Write in approximate percentages next to each race.

- Caucasian
- African-American
- Hispanic
- Asian
- Native American

APPENDIX C

CROSS-CULTURAL ADAPTABILITY INVENTORY

Cross-Cultural Adaptability Inventory

Company Information

NCS Pearson, Inc. denied permission to place exact wording of the 50 items of the CCAI in the appendix section of this dissertation. For that reason, only a summary phrase of each item has been provided. Copies of the CCAI may be purchased from Pearson Assessments, by phone 1-800-627-7271, or website, www.pearsonassessments.com. Authors of the CCAI are Colleen Kelley, PhD and Judith Meyers, PsyD.

Descriptive Statistics of the Normative Sample

N = 653

Dimension	<i>M</i>	<i>SD</i>
Total Score	225.85	19.63
Emotional Resilience ER	79.58	8.28
Flexibility/Openness FO	66.92	7.76
Perceptual Acuity PAC	46.47	4.96
Personal Autonomy PA	32.88	3.78

(Kelley & Meyers, 1995, p. 78)

Items of the CCAI

Each item is paraphrased below with the dimension also identified, first in order of the items and then by the four dimensions.

Participant response choices were based on Likert scale: Definitely True (DT), True (T), Tends to Be True (TT), Tends to Be Not True (TNT), Not True (NT), and Definitely Not True (DNT).

CCAI Item	Dimension
1. coping with stress in new situations	ER
2. living a fulfilling life in another culture	FO
3. understanding thoughts and feelings of others	PAC
4. coping with life, no matter location	ER
5. relating to people and enjoying it	FO
6. accomplishing goals, even in unfamiliar environments	PA
7. making cultural errors and laughing at self	ER
8. like being with all types of people	FO
9. perceiving realistically how others see self	PAC
10. needing approval from those of other cultural backgrounds	ER
11. liking people even though they don't share interests	FO

12. valuing others equally	PA
13. trying new things and liking it	ER
14. impatience with a slower pace of life	FO
15. giving people different from self benefit of the doubt	PAC
16. hiring people from different backgrounds than self	ER
17. following own ideas, if they different than others	PA
18. enjoying life while living anywhere	ER
19. important to impress those different than self	FO
20. perceiving others' feelings, even different than me	PAC
21. making friends easily	ER
22. sense of loneliness with people different than self	FO
23. enjoying new, different foods	ER
24. believing all cultures have worthwhile offerings	PAC
25. maintaining own values	PA
26. liking self, even if failed in different, new living situation	ER
27. understanding others different than self	FO
28. aware of how others' cultural differences affect their perceptions of me	PAC
29. enjoying new experiences	ER
30. being alone time, even in unfamiliar environments	FO
31. discouragement, even with those different than self	ER
32. intolerance of differences in others	FO
33. thinking how my actions impact others	PAC
34. positive attitude in unfamiliar situations	ER
35. deciding own values even when those around me exhibit different values	PA
36. coping with difficult feelings in a new culture	ER
37. judging others when I meet them	FO
38. understanding others' behaviors in the context of their culture	PAC
39. coping with unclear situations	ER
40. learning more about those different than self	FO
41. beliefs, personal values in relationship to others' standards	PA
42. trusting own ability to communicate clearly in new situations	ER
43. enjoying those who think differently than self	FO
44. keeping an open mind in new situations	PAC
45. accepting own imperfections, regardless of others' views	ER
46. giving others different than self benefit of the doubt	FO
47. expecting that others' respect me, irregardless of their culture	PA
48. coping with stress in new circumstances or with new people	ER
49. expecting to like others when meet them	FO
50. paying attention to body language	PAC

CCAI Questions Organized by Dimension

Emotional Resilience

1. coping with stress in new situations	ER
4. coping with life, no matter location	ER
7. making cultural errors and laughing at self	ER

10. needing approval from those of other cultural backgrounds	ER
13. trying new things and liking it	ER
16. hiring people from different backgrounds than self	ER
18. enjoying life while living anywhere	ER
21. making friends easily	ER
23. enjoying new, different foods	ER
26. liking self, even if failed in different, new living situation	ER
29. enjoying new experiences	ER
31. discouragement, even with those different than self	ER
34. positive attitude in unfamiliar situations	ER
36. coping with difficult feelings in a new culture	ER
39. coping with unclear situations	ER
42. trusting own ability to communicate clearly in new situations	ER
45. accepting own imperfections, regardless of others' views	ER
48. coping with stress in new circumstances or with new people	ER

Flexibility/Openness

2. living a fulfilling life in another culture	FO
5. relating to people and enjoying it	FO
8. like being with all types of people	FO
11. liking people even though they don't share interests	FO
14. impatience with a slower pace of life	FO
19. important to impress those different than self	FO
22. sense of loneliness with people different than self	FO
27. understanding others different than self	FO
30. being alone time, even in unfamiliar environments	FO
32. intolerance of differences in others	FO
37. judging others when I meet them	FO
40. learning more about those different than self	FO
43. enjoying those who think differently than self	FO
46. giving others different than self benefit of the doubt	FO
49. expecting to like others when meet them	FO

Perceptual Acuity

3. understanding thoughts and feelings of others	PAC
9. perceiving realistically how others see self	PAC
15. giving people different from self benefit of the doubt	PAC
20. perceiving others' feelings, even different than me	PAC
24. believing all cultures have worthwhile offerings	PAC
28. aware of how others' cultural differences affect their perceptions of me	PAC
33. thinking how my actions impact others	PAC
38. understanding others' behaviors in the context of their culture	PAC
44. keeping an open mind in new situations	PAC
50. paying attention to body language	PAC

Personal Autonomy

- | | |
|--|----|
| 6. accomplishing goals, even in unfamiliar environments | PA |
| 12. valuing others equally | PA |
| 17. following own ideas, if they different than others | PA |
| 25. maintaining own values | PA |
| 35. deciding own values even when those around me exhibit different values | PA |
| 41. beliefs, personal values in relationship to others' standards | PA |
| 47. expecting that others' respect me, irregardless of their culture | PA |

APPENDIX D
NARRATIVE, OPEN-ENDED QUESTIONS

Narrative, Open-Ended Questions

Only the international teachers were directed to answer these questions, which arose out of the multicultural education research framework. The Iowa teachers did not answer these. From these questions, four in-depth discussion questions were derived for the international teachers to complete in an email type discussion.

1. What types of activities, lessons, do you use to bridge, or connect, the students' cultures to classroom learning?
2. How do you personalize instructional delivery and your teaching to students' cultures, learning styles, and diversity in your classroom?
3. How do you modify tests to provide fair assessments for diverse student populations in regard to race, ethnicity, language, and/or ability?
4. How do the materials used in your lessons/instruction reflect cultural non-bias? What process is used in your school to ensure the use of culturally non-biased materials?
5. How do you provide meaningful tasks for students that are responsive to race, culture, ethnicity, and language, in a culturally respectful classroom?
6. In your class/school, how are academic expectations differentiated in regard to cultural identity or ability of the students?
7. What types of professional growth opportunities do you participate in that are pertinent to teaching a diverse student population?
8. What activities are you engaged in within the local community?

APPENDIX E
DISCUSSION QUESTIONS

Discussion Questions

These questions arose out of the shorter narrative open-ended questions provided to the international teachers in the survey. Each question was posted as a type of email discussion to which participants responded. Respondents could also read each other participants' answers and respond to those if desired.

Question #1

Within the multicultural educational models in research literature, one of the characteristics of effective teachers is their ability to negotiate other cultures. In addition, the CCAI inventory that you completed gauges a participant's ability to empathize with those who are different from oneself. Involvement with, and understanding of, students' home backgrounds is part of this process, which implies understanding and negotiating community/local cultures. In the survey/narrative question responses, nearly all the participants indicated they are involved with 1) sponsorship of school activities (clubs, sports, drama, PTA, committees, etc), 2) volunteer work in the local community (fundraising, service work, outreach work, etc.) and/or 3) cultural activities (art, music, travel, local events, etc.). Why are these types of involvement important to you as an international teacher? How does it contribute to your effectiveness as a teacher in a diverse classroom?

Question #2

In the survey/narrative question responses, nearly all participants indicated they use a wide variety of instructional strategies from one-on-one to the use of graphic organizers and multiple others. Research highlights the most effective instructional strategies as 1) identifying similarities and differences, 2) summarizing and note taking, 3) reinforcing effort and providing recognition, 4) homework and practice, 5) nonlinguistic representations, 6) cooperative learning, 7) setting objectives and providing feedback, 8) generating and testing hypothesis and 9) questions, cues and advance organizers. In your classroom, which of these do you find to be the most powerful effective teaching strategy that supports cross-cultural experiential, authentic, and interactive learning? Why?

Question #3

In the research within the multicultural education framework, effective teachers are seen as those who seek to teach the students the culture of the school while maintaining the students' sense of their own cultural identity and pride. In the survey/narrative question your responses indicated a variety of ways of using students' home cultures in the instruction of the classroom. Explain your beliefs in how important this practice is in helping students construct knowledge and learn.

Question #4

Research indicates that one of the most powerful factors in student achievement is what the teacher believes about students and what the teacher expects of students. In addition, the teacher's perspective is shaped by their own upbringing, their life experiences, their beliefs and values, and their sense of efficacy (the belief they can change a situation). What personal values do you hold regarding teaching in an international and diverse setting? What do you believe about how you affect student learning?

APPENDIX F

EMAIL INVITATION TO PARTICIPATE - INTERNATIONAL TEACHERS

Debbie Lee

From: "Randy & Debbie Lee" <rdlee143@mchsi.com>
To: <rdlee143@mchsi.com>
Sent: Friday, April 15, 2005 11:37 AM
Subject: Invitation to Participate - International

Good Day,

I am a doctoral candidate at the University of Northern Iowa working on my research dissertation and invite you to participate in my study. I am (1) examining the cross-cultural effectiveness of international teachers and Iowa teachers, and (2) examining the instructional practices of international teachers. I would be asking you to complete a survey, complete a few narrative questions about your instructional practices, and engage in an email discussion about your instructional practices. My design is to have 20 international teachers participate. Please be assured that all answers are kept confidential to the research study and no names that can identify you will be used in the analysis of results in the final dissertation.

Please reply to this email and let me know if you are interested in receiving more information about participation. I would greatly appreciate your assistance and support.

Debbie Lee
823 Sonya Dr.
Waterloo, IA 50702
319.233.0018
email: rdlee143@mchsi.com

APPENDIX G

EMAIL INFORMED CONSENT - INTERNATIONAL TEACHERS

Debbie Lee

From: "Randy & Debbie Lee" <rdlee143@mchsi.com>
To: <rdlee143@mchsi.com>
Sent: Friday, April 15, 2005 11:38 AM
Subject: Informed Consent - International

This is the first step in the study. The university requires that I obtain informed consent from you prior to participating. Please read the information below carefully and then reply with a YES or NO in the subject line of a reply to this email. Just an added note - it's very unusual to conduct research for a dissertation via email messaging. It's kind of interesting and fun to try it this way. Let me know if you have any difficulties at any time. Debbie Lee

UNIVERSITY OF NORTHERN IOWA
 HUMAN PARTICIPANTS REVIEW - INFORMED CONSENT

Project title: Teacher Perceptions of International Setting and Diverse Student Populations on Instructional Practices

Name of Investigator: Debbie Lee

After reading the information regarding the study, listed below, it is important that you respond to this email in one of two ways: Please read the information and then respond either YES or NO.

1)

I AM WILLING TO PARTICIPATE (AGREEMENT):

Type YES in the subject field in replying to this email. If you volunteer to participate in this study, please click on REPLY to create an email reply and then type YES in the subject field of the email reply to indicate agreement to the this statement - / am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received an email copy of this consent statement. I am 18 years of age or older.

It is very important that you understand this. Please contact me if you have any questions at all about your voluntary participation.

OR

2)

CHOOSE NOT TO PARTICIPATE (NO AGREEMENT):

Type NO in the subject field. If you choose not to participate in this study, please click on REPLY to create an email reply and then type NO in the subject field of the email reply to

indicate that you do not want to participate. It is very important that you understand this. Please contact me if you have any questions at all about your choice not to participate.

STUDY INFORMATION

You are invited to participate in a research project conducted through the University of Northern Iowa. The University requires that you give your agreement to participate in this dissertation research study. The following information is provided to help you make an informed decision whether or not to participate.

This is a combined quantitative and qualitative study designed to explore differences of cross-cultural effectiveness of international classroom teachers and of Iowa classroom teachers and to examine instructional practices of international teachers from within the multicultural education framework.

The process for international teachers involves - 1) completing the Cross-Cultural Adaptability Inventory (CCAI) and answering short, open-ended questions through an online survey tool, and 2) answering discussion questions via email messaging.

All directions for completion of the inventory and the discussion questions will be provided after you have agreed to participate.

Step 1:

The CCAI

The participants will complete several demographic questions and the Cross-Cultural Adaptability Inventory (CCAI). The CCAI contains 50 items to be answered on a Likert type scale and will examine cross-cultural effectiveness in both groups of teachers. The beginning of the inventory will include a series of demographic items, such as school location, size of school, years of experience, etc. The inventory and demographic data should not take more than approximately 15 minutes to complete. The time frame for online access to the questions will be a 2 week period designated in later directions.

Narrative, open-ended questions

International participants will complete a series of approximately 8-10 questions that are narrative, open-ended in nature and are specific to instructional practices. These questions will be at the end of the CCAI. It is estimated that these questions will take not more than 30-35 minutes to complete.

Step 2:

Discussion Questions

International participants will also complete a series of discussion questions that will more deeply explore their instructional practices. These questions will come from strands arising from the narrative, open-ended questions. The discussion questions will be completed via email messaging and you will have opportunity to respond to others' answers - thus extending the answers into discussions. Individual posted questions will take approximately 5-10 minutes to complete. The time frame for online access to the questions will be a 2 - 3 week period designated in later directions.

Any information obtained during this study which could identify you will be kept confidential to the degree to which information collected online can be kept confidential. Once the study is completed, all identifying data will be destroyed. Up to that point, all information will remain confidential and kept in a secure location. When reporting data results in the final published dissertation, real names will not be used. The summarized findings with no identifying information may be published in an academic journal or presented at a scholarly conference.

In the data collection stage, all email discussion question responses in step 2 will be open for all participants to read and respond to. Your name may become known to the other participants through the email discussion exchanges, thus your name will not be confidential at this stage of data collection. Answers will be shared and confidentiality in this step will not be possible. Participants will be directed to delete all email messages once the 2-3 week collection period has been completed. Throughout the data analysis and in the published research dissertation, participants' real names will not be used, thus, maintaining anonymity and confidentiality when the data information is compiled, analyzed, and presented in the final published form.

There are minimal risks to you as a participant. There may be some discomfort or mild anxiety when answering questions about personal professional practices, but it is anticipated that this will generally not occur. There is definitely time involved in completing the various steps, which could be a minor inconvenience. However, your participation in the study may offer you a chance for professional reflection on instructional practices you use in your classroom and will offer opportunities for learning through the online discussion regarding instructional practices.

Your participation in this project is completely voluntary. You may choose to not participate at all. If you do participate, you are free to withdraw at any time you choose with no repercussions of any kind.

Your participation in the study is greatly appreciated. If you have any questions at all, you may contact me at any time, presently or in the future. My email address is rdleel43@mchsi.com and my telephone number is 319.233.0018. You may also contact my faculty advisor, Dr. Greg Stefanich. His email is gregory.stefanich@uni.edu and his telephone number is 319.273.2073. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319.273.2748, for answers to questions about rights of research participants and the participant review process.

APPENDIX H

PARTICIPANT INSTRUCTIONS - INTERNATIONAL TEACHERS

**(accompanied the hard copy of the Cross-Cultural Adaptability Inventory
and sent via U.S. postal services)**

Participant Instructions

Dissertation Research Study
Teacher Perceptions of International Setting and Diverse Student Populations on Instructional Practices
Debbie Lee
University of Northern Iowa
October 2004

Thank you for agreeing to participate in my research study. I have listed the steps below and the approximate time frames. If at any time you need any questions answered of me, please do not hesitate to email me at rdlee143@mchsi.com or call me 319-233-0018.

The information in this study will be obtained via an online survey tool and email messaging.

Step 1

Enclosed in this packet, please find the Cross-Cultural Adaptability Inventory (CCAI) for you to complete. Due to copyright laws, the publishing company of the CCAI will not allow me to place the exact inventory questions into the online survey tool. However, to enable me to complete my study and to avoid you having to mail the inventory back to me, you will go to the online survey tool at the website listed below, will read the questions from the hard copy in this packet, and will record the answers in the appropriate number in the online survey tool. You will NOT need to mail anything back to me via postal service. (I would encourage you to complete the hard copy of the CCAI if you are interested in seeing your personal results. The directions are included in the inventory. I've done this and it's interesting.)

The Inventory (survey)

At the beginning of the online survey are several demographic questions for you to answer. You will then answer the CCAI inventory questions. Lastly, I've included several narrative, open-ended questions for you to complete that ask you to reflect on your teaching practices. The answers for the narrative section do not need to be extensive, but should be complete. They are intended to be short answer type questions - a paragraph or less (unless you choose to be more extensive).

You should be prepared to set aside 30 – 40 minutes for the completion of all three sections of the survey, although it is most likely that it will take less time. *Internet Explorer* is the best browser tool to use to access the online survey tool, but using *Netscape* will also work. If your online system is somewhat slow, be prepared to be patient with the online survey tool.

Survey website... <http://survey.aea267.k12.ia.us/survey/3261/30ff/>
(Please note that the last segment of the website is "3 zero ff" and not a letter O)

Please complete the survey as soon as possible, but no later than
...November 1

Step 2

After completion of the survey by all participants, several weeks will pass and then I will post discussion questions as email messages to all participants for a short length of time. Participants will use the **REPLY ALL** when answering so all participants will read all answers and will have the opportunity to respond through using the **REPLY ALL** function. This creates a type of *email discussion* and allows me to more deeply explore instructional strategies of international teachers.

Discussion Questions will be posted for a 2 - 3 week period
around mid - November (possibly sooner).

I will provide directions again in an email message
when I start posting questions and will indicate time frames at
that time as well.

If you are interested in seeing the results of this study, please send me an email after your participation is completed and I will make arrangements for you to receive a copy of the results section when I have completed the dissertation.

Once again, I am very appreciative of your participation. If there is anything I can do for you, please do not hesitate to ask.



APPENDIX I

IOWA PRINCIPAL / SUPERINTENDENT PHONE SCRIPT

Principal / Superintendent - Phone Script

- I am Debbie Lee, secondary curriculum coordinator for Waterloo.
- I am also a student at UNI working on my doctoral dissertation.
- Purpose
 - I need your assistance in identifying teachers who will complete a 15 minute online survey as part of my research study.
 - The Iowa teachers need to fit a specific set of 3 criteria that match a sample of teachers from the international community. The 3 match criteria are gender, teaching level (elementary, middle school, high school), and years of teaching experience.
 - I will provide a chart for you to complete with the criteria listed. I am asking you to identify teachers who match the criteria and provide their name and email address. From that point, I will contact the teachers and ask for their participation.
 - Please make sure the teachers agree to being placed on the list.
- I will send you the chart via both snail mail and email as an attachment and information regarding the research study I am doing.
- You can return the completed chart to me either in the provided envelope or via email as an attachment. I am not expecting that you complete the entire chart, just complete it the best you can. With several school districts participating, I will get the cross section I need. Please just complete it the best you can.
- Will you be able to assist me with this study?
- Check that I have the email listed correctly.

Thank you!!

APPENDIX J

EMAIL IOWA TEACHER IDENTIFICATION - PRINCIPALS / SUPERINTENDENTS

(also sent via U.S. postal services)

Debbie Lee

From: "Randy & Debbie Lee" <rdlee143@mchsi.com>
To: <rdlee143@mchsi.com>
Sent: Friday, April 15, 2005 11:42 AM
Subject: Iowa Teacher Identification - Principals and Superintendents

Good Day,

As per our telephone conversation you have agreed to assist me in obtaining teachers from your district to participate in my UNI doctoral research study. I've attached the chart for completion, which also includes a brief description of my study on the backside. I've also included the description below. Please feel free to share the description with teachers. I am also sending the same chart and description of the study to your school district office via snail mail. It should arrive shortly.

I am asking you to complete the name, school, and email address of teachers in your district that match the criteria listed on the attached chart. Please be sure the teachers have agreed to be placed on the list. I am not expecting that each listing will be completely filled by every school district. Do the best you can. I believe a cross sample from multiple districts will provide the information needed. Return the list to me either via the stamped, addressed envelope provided with the snail mail or via email as an attachment (using WORD): rdlee143@mchsi.com. Please return the information within one week of receiving this chart or no later than November 24th.

Thank you.

Debbie Lee
 391.233.0018
rdlee143@mchsi.com
 823 Sonya Dr.
 Waterloo, IA 50702

**University of Northern Iowa
 Doctoral Research Study**

Teacher Perceptions of International Setting and Diverse Student Populations on Instructional Practices

My research study is a combined quantitative and qualitative study designed to explore differences of cross-cultural effectiveness of international classroom teachers and of Iowa classroom teachers and to examine the instructional practices of international teachers from within the multicultural education framework. The involvement for the Iowa teacher sample is completion of several demographic questions along with the Cross-Cultural Adaptability Inventory (CCAI).

The CCAI contains 50 items that are answered on a Likert type scale and will examine cross-cultural effectiveness in both groups of teachers. The beginning of the inventory will include a series of demographic questions, such as school location, size of school, years of teaching experience, etc. The inventory and the demographic data should take no longer than approximately 15 minutes to complete. The entire survey will be completed via an online survey tool. It is recommended that teachers have access to the Internet using Internet Explorer as the browser. Further information for completing the survey will be provided once teachers have agreed to participate. All correspondence will be completed via email.

Confidentiality:

Any information obtained during this study which could identify individual teachers will be kept confidential to the degree to which information collected online can be kept confidential. Once the study is completed, all identifying data will be destroyed. Up to that point, all information will remain confidential and kept in a secure location. When reporting data results in the final published dissertation, real names will not be used. The summarized findings with no identifying information may be published in an academic journal or presented at a scholarly conference.

Debbie Lee

University of Northern Iowa

Doctoral Research Study

Teacher Perceptions of International Setting and Diverse Student Populations on Instructional Practices

My research study is a combined quantitative and qualitative study designed to explore differences of cross-cultural effectiveness of international classroom teachers and of Iowa classroom teachers and to examine the instructional practices of international teachers from within the multicultural education framework. The involvement for the Iowa teacher sample is completion of several demographic questions along with the Cross-Cultural Adaptability Inventory (CCAI).

The CCAI contains 50 items that are answered on a Likert type scale and will examine cross-cultural effectiveness in both groups of teachers. The beginning of the inventory will include a series of demographic questions, such as school location, size of school, years of teaching experience, etc. The inventory and the demographic data should take no longer than approximately 15 minutes to complete. The entire survey will be completed via an online survey tool. It is recommended that teachers have access to the Internet using Internet Explorer as the browser. Further information for completing the survey will be provided once teachers have agreed to participate. All correspondence will be completed via email.

Confidentiality:

Any information obtained during this study which could identify individual teachers will be kept confidential to the degree to which information collected online can be kept confidential. Once the study is completed, all identifying data will be destroyed. Up to that point, all information will remain confidential and kept in a secure location. When reporting data results in the final published dissertation, real names will not be used. The summarized findings with no identifying information may be published in an academic journal or presented at a scholarly conference.

If there are any questions, please feel free to contact me either by phone, 319.322.0018 or via email, rdlee143@mchsi.com.

Iowa Teacher Sample

Directions: Please complete the name, school, and email address of teachers in your district that match the criteria listed below. Please be sure the teachers have agreed to be placed on the list. I am not expecting that each listing will be filled by every school district. Do the best you can. Return the list to me either via the envelope provided or via email as an attachment (using WORD): rdlee143@mchsi.com. Please return the information within one week of receiving this chart or no later than November 24th. A description of my research study is on the backside, which you can share with teachers if you choose. Thank you.

Grade Level	Gender	Years Experience	Name	School	Email Address
Elementary K-2	Female	Less than 5			
Elementary K-2	Female	6-10			
Elementary K-2	Female	11- 15			
Elementary K-2	Male	Over 25			
Elementary 3-5/6	Male	6-10			
Elementary 3-5/6	Male	11-15			
Elementary 3-5/6	Female	21-25			
Elementary 3-5/6	Male	Over 25			
Middle School	Male	Less than 5			
Middle School	Female	Over 25			
Middle School	Male	Over 25			
High School	Female	11-15			
High School	Male	11-15			
High School	Male	11-15			
High School	Male	11-15			
High School	Male	21-25			
High School	Female	Over 25			
High School	Female	Over 25			
High School	Female	Over 25			
High School	Male	Over 25			

APPENDIX K

EMAIL INVITATION TO PARTICIPATE – IOWA TEACHERS

Debbie Lee

From: "Randy & Debbie Lee" <rdlee143@mchsi.com>
To: <rdlee143@mchsi.com>
Sent: Friday, April 15, 2005 11:34 AM
Subject: Invitation to Participate - Iowa

Good Day,

Your school district Superintendent provided your name to me regarding the possibility of your participation in my research study. I am a doctoral candidate at the University of Northern Iowa working on my research dissertation and invite you to participate in my study. I am (1) examining the cross-cultural effectiveness of international teachers and Iowa teachers, and (2) examining the instructional practices of international teachers. I would be asking you, as an Iowa teacher, to complete a few demographic questions along with the Cross-Cultural Adaptability Inventory (CCAI). This will only take approximately 15 minutes. My design is to have 20 international teachers and 20 Iowa teachers participate in the study. Please be assured that all answers are kept confidential to the research study and no names that can identify you will be used in the analysis of results in the final dissertation.

Step #1 - Please reply to this email and let me know if you are interested in receiving more information about participation. I would greatly appreciate your assistance and support. If you reply in the affirmative, please also include your snail mail (postal) address.

Step #2 - I will send you the Consent for Participation form via email and when you have replied to that, I will send you a packet of information via snail mail and you will be able to complete the survey.

Debbie Lee
823 Sonya Dr.
Waterloo, IA 50702
319.233.0018
email: rdlee143@mchsi.com

APPENDIX L

EMAIL INFORMED CONSENT - IOWA TEACHERS

Debbie Lee

From: "Randy & Debbie Lee" <rdlee143@mchsi.com>
To: <rdlee143@mchsi.com>
Sent: Friday, April 15, 2005 11:40 AM
Subject: Informed Consent - Iowa

This is the first step in the study. The university requires that I obtain informed consent from you prior to participating. Please read the information below carefully and then reply with a YES or NO in the subject line of a reply to this email. Just an added note - it's very unusual to conduct research for a dissertation via email messaging. It's kind of interesting and fun to try it this way. Let me know if you have any difficulties at any time. Debbie Lee

UNIVERSITY OF NORTHERN IOWA
HUMAN PARTICIPANTS REVIEW - INFORMED CONSENT - IOWA TEACHERS

Project title: Teacher Perceptions of International Setting and Diverse Student Populations on Instructional Practices

Name of Investigator: Debbie Lee

After reading the information regarding the study, listed below, it is important that you respond to this email in one of two ways: Please read the information and then respond either YES or NO.

1)

I AM WILLING TO PARTICIPATE (AGREEMENT):

Type YES in the subject field in replying to this email. If you volunteer to participate in this study, please click on REPLY to create an email reply and then type YES in the subject field of the email reply to indicate agreement to this statement -I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received an email copy of this consent statement. I am 18 years of age or older.

It is very important that you understand this. Please contact me if you have any questions at all about your voluntary participation.

OR

2)

I CHOOSE NOT TO PARTICIPATE (NO AGREEMENT):

Type NO in the subject field in replying to this email. If you choose not to participate in this study, please click on REPLY to create an email reply and then type NO in the subject field of the email reply to indicate that you do not want to participate. It is very important that you understand this. Please contact me if you have any questions at all about your choice not to participate.

STUDY INFORMATION

You are invited to participate in a research project conducted through the University of Northern Iowa. The University requires that you give your agreement to participate in this dissertation research study. The following information is provided to help you make an informed decision whether or not to participate.

This is a combined quantitative and qualitative study designed to explore differences of cross-cultural effectiveness of international classroom teachers and of Iowa classroom teachers and to examine instructional practices of international teachers from within the multicultural education framework.

For Iowa teachers, the process involves completing the Cross-Cultural Adaptability Inventory (CCAI) through an online survey tool. The CCAI contains 50 items to be answered on a Likert type scale and will examine cross-cultural effectiveness in both groups of teachers. The beginning of the inventory will include a series of demographic items, such as school location, size of school, years of experience, etc. The inventory and demographic data should not take more than approximately 15 minutes to complete. The time frame for online access to the questions will be a 2-week period designated in later directions. All directions for completion of the survey will be provided after you have agreed to participate.

Any information obtained during this study which could identify you will be kept confidential to the degree to which information collected online can be kept confidential. Once the study is completed, all identifying data will be destroyed. Up to that point, all information will remain confidential and kept in a secure location. When reporting the data results in the final published dissertation, real names will not be used. The summarized findings with no identifying information may be published in an academic journal or presented at a scholarly conference.

There are minimal risks to you as a participant. There may be some discomfort or mild anxiety when answering the inventory questions, but it is anticipated that this will generally not occur. There is definitely time involved for completing the inventory, about 15 minutes, which could be a minor inconvenience. However, your participation in the study may offer you a chance for professional reflection regarding cross-cultural effectiveness.

Your participation in this project is completely voluntary. You may choose to not participate at all. If you do participate, you are free to withdraw at any time you choose with no repercussions of any kind.

Your participation in the study is greatly appreciated. If you have any questions at all, you may contact me at any time, presently or in the future. My email address is

rdlee143@mchsi.com and my telephone number is 319.233.0018. You may also contact my faculty advisor, Dr. Greg Stefanich. His email is gregory.stefanich@uni.edu and his telephone number is 319.273.2073. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319.273.2748, for answers to questions about rights of research participants and the participant review process.

APPENDIX M

PARTICIPANT INSTRUCTIONS - IOWA TEACHERS

**(accompanied the hard copy of the Cross-Cultural Adaptability Inventory
and sent via U.S. postal services)**

Participant Instructions – Iowa Teachers

Dissertation Research Study
 Teacher Perceptions of International Setting and Diverse Student Populations on Instructional Practices
 Debbie Lee
 University of Northern Iowa
 December 2004

Thank you for agreeing to participate in my research study. If at any time you need any questions answered of me, please do not hesitate to email me at rdlee143@mchsi.com or call me 319-233-0018.

The information in this study will be obtained via an online survey tool and email messaging.

Enclosed in this packet with these directions, please find the *Cross-Cultural Adaptability Inventory* (CCAI). Due to copyright laws, the publishing company of the CCAI will not allow me to place the exact inventory questions into the online survey tool. However, to enable me to complete my study and to avoid you having to mail the inventory back to me, you will go to the online survey tool at the website listed below, will read the questions from the hard copy in this packet, and will record the answers in the appropriate number in the online survey tool. You will NOT need to mail anything back to me via postal service. (I would encourage you to complete the hard copy of the CCAI if you are interested in seeing your personal results. The directions are included in the inventory. I've done this and it's interesting.)

At the beginning of the online survey are several demographic questions for you to answer along with the CCAI questions. You should be prepared to set aside 15 – 20 minutes for the completion of the entire survey. *Internet Explorer* is the best browser tool to use to access the online survey tool, but using *Netscape* will also work. If your online system is somewhat slow, be prepared to be patient with the online survey tool.

Survey website... <http://survey.aea267.k12.ia.us/survey/3261/30ff/>
 (Please note that the last segment of the website is "3 zero ff" and not a letter O)

Please complete the survey as soon as possible, but no later than...December 20

If you are interested in seeing the results of this study, please send me an email after your participation is completed and I will make arrangements for you to receive a copy of the results section when I have completed the dissertation. Once again, I am very appreciative of your participation. If there is anything I can do for you, please do not hesitate to ask.



APPENDIX N
CROSS CULTURAL ADAPTABILITY INVENTORY DATA

**Cross-Cultural Adaptability Inventory
Numerical Raw Data**

Column	Variable Label	Values and Value Labels
A	Respondent Number	This column is repeated on each page
B	Gender	1 = Female 2 = Male
C	Race	1 = Caucasian
D	Age	1 = 29 years or less 2 = 30 – 39 3 = 40 – 49 4 = 50 – 59 5 = More than 60 years
E	Grade Level	1 = Elementary 2 = Middle School 3 = High School
F	Content Area	1 = Elementary 2 = Reading/Language Arts/English 3 = Social Studies 4 = Math 5 = Science 6 = Specialist 7 = Other
G	Total Years Taught	1 = 5 years or less 2 = 6 to 10 3 = 11 to 15 4 = 16 to 20 5 = 21 to 25 6 = more than 25 years
H	Total Years Taught International	1 = 5 years or less 2 = 6 to 10 3 = 11 to 15 4 = 16 to 20 5 = 21 to 25 6 = more than 25 years
I	Education Level	1 = BA 2 = BA + 15 3 = BA + 30 4 = MA 5 = MA + 15 6 = MA + 30 7 = EdD/PhD
J	System	1 = Iowa 2 = International
K	School Enrollment	0 = less than 100 students 1 = 100 – 300 2 = 300 – 500 3 = 500 – 700 4 = 700 – 1,000 5 = more than 1,000 students

L	Student Teaching Experience	1 = Multicultural setting 2 = Single Cultural setting 3 = International setting 4 = Other
M	School Attended When Growing Up	1 = Multicultural setting 2 = Single Cultural setting

Specific CCAI Question/Item Numbers

Values:

1 = Definitely Not True
2 = Not True
3 = Tends to Not Be True

4 = Tends to Be True
5 = True
6 = Definitely True

Column Item Number

N 1
O 2
P 3
Q 4
R 5
S 6
T 7
U 8
V 9
W 10
X 11
Y 12
Z 13
AA 14
AB 15
AC 16
AD 17
AE 18
AF 19
AG 20
AH 21
AI 22
AJ 23
AK 24
AL 25
AM 26
AN 27
AO 28

Column Item Number

AP 29
AQ 30
AR 31
AS 32
AT 33
AU 34
AV 35
AW 36
AX 37
AY 38
AZ 39
BA 40
BB 41
BC 42
BD 43
BE 44
BF 45
BG 46
BH 47
BI 48
BJ 49
BK 50
BL Total CCAI Score
BM Total Emotional Resilience
BN Total Flexibility/Openness
BO Total Perceptual Acuity
BP Total Personal Autonomy

Reversed Scored Items:

10, 14, 19, 22, 23, 27, 32, 34, 37

Raw Numerical Data - CCAI

A	B	C	D	E	F	G	H	I
1	1	1	4	3	6	6	5	6
2	1	1	5	3	3	6	6	6
3	2	1	4	2	5	6	2	6
4	2	1	4	3	7	3	3	5
5	1	1	4	3	6	6	3	6
6	2	1	2	1	1	2	1	1
7	1	1	2	1	1	2	1	4
8	2	1	3	3	5	5	2	4
9	2	1	4	3	4	6	2	4
10	1	1	4	1	1	5	4	1
11	1	1	1	1	1	1	1	1
12	2	1	4	2	3	1	1	1
13	2	1	3	3	3	3	2	6
14	1	1	4	2	2	6	4	4
15	1	1	4	3	5	3	2	7
16	2	1	2	1	1	3	2	6
17	2	1	4	1	1	6	5	6
18	1	1	2	1	1	3	3	3
19	2	1	5	1	5	6	3	6
20	2	1	3	3	4	3	3	4
21	2	1	4	3	2	6	1	3
22	2	1	4	1	1	6	1	3
23	2	1	4	2	2	6	1	3
24	1	1	3	3	2	6	1	3
25	1	1	3	1	1	5	1	3
26	1	1	4	3	7	6	1	6
27	2	1	2	3	4	3	1	2
28	1	1	1	1	1	1	1	1
29	1	1	4	2	3	6	1	3
30	2	1	3	3	3	5	1	2
31	2	1	3	1	1	3	1	2
32	1	1	3	3	3	3	1	6
33	1	1	4	3	2	6	1	3
34	2	1	3	3	3	3	1	4
35	2	1	4	1	1	6	1	3
36	1	1	3	1	1	3	1	1
37	2	1	1	2	3	1	1	1
38	2	1	3	3	7	5	1	5
39	2	1	2	1	1	2	1	1
40	1	1	4	1	1	6	1	6

Raw Numerical Data – CCAI

A	J	K	L	M	N	O	P	Q
1	2	4	1	2	5	6	5	5
2	2	3	1	1	4	6	5	5
3	2	4	2	2	4	5	5	5
4	2	1	4	2	6	6	6	5
5	2	1	2	2	5	6	4	5
6	2	2	2	2	4	6	6	4
7	2	4	2	2	6	6	5	4
8	2	5	2	2	5	6	6	6
9	2	5	3	2	5	6	6	6
10	2	5	3	2	6	5	5	6
11	2	5	1	2	5	5	6	5
12	2	2	3	2	4	5	4	5
13	2	5	1	2	4	5	4	5
14	2	5	2	2	5	5	6	6
15	2	2	3	2	5	5	6	5
16	2	1	1	1	6	6	6	6
17	2	3	1	1	5	6	4	5
18	2	2	2	2	4	5	5	5
19	2	5	2	2	6	6	5	5
20	2	3	1	2	4	6	6	5
21	1	2	2	2	5	5	5	5
22	1	1	2	2	4	5	5	5
23	1	1	2	2	4	3	5	4
24	1	2	2	2	5	5	6	5
25	1	1	2	2	5	3	5	4
26	1	4	2	1	5	4	6	4
27	1	3	2	2	5	4	4	5
28	1	1	2	2	6	5	6	6
29	1	5	2	2	5	4	5	5
30	1	2	1	2	6	5	6	6
31	1	2	2	1	5	5	6	5
32	1	5	2	1	4	5	5	6
33	1	4	2	2	5	4	5	5
34	1	5	1	2	5	5	5	4
35	1	5	2	2	4	4	6	4
36	1	2	2	2	4	4	5	4
37	1	2	2	2	5	5	5	4
38	1	5	2	1	6	5	6	5
39	1	1	2	2	5	5	5	4
40	1	1	2	2	5	4	6	5

Raw Numerical Data – CCAI

A	R	S	T	U	V	W	X	Y
1	5	5	5	5	4	5	5	5
2	6	5	6	6	4	6	5	6
3	4	5	5	4	4	3	4	4
4	6	6	5	6	5	4	3	6
5	5	5	5	6	5	4	5	6
6	5	4	3	5	4	2	3	4
7	4	5	6	5	5	4	4	6
8	6	6	5	5	5	4	5	6
9	6	6	6	5	5	3	5	6
10	5	6	4	5	4	5	5	6
11	5	5	5	5	4	5	4	6
12	5	5	6	6	4	4	5	6
13	4	4	5	4	4	5	3	5
14	5	6	5	4	4	5	5	6
15	5	5	5	5	5	5	5	6
16	5	5	4	5	5	5	5	6
17	5	5	4	5	5	4	5	6
18	4	5	5	6	4	4	3	6
19	5	5	5	4	5	4	5	6
20	6	4	6	4	4	4	4	6
21	5	5	5	5	5	5	5	5
22	5	5	5	6	4	3	5	5
23	5	4	6	5	6	4	4	6
24	6	6	5	5	5	5	6	6
25	6	4	3	5	3	4	5	6
26	5	4	5	6	4	5	5	6
27	4	4	5	6	5	2	5	5
28	5	5	5	5	5	2	3	6
29	5	5	5	5	5	4	4	5
30	6	6	6	6	5	5	5	6
31	4	4	6	4	5	4	4	6
32	5	4	5	6	4	3	4	6
33	6	5	5	6	5	4	4	6
34	5	4	5	5	4	4	4	5
35	6	4	5	6	4	4	4	6
36	5	5	4	4	4	3	4	6
37	6	5	5	4	5	2	2	6
38	6	6	5	6	5	5	5	6
39	5	6	4	5	5	5	3	5
40	6	5	6	6	5	4	6	6

Raw Numerical Data – CCAI

A	Z	AA	AB	AC	AD	AE	AF	AG
1	5	2	5	5	4	5	2	4
2	6	3	5	6	4	5	2	4
3	4	3	4	4	4	5	3	4
4	6	3	5	4	5	5	1	4
5	6	3	4	5	5	5	2	4
6	5	6	4	5	6	5	2	5
7	6	3	3	5	6	3	2	3
8	6	4	5	5	4	6	2	4
9	6	3	6	6	6	6	1	6
10	5	2	4	5	3	5	2	4
11	6	4	4	5	3	5	2	5
12	4	2	5	5	3	4	2	4
13	5	4	5	5	4	5	3	5
14	5	3	6	6	4	5	2	5
15	6	2	5	5	3	4	3	4
16	6	5	5	6	5	6	3	4
17	4	3	5	6	5	4	2	4
18	4	2	3	4	4	3	3	3
19	5	1	5	6	2	3	2	3
20	6	3	6	5	4	6	2	4
21	5	2	5	5	2	2	2	4
22	5	2	4	4	3	4	3	4
23	4	3	4	6	5	3	2	5
24	5	3	6	6	5	5	2	5
25	5	1	5	6	4	2	3	4
26	5	6	4	5	4	4	2	4
27	6	3	6	6	4	4	2	4
28	5	4	5	6	6	5	1	6
29	5	4	5	4	3	4	2	4
30	5	3	6	6	5	5	2	5
31	3	3	5	5	4	4	3	5
32	5	3	5	4	4	5	1	4
33	5	3	4	4	3	4	2	4
34	5	4	5	5	4	3	3	4
35	3	3	5	5	4	4	3	4
36	5	3	5	4	4	3	2	4
37	4	6	4	5	4	1	1	4
38	5	4	6	6	4	5	3	5
39	5	4	4	5	5	4	3	4
40	6	3	5	5	4	5	2	4

Raw Numerical Data – CCAI

A	AH	AI	AJ	AK	AL	AM	AN	AO
1	5	2	2	5	5	5	2	5
2	5	1	1	6	5	5	1	4
3	5	2	2	6	4	5	3	4
4	4	2	1	6	6	6	2	5
5	4	3	1	6	6	6	3	2
6	6	5	2	6	4	3	4	5
7	6	3	1	6	6	6	2	5
8	5	3	2	6	6	6	2	5
9	5	1	1	6	6	5	1	4
10	3	3	1	6	5	5	2	6
11	5	2	1	6	5	5	2	4
12	4	3	3	6	4	5	3	4
13	4	2	2	5	4	5	3	5
14	4	2	2	6	6	6	2	4
15	5	2	2	6	6	4	2	4
16	5	2	5	5	5	6	2	5
17	5	3	2	5	4	3	3	4
18	5	3	2	6	5	6	2	3
19	4	1	1	6	6	6	2	5
20	4	2	1	5	5	6	2	3
21	4	2	2	5	5	5	2	2
22	5	3	3	6	5	4	3	3
23	5	3	2	5	5	5	3	4
24	4	3	6	6	6	5	2	5
25	4	2	1	6	6	4	3	3
26	4	2	6	6	6	5	2	4
27	5	3	2	6	5	3	5	2
28	6	1	2	6	6	5	2	4
29	5	3	3	5	4	4	3	4
30	4	3	3	6	6	6	2	5
31	4	2	4	6	6	6	1	4
32	5	1	1	6	5	6	2	4
33	4	3	3	6	6	5	4	4
34	4	3	3	5	5	4	3	4
35	4	3	5	6	6	5	3	5
36	4	2	3	6	5	5	2	4
37	5	3	4	6	5	5	1	2
38	4	3	4	6	6	6	2	4
39	5	4	5	5	4	4	4	4
40	5	2	1	6	5	6	2	4

Raw Numerical Data – CCAI

A	AP	AQ	AR	AS	AT	AU	AV	AW
1	6	3	5	1	5	2	5	5
2	6	6	4	1	6	2	4	4
3	5	3	4	2	5	2	4	4
4	6	4	5	2	6	1	5	5
5	6	5	3	3	6	2	6	5
6	6	5	4	4	3	4	4	3
7	6	5	3	4	5	2	5	4
8	6	5	3	2	4	2	4	5
9	6	3	6	1	6	1	6	5
10	5	5	4	2	6	2	4	5
11	5	5	4	2	5	2	6	5
12	4	5	4	2	5	2	4	5
13	5	5	4	4	4	2	5	4
14	6	5	5	1	5	2	6	6
15	6	6	5	1	5	2	5	5
16	6	5	5	6	5	2	5	6
17	5	4	3	2	4	2	5	5
18	5	5	3	2	5	2	5	5
19	6	5	4	2	5	2	5	5
20	6	6	4	1	5	2	5	4
21	5	4	4	2	5	2	5	4
22	5	4	3	2	5	2	5	4
23	4	5	4	1	5	4	5	4
24	5	6	4	1	6	2	6	5
25	5	5	4	1	4	3	4	4
26	5	5	4	2	5	3	4	4
27	5	5	5	1	6	3	5	5
28	5	5	4	1	6	1	6	5
29	5	4	4	3	4	3	3	4
30	5	5	5	5	6	2	5	5
31	3	4	4	1	4	2	5	4
32	6	5	4	3	5	1	4	4
33	5	3	4	2	5	4	4	4
34	4	3	4	3	5	2	4	4
35	4	6	3	2	5	4	5	4
36	5	4	4	2	5	2	5	4
37	5	4	4	2	5	3	5	4
38	5	4	4	3	6	2	6	5
39	5	4	5	2	4	2	4	4
40	6	6	5	1	6	1	1	5

Raw Numerical Data – CCAI

A	AX	AY	AZ	BA	BB	BC	BD	BE
1	3	5	4	6	5	5	5	5
2	3	4	4	6	6	4	5	4
3	3	4	5	4	5	4	4	4
4	1	5	5	6	6	4	6	6
5	3	4	4	6	6	5	5	4
6	4	5	3	4	5	4	5	4
7	3	4	4	5	5	5	4	4
8	3	4	5	5	6	5	5	5
9	3	4	5	4	6	6	4	5
10	3	5	6	5	4	5	5	6
11	2	4	4	5	5	5	5	5
12	3	5	5	5	6	5	4	5
13	3	5	4	5	5	4	4	4
14	1	5	5	5	6	5	5	5
15	2	5	4	5	6	5	6	5
16	3	5	5	5	5	5	5	5
17	2	2	4	5	6	5	5	5
18	2	5	4	5	5	5	3	4
19	2	4	4	5	5	5	4	5
20	3	5	4	6	5	5	5	5
21	2	2	4	5	5	5	4	4
22	3	4	4	6	5	4	5	5
23	2	4	4	5	5	5	5	5
24	2	5	5	5	5	5	5	5
25	2	2	3	5	5	5	5	4
26	3	5	4	6	6	5	5	5
27	5	2	3	6	5	6	6	4
28	1	5	3	5	6	5	5	5
29	3	4	4	5	4	5	5	4
30	2	5	5	5	5	5	5	5
31	2	5	5	1	1	4	5	5
32	3	4	5	5	6	5	4	5
33	2	5	3	5	5	4	4	5
34	3	3	4	6	5	4	4	4
35	3	4	4	5	6	5	5	5
36	3	4	3	5	5	4	4	4
37	3	2	5	4	6	6	4	4
38	2	4	5	5	6	4	5	5
39	4	4	4	4	4	4	4	4
40	1	4	5	6	5	5	6	5

Raw Numerical Data – CCAI

A	BF	BG	BH	BI	BJ	BK	BL	BM
1	5	5	4	5	5	5	222	84
2	4	4	4	4	4	5	221	81
3	4	4	4	4	4	4	200	74
4	5	5	5	6	6	5	234	83
5	4	4	4	5	4	5	225	80
6	4	4	5	3	4	4	214	70
7	4	5	3	5	4	5	220	80
8	5	5	5	6	5	5	236	87
9	6	6	4	6	4	6	237	90
10	4	5	3	6	4	5	222	82
11	3	4	5	5	5	5	220	80
12	4	5	4	5	5	6	218	78
13	4	4	5	4	4	5	211	76
14	5	6	5	6	4	6	235	89
15	5	5	5	5	5	5	228	83
16	5	5	5	6	5	6	249	95
17	6	6	3	5	5	4	214	77
18	4	4	4	5	5	4	205	75
19	6	4	5	5	5	5	217	82
20	6	6	5	6	5	4	226	84
21	5	5	4	5	5	5	205	77
22	5	5	4	5	5	4	212	74
23	5	5	4	4	4	3	212	77
24	6	6	5	5	5	6	244	88
25	3	5	4	4	4	4	197	69
26	5	5	5	5	6	5	230	83
27	6	5	6	3	5	2	219	79
28	5	5	5	5	5	5	227	81
29	4	4	5	4	4	5	209	77
30	6	5	5	5	5	5	246	90
31	5	6	4	4	5	5	207	77
32	5	5	5	5	4	5	216	79
33	4	4	5	4	4	5	214	76
34	4	4	3	4	3	4	203	72
35	4	5	4	5	5	5	223	76
36	4	5	4	4	4	4	201	69
37	4	4	6	5	5	5	209	76
38	5	5	6	5	6	6	243	86
39	4	4	4	4	4	4	212	78
40	5	6	5	6	6	6	231	86

Raw Numerical Data – CCAI

A	BN	BO	BP
1	57	48	33
2	59	47	34
3	52	44	30
4	59	53	39
5	63	44	38
6	66	46	32
7	59	45	36
8	63	49	37
9	53	54	40
10	58	51	31
11	57	48	35
12	60	48	32
13	57	46	32
14	55	52	39
15	59	50	36
16	67	51	36
17	61	42	34
18	54	42	34
19	53	48	34
20	61	47	34
21	55	42	31
22	62	44	32
23	55	46	34
24	62	55	39
25	55	40	33
26	64	48	35
27	65	41	34
28	53	53	40
29	58	45	29
30	64	54	38
31	50	50	30
32	56	47	34
33	56	48	34
34	58	43	30
35	63	49	35
36	53	45	34
37	54	42	37
38	64	53	40
39	59	43	32
40	63	51	31

APPENDIX O
NARRATIVE, OPEN-ENDED QUESTION RESPONSES

Narrative, Open-Ended Question 1 Responses

Text answers

What types of activities, lessons, do you use to bridge, or connect, the students' cultures to classroom learning?

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Responses

(20 total)

- 1 Almost all students have had experience living in the US. Some have not. Students are able to choose certain subject matter for their art work that might reflect their ethnicity.
- 2 In a diverse classroom, it is important to get students to share THEIR own cultural views and experiences. That will assist others in a global perspective of similar events. One lesson I used was a "Naming" Unit. I had each student look in a baby book the background of his/her own name and then I shared with the class how different cultures have ceremonies to "give the child their name". Examples used were African (used the naming ceremony in the Roots video); Native American's way to choose the child's name; Hispanic families that join the mother's and father's name to make a new last name; Korean, where the most important member of the extended family get to give the child a name; and the Jewish ceremony that occurs on or before the 8th day. Then I let students tell of other ceremonies that they were involved in such as Christening in churches. One final part of this project was to use Japanese Haiku poetry to explain their name.
- 3 I emphasize the international/global nature of science....noting discoveries, research, etc. done by individuals from many different cultures and eras.
- 4 I try to make my assignments open-ended so that students can incorporate aspects of their own cultures. In class discussions I try to frame questions in the contexts of individual students' culture and experiences.
- 5 I try to connect the students' cultures to the readings we do in class, to the writing assignments, and class discussions. Since I am a language teacher, I also try to recognize the language differences and the different ways that the language reflects the culture.
- 6 Our school has really been focusing on Student Team Learning activities. This involves cooperative learning strategies, Bloom's Taxonomy, and other brain research specific lessons. We had a guest speaker from Canada come to the school and speak about concept attainment. However, most teachers agree that following the complete process is time consuming. We also use the four blocks curriculum to reach the ESL students.
- 7 The Social Studies curriculum is very loosely defined here. I use this as an opportunity to develop my own curriculum to learn with the students about their culture and mine. I generally let them explain Mexican customs and holidays to me and then I do a several month long unit on Canada with them. This is a Roman Catholic school so we pray together every morning and ask God to help us be the best we can be!
- 8 Not too much in the science classroom... I try to emphasize more the universality of science and scientists.. people from all cultures have contributed
- 9 Whenever I experience a situation which will add cultural meaning to our work, I integrate it with the lesson.
- 10 I encourage students to talk about and bring in examples of things they do or use at home. We try to include stories from many cultures and to celebrate holidays by inviting parents into the classroom. Having so many different cultures and nationalities represented, there are often times when discussion and elaboration are needed in order for us all to understand why something is done, or why a certain value is honoured. We connect our social studies theme of community to students' own experience as much as we can, by enlisting parental help to explain and give examples of culture, customs, traditions etc. in their own community.
- 11 Many times, I use social studies lessons to provide students the opportunity to teach me about holidays and local events.
- 12 Journal exercise where each student has to choose a new article from any media source on his home country and one other country. Student is expected to make a comment/analysis of the article. Exercise leads to group discussions on various cultures
- 13 As an economics teacher I usually refer to local conditions that they will see on their way to school or in their interactions with markets.
- 14 We create scrapbooks of who we are - timelines of their lives, maps of their countries, family trees, etc. These are shared in "class tour" sessions as well as individual pieces are shared in large and small groups. Children share cultural differences by comparing how they celebrate holidays, ceremonies, and festivals. When reading books, we share "Text to Self" observations, which often times reflects their culture, but also shows how we are all alike.
- 15 highlight cultural achievements
- 16 World geography lessons where teacher and students get to talk about the country culture that they come from. Keep the world map open and refer to as much as possible. Celebrate all holidays.
- 17 I draw on each child's cultural background and compare them to others of different backgrounds in an effort to explain that no matter how different we might be we are all basically the same.
- 18 I connect our host country as often as possible. I have guest speakers throughout the year talking about various cultural holidays that are celebrated with in my class. My class participates in the schools Festival of Nations celebration. I teach using the PYP/IB program that promotes internationalism.
- 19 math algorithms from other cultures, history of scientists from other cultures or countries, sharing of countries and homelands on United Nations Day, week-long activities on culture and arts of India, words from other languages in science and math.
- 20 I try to relate to language, places, religions, and geography. Also historical facts about that country, and personal anecdotes.

(20 total)

<http://survey.aea267.k12.ia.us/Member/Public/report.jsp?AnswerID=338935&theReport=15883&the...> 4/29/2005

Narrative, Open-Ended Question 2 Responses

Text answers

How do you personalize instructional delivery and your teaching to students' cultures, learning styles, and diversity in your classroom?

◀ Back

Responses

(20 total)

- 1 I teach using visual, verbal and demonstrational approaches. When I have ESL students in my classroom I give them extra time, have other students help them in their first language if possible, always make sure they understand the assignments by monitoring their progress on art works.
- 2 In Social Studies, it is easy to bring in all the contributions of many cultures by using the family histories of my students. I believe that all children are different learners, and work hard to get the best from everyone, so that means that I adapt assignments to meet the strengths and weakness of each student.
- 3 I work closely with the ESL (English as a Second Language) teachers to assess the level of understanding of each student. Some lessons are shared between the two classes (science and ESL) for the students that need additional time/help.
- 4 I try to be conscious of my students' backgrounds, nationalities, and cultures so that I can individualize my teaching.
- 5 I try to learn as much as possible about the students' cultures. I try to be aware of any "teachable moment" related to the students' cultures where I can personalize the instructional delivery. I often work one-on-one with my students which gives me the opportunity to adapt either the methodology or the materials to students' learning styles.
- 6 I preface each lesson in class with the objective and reason why we are learning a particular concept. I also find that if I can relate it to their previous knowledge, then I find that children are more likely to be motivated in learning the newly presented material. Students like to hear stories of past adventures that I have had in the US. My experiences and thoughts about their culture really seem to interest them. There also seems to be a general level of concern when I am having difficulty with a certain adjustment.
- 7 The culture is extremely homogenous so this is not a big concern. However, I think it is very important to expose students to other cultures and socioeconomic levels (the children at this school tend to be very wealthy). We have a lot of class discussion during our Morning Meeting daily after our prayer. Each child is viewed as an individual in my classroom and I try to set aside as much time as possible for one-on-one conferencing. I also try to provide the children with time on a daily basis to express individual opinions and ideas with the class. Cooperative learning is also encouraged on a regular basis.
- 8 I think I tend to emphasize more about the differences in learning styles than those due to cultural differences. Most of my kids who struggle in science struggle with the understanding the cognitive ideas themselves rather than any cultural issues about them.
- 9 I try to differentiate instruction on many levels which in learning styles and cultural background as well as ability levels.
- 10 In the first place, we have classes of twenty or less, which makes individual attention easier. I try to make myself aware early in the year of students' preferred learning styles and to build opportunities to use them into my units. The overall curriculum drives the focus of instruction, but how I deliver it depends on the students. Language differences in particular demand a lot of practical discovery activities, visibly posted vocabulary, graphic aids and organisers, repetition of key ideas, restatement in simple language and questioning. As far as culture is concerned, I make myself aware (as much as possible- after 23 years abroad I know that I can still make bad mistakes) of the broad brush-strokes of a child's culture. For example, many cultures are not comfortable with disagreeing with a point of view expressed by someone in authority. It is part of my job, not to change their outlook completely, but to introduce them gently to the idea that this is another way of doing things. I try to be sensitive to parents' views as well, although they may also be reluctant to express them!
- 11 I provide a variety of opportunities to use written and spoken language throughout the school day. I look for opportunities to make curriculum connections to students' lives especially in social studies, science, and guided reading.
- 12 I try to discuss each students home country and make comment on the culture. Students are encourage to discuss their home culture and how it mixes/clashes with their present country's culture.
- 13 I usually will schedule more one on one conferences in an effort to clarify any issues that are present.
- 14 Variety and flexibility are key elements to meeting individual needs. Students are allowed to use dictionaries that translate English into their language to gain clarity and understanding of new vocabulary. Instruction and activities are given orally, visually, and kinesthetically. If I am aware that student's culture will play a part in our activities, I will make a special effort to have them share their perspectives and reasons for them during discussion times.
- 15 students research information relevant to home culture and present to class
- 16 Understanding the values of the student and their parents as well as the ways in which they learn best then letting them perform to their potential instead of thrusting particular learning styles.
- 17 I really don't. I stress to my students that we are all more alike than different. Student's cultures generally don't impact upon my teaching. Learning styles, on the other hand, I will address on a one to one basis.
- 18 I use differentiation and when appropriate I will highlight different cultures that are represented in the classroom. But, not one single culture is highlighted in my classroom. Because we are a PYP school we need to think global in our instruction.
- 19 accomodation of ESL students in cooperative group learning, reduction and altering assignments for students who are receiving remedial or second-language help, using the teaching assistant for small group work with those students, and giving lots of opportunities for ESL students to present orally their thinking and visual ideas in math and science, tutoring every Monday afternoon for 1 hour in math and science for students who need help.
- 20 For cultures, see above. Learning styles: provide diverse activities and assessment strategies. Diversity: lots of random pairing, and for ESL kids, giving them questions I know they can answer aloud.

<http://survey.aea267.k12.ia.us/Member/Public/report.jsp?AnswerID=338936&theReport=15883&the...> 4/29/2005

Narrative, Open-ended Question 3 Responses

Text answers

How do you modify tests to provide fair assessments for diverse student populations in regard to race, ethnicity, language, and/or ability?

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Responses

(20 total)

- 1 The few tests I give are available for ESL or LI students to take in a resource room.
- 2 Every child can learn, so it is important to set the learning module to fit that child. The smartest kid in the class CAN learn the whole lesson, the middle child can learn about 1/2 to 3/4, and the bottom quartile needs to be asked to learn about 1/4 of the total lesson (they can get the major points, without all the supporting details.) So using some of the concepts of Bloom's Taxonomy, I give each child the chance to do the questions that are in their range of ability.
- 3 I allow beginning ESL students to use dictionaries on assessments and to finish tests, etc. in their ESL class for further assistance with vocabulary.
- 4 I try to avoid vocabulary that might be specific to a particular region or country and that not all students would understand. I generally give my students a copy of the test beforehand. That way they can ask any questions about it before actually taking it. If necessary, I modify the test based on their questions and ability to understand it.
- 5 I modify tests by providing background information or cultural explanations when necessary. In reading tests I adapt both the level of the texts and the types of questions to fairly assess a student's ability. I teach specific learning strategies in my classes and help students become identify their own learning styles. I provide students with a broad range of assessments. I also consider alternative assessments for students who need them.
- 6 I don't modify too much of the curriculum to meet their abilities. Sometimes, I allow students to use a Spanish/English dictionary to understand vocabulary not associated with the lesson. The school tests the 3rd, 5th, and 7th grades using the Iowa Test of Basic Skills. I find that the students generally perform below grade level in each category other than math. The math computation section seems to be easier because of the removal of written english. We formed a small committee at one time to suggest that the school find a more suitable measurement of basic skills, however that has since disbanded.
- 7 This has not been an issue for me here. I have not had children in IEP's and, as stated previously, the group is culturally homogeneous. Sometimes a student requires a little bit of extra time or positive reinforcement to complete a task, but that is about the extent of it! :) Ability? Heck yes Language? depends (ESOL, for example) Race/ethnicity? No
- 9 all of assessment as differentiated in terms of ability and are sensitive to language and culture
- 10 For language, we often have tests administered in the English as a Second language classroom, and we work with ESL teachers to develop fair and reasonable assessments. In class I will often modify to allow a child to demonstrate or verbally give answers. I may read directions to the child or read each question individually aloud.
- 11 I make a lot of language modifications - rewriting exams published by textbook companies, reading instructions, discussing answers before giving written questions - to set students up for success. As their language skills improve, I make fewer modifications to their work.
- 12 Students are allowed as much time as required to finish assessment exercises. Students who are challenged are permitted to take the exercise home to complete. Language, ability etc is taken into account making the assessment which is based on the MYP assessment criteria.
- 13 Being in grades 11 and 12, it is not as big an issue as it might be in the lower grades. However, more time or asking students to use examples from their own culture is usually the primary method of assistance.
- 14 Concepts do not change, but tests are given to students in vocabulary that they know and understand. My tests are teacher made and I am aware of the "common" terms that all of the students have been exposed to.
- 15 tests contain different types of tasks and some illustrated questions
- 16 Make sure test questions are culturally free and offer a variety of assessment techniques instead of simply one style.
- 17 I don't.
- 18 I don't give "tests". In second grade I look at more performance bases assessments or project based using a rubric. If a test has to be given I proof read for cultural bias' and change a test or assignment.
- 19 modify language of exams, provide support with leaders in cooperative group investigations in science and group problem solving strategies in math, and do not assign grades to any descriptor on the report card which relies on first language competence.
- 20 I don't modify tests, but I do make a point of asking ESL or new kids what questions they have, or things they don't understand. I try to work with weak kids BEFORE the test.

(20 total)

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Narrative, Open-ended Question 4 Responses

Text answers

How do the materials used in your lessons / instruction reflect cultural non-bias? What process is used in your school to ensure the use of culturally non-biased materials?

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Responses

(20 total)

- 1 Since I teach art, I don't think we have an issue with biased materials. We look at artwork from many cultures and discuss it in relation to art elements and principles.
- 2 Over the years, our textbooks have become more globally written, to reflect stories, contributions, and pictures of all ethnic/racial groups. Our book committees are tasked to make sure that the text supports that global view when we have the opportunity to select our new books.
- 3 This is one of the criteria that we use when selecting new curriculum. Realizing that most textbooks are written in the USA, we are sensitive to and aware of examples, words, geographic allusions, etc. that may cause confusion. We discuss these situations in class, often having fun with differences and similarities.
- 4 Our school follows the IB Diploma Program and Middle Years Program. The IB has put a lot of effort into eliminating cultural bias from their materials.
- 5 Our school curriculum follows the MYP and IB programs. These programs aim to promote intercultural understanding and tolerance of cultural differences. The materials we use in our lessons support these programs; this ensures that they are culturally non-biased.
- 6 The school does not have a formal process in selecting materials that are used in class. Most of the books and materials are suggested by the teachers. In Mexico, most teachers do not have a degree in Education. Most teachers here are degreed, but in different areas. I feel that the school is lacking sufficient resources to meet the demands of the curriculum.
- 7 I find that most of our resources in this school are American biased. I, however, use a literature based approach to teaching an integrated curriculum. This makes it much easier to expose children to a wide variety of cultures and lifestyles in an informative and entertaining way. I brought many, many books with me from Canada as there is a limited supply of English literature here; especially cross-cultural stuff. As far as I know there is no set initiative at this school to ensure the use of culturally non-biased materials. It is not a huge priority as there is very little risk of making anyone feel "other" here. Same cultural background and same socioeconomic background except for a nominal amount of scholarship students.
- 8 Hard to answer that since one of our big school goals is to help emphasize the importance of Chinese culture.... also, in science, we seem to be more interested in the concepts rather than the culture
- 9 Most of the books tend to have an american bias so I try to add problems to counteract that situation.
- 10 In choosing US materials, lack of bias is a key criterion when we select. It is impossible to find perfect materials, especially as an international setting (Third culture) is so different from a US-based classroom in cultural and national make-up. I tend to try to adapt and create my own materials, using either the host country, or the students' own backgrounds as a basis.
- 11 Our school is accredited by SACS and the Mexican Board of Education. Materials and teaching resources are purchased to meet SACS standards, so many times there are lessons included within the supplies that aren't as relevant for our students - U.S. currency, history...
- 12 The school does not employ a process to ensure materials are culturally non-biased. It is up to the individual teach to adjust his/her teaching style and methods to take this into consideration
- 13 Material, being in economics, generally are free from bias. The bias usually comes in the interpretation by students and teachers.
- 14 We have committees that select textbooks and required reading texts. There are many values that go across cultures: honesty, dedication, respect, etc. If bias issues arise in the classroom, we refocus on the fact that all people share these values. As part of their scrapbooks, I ask parents to write a letter to their children explaining what they think are important values their children should adapt for future generations. It is amazing how the letters say the same kinds of values whether the children are American, Thai, Korean, Israeli, or German.
- 15 Due to the British background of the school, there is a bias towards British-based materials. With a growing population of non-British teachers, resources are being ordered that are more culturally balanced.
- 16 Instructional material is the least culturally sensitive area of the classroom and we remind ourselves who wrote the textbook and who it is for and then adapt it to our particular circumstances. The school tries to vet out textbooks that won't work but decisions are made at a district level.
- 17 Textbooks that are chosen and used by Dodds will always reflect cultural diversity. No one culture or race or whatever is depicted as superior nor inferior to others. Dodds uses a racially and ethnically diverse team of educators to form a team whose responsibility it is to choose the best text books available with an emphasis on cultural diversity.
- 18 There is not a process. It is up to the teacher to use materials that are non-bias.
- 19 Instructional materials are evaluated and selected by vertical curriculum teams and are in keeping with the mission of our school to provide education for international students who will meet the needs of a global society.
- 20 They don't. Even in South Africa, we use American textbooks, with American units of measure. I try and translate things into meters and kilos. I also try and tie in Africa and other relevant diverse examples.

(20 total)

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Narrative, Open-ended Question 5 Responses

Text answers

How do you provide meaningful tasks for students that are responsive to race, culture, ethnicity, and language, in a culturally respectful classroom?

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Responses

(20 total)

- 1 It is rare that comments are made in regards to racial differences in my classroom. We are currently very concerned with sexual harassment, since this is a major issue with the military.
- 2 It is again, important to make each student see that they are a part of the "whole". It would be mean spirited to focus on the contributions of one culture/racial group to the exclusion of others. As a teacher, this even-handed presentation of all groups must drive your planning of lessons, activities, and testing.
- 3 I am not sure I understand the question.....but we often talk in my science class and in our advisory class about how fortunate we are to be in a school with such great diversity (students from 55 different countries). Because we have a normal turnover of about 25% each year (and often in the middle of the school year)the students are used to new faces coming and going and do an excellent job of welcoming new students.
- 4 I try to ask them to use aspects of their own backgrounds in their work. For example, in the Digital Graphics class that I teach I encourage the students to incorporate aspects of their cultures and nationalities in some of their assignments.
- 5 Again, the MYP and IB programs are very useful in providing meaningful tasks for students and in helping teachers design them in their classes. Since I teach languages, I try to ensure that all of the reading, writing, speaking, and listening tasks are meaningful for students. I also try to a broad range of texts and activities that are responsive to race, culture, ethnicity, and language.
- 6 I am lucky enough that the students in my classroom receive 2 hours of formal Spanish instruction. I believe that the tasks we both assign address the issue of cultural sensitivity. We also discuss weekly the current events that are relevant to their lives.
- 7 Please see above response regarding literature. I also use Canada as an example of a very culturally diverse country. Two official languages and numerous ethnic backgrounds coexisting in one country. This seems to captivate the students because the idea of people from many different backgrounds living in one place is quite novel to them.
- 8 by trying to emphasize that the study of science is a human endeavor that can at times transcend race, culture, etc
- 9 One vehicle I use the history of math from different parts of the world.
- 10 By being constantly on the alert and never trusting a publisher! By changing, adapting, looking for ideas in all kinds of places, by ensuring that the children themselves value and respect differences. While I can never know every culture represented in my classroom well enough to avoid mistakes and offence, I can give my students the right and confidence to correct me if I am wrong. Tasks which are meaningful in one context can often be adapted to work in another, good teaching strategies are amazingly flexible.
- 11 Teachers are given a lot of freedom to determine curriculum, so we make some modifications to our resources and supplement materials when we think that it is needed.
- 12 Primarily through role play, and through journal discussions
- 13 Usually they include use of research sources in their native tongue (nation) as well as use of examples from their native culture or country.
- 14 The tasks are centered around concepts that universal. I teach ESL, so the language that I teach is English. Although the students may translate words and ideas from their own language they speak only English in the classroom. We all work on correct pronunciation, so the issue of an accent due to race is a nonissue. We concentrate on reading skills and strategies, on presentation skills. The focus is not on individual differences, but the things that we all have in common.
- 15 Science-based Investigations
- 16 Tasks should apply to their real world experience and back to their home country culture. Students feel free to express their differences. A lot of cooperative learning takes place in culture free setting.
- 17 Meaningful tasks provided to my students are not based upon any of the children's differences. Those students who need coddling or reassurance in reference to their heritage or background are given such. I allow such students to express to me and to others why they are proud of their backgrounds.
- 18 Through projects, sharing and cultural events at the school.
- 19 I have 21 students from 14 countries in my class. I provide the best instruction and meaningful education for all of them. We have 55 languages spoken in the elementary school, and we respect all cultures, and religions, in the daily routines of our classroom and our elementary school.
- 20 I try and develop examples using various cultural connections. ie population density of India vs Botswana.

(20 total)

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Narrative, Open-ended Question 6 Responses

Text answers

In your class / school, how are academic expectations differentiated in regard to cultural identity or ability of the students?

◀ Back

Responses

(20 total)

- 1 I don't think academic expectations are differentiated other than with IEP students who are allowed extra time, preferential sitting, etc. and with those who are ESL. There is a new reading program for HS students whose reading levels are especially low.
- 2 In our school, we reward students every quarter for any improvement, i.e., moving .5 grade higher deserves recognition as important as the students that hit the 4.0 scale.
- 3 Beginning ESL students are allowed grades other than the standard A,B,C grade that describe their progress in my 7th grade science class.
- 4 I try to keep the same standard for all students regardless of background.
- 5 In some special cases, the curriculum is modified to meet the needs of individual students. However, the academic expectations of the MYP and IB programs are very clear and apply to all students.
- 6 The parents and the school both have set high expectations for the students. I am working to change the focus of high grades and instead focus on the necessary skills needed in today's ever changing world.
- 7 There is not much differentiation in expectations. The school is just beginning to develop its first adapted and individual educational plans at present to meet the learning and evaluation needs of some of its students.
- 8 ability? same as in any school (esp with special needs kids, ESOL kids, etc) cultural identity? none at all
- 9 Three different tracks are offered for varying ability levels in math and I'm too sure of the other disciplines other than we have a humanities program that focuses one year on Asian studies.
- 10 That is a hard question to answer. Children at AES receive ESL instruction to give them good skills in literacy, the report card indicates where modifications are made for them in class while they are learning. Children with learning differences are catered for in the Learning centre, but this help is somewhat limited at present. In class a child with special needs will have modifications made by the teacher to tasks and assessment will reflect that.
- 11 Parents expect their students to receive high marks - often times there are discrepancies between perceived ability level by local teachers and internationally hired teachers.
- 12 There is no policy in this regard
- 13 External curriculum of I.B. is pretty straight forward.
- 14 All students are mainstreamed. We do have special classes in addition for those students who are learning English or who have learning difficulties. Until a student is at least in Intermediate ESL, the mainstream teachers have the option of grading them as Not progressing, minimal progress, progressing, or outstanding progress. If a student can achieve a grade of C or better, the teacher will opt for the grade.
- 15 We are an IB/MYP/PYP school. Students are assessed according to prescribed IB criteria
- 16 We have modified programs for students who are new to the English language or may have learning disabilities otherwise it is the standard Elementary grades of Meeting Expectations, Exceeding, or Doesn't!
- 17 NY academic expectations are the same for all of my students regardless of their cultural background. Material is adjusted for those students on an IEP to best meet their needs.
- 18 Academic expectations are the same regarding the culture except for ESL students who are learning English.
- 19 There are no academic expectations which are different with ESL kids, only the assessments assigned and evaluated. Students in the Learning Center get special class on content-support for 45 minutes alternate days.
- 20 For cultural identity, they aren't. (Although someone today pointed out that most of the low achieving students are from the Mid East. For low ability, there is a well staffed Resource program. (2 teachers for 20 kids). Also, programs might be modified in terms of reduced content.

(20 total)

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Narrative, Open-ended Question 7 Responses

Text answers

What types of professional growth opportunities do you participate in that are pertinent to teaching a diverse student population?

◀ Back

Responses

(20 total)

- 1 I have taught so long in the overseas setting, I don't even think about the fact that I have so many students of varying ethnic backgrounds. They are all kids to me. Computer training/technology is the big push in the art program now.
- 2 Our system here offers a multitude of opportunities to learn how to support a diverse student population. We have had courses that deal with ethnicity, learning style, ways to adapt lessons for the global classroom, and how to include all backgrounds in lessons. Many workshops are given to address learning style, ways to adapt lessons, and methods of teaching diverse students.
- 3 We have a "teaming" approach to our middle school program. The 7th grade team meets twice a week to discuss students, strategies, activities, and programs. If I felt I needed extra help or instruction in how to deal with our diverse population then we have excellent professional growth support.
- 4 Learning Spanish.
- 5 I read educational journals and other books that help me understand and teach a diverse population. I discuss the issues with my colleagues. I attend workshops and courses that are designed for international educators.
- 6 I feel that the school has provided very little cultural sensitivity training to myself and the other foreign teachers. The school does offer its teachers a Master's degree from Framingham State College in MA. The degree will be a M.Ed in Teaching in American Schools Overseas. This degree is designed to address the needs of students in any culture.
- 7 None really. Please see answers above for clarification regarding this.
- 8 Conferences help a lot (EARCOS, NESAS, etc)
- 9 I regularly attend the regions teacher's conference.
- 10 I am working on a Diploma in Special Needs in Education from a UK university by distance learning. Our ESL department hosts sensitization sessions. ESL conference to be held here in January. Any relevant NESAS conference sessions.
- 11 Teachers at the school have the opportunity to earn a masters degree in education from a school in the U.S. The program offers courses that help educators stay up-to-date in the field of education.
- 12 There are no growth opportunities available in the region.
- 13 Will be taking an ESOL in the mainstream PD in the latter part of the year. Already attended a seminar on Korean students in our school.
- 14 Workshops on gender issues, lectures at conferences, and ESL conferences.
- 15 ESL/Mother Tongue workshops
- 16 Aero:saw standards for Math and Science PD in English Acquisition Learners Multiple Intelligences
- 17 Few to none. Dodds generally does not provide such to the teachers.
- 18 Speaking to parents I find is important and getting to know your students. Ask your students questions about their cultures. They are often quite excited that you have asked and celebrate the differences in your classroom. TALK TO YOUR STUDENTS!!!! There is not one workshop or conference that provides better professional growth than your own students.
- 19 Saturday workshop with ESL director on strategies in teaching ESL students.
- 20 None. (We do have some PD, but it is focused on teaching techniques). 2 years ago we all attended an AISA conference, but haven't heard a word about it since.

(20 total)

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Narrative, Open-ended Question 8 Responses

Text answers

What activities are you engaged in within the local community?

[◀ Back](#)

Responses

(20 total)

- 1 I have taught English to local nationals. I have taken a pottery course from a Japanese potter. I enjoy eating out with local nationals who work on base. I go shopping and visit most sights just like I would in the US.
- 2 I have volunteered at the USO during the deployment of troops to Iraq. I have volunteered at the Military Post Office to put up mail while 90% of our soldiers were in Iraq. I have assisted the community with fund raisers to support our students with scholarship funds. I have been the sponsor of the Junior class, Senior class, worked on the Red Ribbon (Say NO to Drugs) campaigns, I have served on the School Advisory Committee, I have helped to plan ethnic activities for Black History, Hispanic History, Asian/Islander History and other groups months. I sponsor new teachers and their families that arrive in our community by getting their mail box, hotel, and information about the new community, I serve as the chair of my department, I serve on the School Improvement Plan (SIP) committee, I am on the Student Activity Fund committee; I am a work-alcoholic for school!
- 3 I am one of two teachers that has put together our 7th grade service learning program. We work with 50 first grade students from a local grade school (in New Delhi, India) on language development, games, and arts and crafts.
- 4 I have only been in Venezuela for about 2.5 months. So far I have travelled outside Caracas three times, visited a number of galleries and exhibits within the city, and begun learning Spanish.
- 5 I try to explore my surroundings. I like to discover new places. I enjoy cultural activities such as visiting museums, attending concerts. I seek out opportunities to meet people within the community. Where possible, I try to become involved with community service activities.
- 6 I attend church on a semi regular basis. I also participate in a program that provides food for families of limited resources. I occasionally play organized sports with local ex-pats. There is a large foreign community here that has many activities in which I can participate in.
- 7 Not too many! Sadly, most of my activities are related to the school community. I regularly donate various goods to various individuals. I have a Mexican dog (Chihuahua) who I got here and named Mexico after the country where she is from. Much of my spare time is spent walking and caring for her. There is a dog park and we often go there to meet other dogs and it is a good opportunity to meet other Mexican people as well! I have been involved with several Walk/runs that raise funds for Cancer research and children's hospitals her in Mexico. I also try to attend the theatre when I can to watch various dance and orchestral events.
- 8 Church related stuff Scouts Astronomy related outreach Track and Field coaching Kids sports
- 9 golf
- 10 Reach Out (community service weekly with local underprivileged people) Volunteer with Pulse Polio campaign.
- 11 I attend many of my students' after-school activities (sports, theater, dance, music), social events with local teachers, and church.
- 12 I am involved in a reachout program which brings local Internally displaced students into the school. I am also involved in a sponsored walk program that raises funds for environmental awareness
- 13 None at this time.
- 14 We have a Reach Out program that helps the needy by providing English instruction, health instruction, furnishes a library for children, plays games, etc. We work with Middle School students from a local school in Delhi to promote friendship and common understanding between cultures. We work on projects together, sing together, go to each others' schools to visit, write penpal letters, etc. We know many Indian families through the school and personal associations and get together socially for holidays, weddings, and general fun times.
- 15 Community Outreach through IB CAS programme. I am also the Community and Service Coordinator for the Middle School.
- 16 Very few as limited to compound due to security concerns. But through the school is sports and drama performances
- 17 ski club Roadrunners (volksmarching group. I organize "Beer runs" and "Furniture Runs". member of the PTA
- 18 Church, local pool club, community service project to help under privileged children, and we live in the local community.
- 19 Staff committee on Tibetan Children's Village alliance, Reach-Out--a service learning project with neighboring Jhuggi (slum) kids, service learning with a school for construction worker children, sponsor of 2 children at Dipalaya (a slum school), sponsor of Tibetan nun at Doma Ling monastery, AIDS Project-Concern International fund raising walk, Terry Fox Run for cancer research,
- 20 Not many. I am Advisor of NHS, so we organize fund raisers, and do monthly trips to a local orphanage. Other than that, very few. On a social note: lots of concerts and plays in the city.

(20 total)

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<http://survey.acea267.k12.ia.us/Member/Public/report.jsp?AnswerID=338942&theReport=15883&the...> 4/29/2005

APPENDIX P
DISCUSSION QUESTION RESPONSES

Discussion Question Responses by the International Teachers

Question responses are in the order of how they were received in the online discussion forum.

Question #1

Within the multicultural educational models in research literature, one of the characteristics of effective teachers is their ability to negotiate other cultures. In addition, the CCAI inventory that you completed gauges a participant's ability to empathize with those who are different from oneself. Involvement with, and understanding of, students' home backgrounds is part of this process, which implies understanding and negotiating community/local cultures. In the survey/narrative question responses, nearly all the participants indicated they are involved with 1) sponsorship of school activities (clubs, sports, drama, PTA, committees, etc), 2) volunteer work in the local community (fundraising, service work, outreach work, etc.) and/or 3) cultural activities (art, music, travel, local events, etc.).

Why are these types of involvement important to you as an international teacher? How does it contribute to your effectiveness as a teacher in a diverse classroom?

Participant 6

I would like to take just a few minutes to respond to the questions proposed. Your participation in any new culture takes courage, open-mindedness, and a sense of humor. To join a new culture is an intimidating experience. You want to make sure that you are following the societal norms and expectations, so that you don't stand out as a "typical American." The best way to do that is by slowly easing into a new culture by working alongside people who are familiar with the culture in which you are working in. As a teacher supporting a school function, you can have the best of both worlds. As teachers we feel comfortable in the surroundings of our own classroom and schools. Therefore, there is little risk of going out of ones "comfort zone" when we can support school functions in a school setting. When you go outside of that "comfort zone," you are leaving yourself open to be corrected on the proper behavior of being in a new culture. I think I can speak for all teachers when I say that teachers don't like to be corrected. So by having the best of both worlds, we can learn new things about our new culture without going through any embarrassing moments. Participation in these events can be rewarding in many ways. As students and families see you interacting, you are opening yourself up to be invited to new opportunities and experiences within that culture. These experiences can be priceless.

Finally, I feel that these unique experiences help us become more effective by teaching us experiences that cannot be learned through reading books. The skills that you learn while visiting and teaching in another culture are numerable. As classroom teachers, we constantly need to be flexible to meet the needs of the students, parents, colleagues and administrators.

Participant 3

Here at the American Embassy School in India we tend to teach students that are used to having servants, drivers, etc. that give them an unrealistic view of life and how most of the world lives. Therefore we attempt to provide our students with experiences that get them in touch with the less privileged. We also have several cultural events at the school, put on by local students/adults, that give our students the understanding and appreciation that great things can be accomplished by students from a variety of cultures as well as the rich or poor.

It is truly a blessing to teach at a school that genuinely celebrates diversity (we have students from 55 different countries) instead of using differences as an excuse to create dissent.

Participant 8

The traits listed (school activities, volunteer work, and cultural activities) were all things [wife] and I participated in before we went overseas...we coached, did PTA things, scouts, local food shelves, etc. already. These things did not change in terms of participating once we went to Delhi or to Hong Kong but did change in diversity, depth of experience, and variety of locales. To help with hungry people in the streets of Minneapolis, the jhuggi in Delhi, in the sewers of Ulan Bator, were both different in experience yet the same manifestation of who we were and are.

I am not sure of any specific impact in my physics classroom per se from these experiences, but hopefully they make me a better person overall, regardless of whether my class is quite diverse (overseas) or quite un-diverse(White Bear Lake did not have lots of diversity at all).

Participant 1

What a very different situation I am in, teaching in a Dept. of Defense Dependents' School here in Okinawa, Japan. Our students are of diverse racial backgrounds, but most are of moderate means. We have African Americans, Hispanics, Asians and Caucasians all

studying quite harmoniously in our military schools. Many live on base rather than off base in the local communities. But about 20% I guess have Okinawan mothers and extended families near the military installations. Some are half-Korean, many are half Filipino and maybe 20-30% are White exclusively. We are so used to being in a multi-racial, multiethnic environment. I don't think we think much about it.

I have traveled extensively throughout Asia, India, Mongolia and Europe. I share these experiences with my students. Most do not travel other than to and from the military installation and the US. Traveling in this part of the world is so very expensive for families. Recently, however, 40 American kids (20 basketball players from each of our two high schools) were able to fly to Hong Kong for a basketball tournament. This was quite an adventure for our students who stayed with the Hong Kong International school students' families.

Participant 17

As a teacher with the Department of Defense Dependents Schools working in Aviano, Italy I find that the most notable difference between us and our stateside counterparts is that we have a 100% employment rate! No unemployment throughout the military community. This factor clearly eliminates many of the problems experienced by our state side counterparts.

As a second grade teacher I tend to be colorblind as do most of my students. My class make up consists of 16 Caucasian, 3 African American, 2 African American/Caucasian mix, 2 Oriental/Caucasian mix and 1 Turkish/Caucasian Mix. The best part of such a mix is the ability of the entire class to benefit from the experiences and background of others. For example it is quite common in my class to encourage parents to come in and share their cultural and geographic backgrounds. For example, the parent of my "Turkish" student came in and did a power point presentation of sights in Turkey. The kids loved it. Another parent did likewise with Panama.

Sponsorship of school activities is virtually identical to that in the stateside schools. Volunteer work by teachers is only fair. I believe there was more in years past when the average age of a DoDDS teacher was much lower than now.

Varied culture experiences are readily available to the entire military community. Traditionally, about 1/2 of the families in the

military community take little to no advantage of all that is offered by being stationed in Italy. 40% take advantage of all that is offered while the remaining 10% get out just a bit.

I find that our DoDDS students are much more aware of World Geography than their stateside counterparts. They also seem to exhibit a much great understanding, tolerance and acceptance of those who are different from those who are different than themselves.

Participant 4

I wouldn't say that these are important to me as an international teacher; rather, they are important to me regardless of where I am or what I am doing. However, being overseas makes them even more important because they enhance the overseas experience. As an overseas teacher I am also a student of culture and all that is happening in the environment of the host country.

The more I know about the environment in which I live, the more I am able to bring that knowledge into the classroom to share with my students.

Participant 18

I find that extracurricular activities greatly enhance my communication with parents. My parents and students mostly come from the Indian subcontinent and sometimes don't feel comfortable coming right out and asking me about school. But when I coach cricket they are eager to begin conversations about cricket, which inevitably end up with questions about school. There is more of a bond created with the parents regarding less stressful after school activities. Traveling to tournaments is a great eye opener for the students. As well as the teacher as you become more privy to the general life of your students as you spend hours with them on the bus and/or plane. Thus you become more in tuned with the students' culture and better able to teach in the diverse classroom.

Participant 14

I believe that the saying "you had to be there" applies in this situation. We are products of our experiences. My husband, [name] and I have lived in Argentina, Cairo and now in New Delhi. We have had many wonderful cultural experiences because of where we have lived, and because we have been involved with people and their customs from around the world.

So many times in the U.S. we run into people who have never traveled to the next state or even town! They have all formed

opinions though of places around the world! I remember the night before we left for Argentina, we talked with a woman who was OUTRAGED at our pending adventure - "Why would you **want** to go there?" were her exact words. When I asked if she had ever been there...NO was the answer. Learning about other people's lives has enriched our own. That appreciation and understanding permeates our daily interaction with students, parents, and community members who together are representative of 50 or more nationalities. People who have never traveled or gone out of their way to learn about other cultures and peoples will never be able to relate to our experiences. All of these experiences lend themselves to embracing diversity. "You have to be there."

Participant 20

I would agree with [participant 3] about part of our role as teachers being to use these opportunities to try and help teach the students that there is more to life than leading a pampered existence. I would agree with [participant 4] about the reason that I am living here is to try and gain a better understanding into how this culture works.

As you might image, the need here in Johannesburg, South Africa, is huge, but nothing compared to the vast gap between rich and poor. These factors result in an environment, which practically begs for action and participation.

Our new mission statement (adopted only 2 weeks ago), stresses that all students will become motivated global contributors. Clearly, involvement in some kids of outreach program is crucial for this. Many of our students are involved, and I think that by my being involved and aware of the kinds of things the students are doing helps me build a better in class rapport with the students.

In addition, I have started to use my position as NHS Advisor to discuss some of the potential pitfalls of effective international development work. Clearly, some of these students will eventually go into these types of positions, so I feel like I am continuing to carry out my ongoing Peace Corps mission by helping the kids to focus on these issues.

Participant 5

We were overseas, spent time back in the States, and now are overseas again. As several of you mentioned, the activities and my involvement in them both overseas and in the States were not significantly different. I was even teaching a very diverse group of students in my ESL classes in the States. The difference, for me,

lies in the personal challenge of "understanding and negotiating local cultures"--from the language, the customs, the beliefs to the everyday sounds and sights on the streets. I find this process to be incredibly stimulating and enriching. This is what I missed in the States--the daily opportunity that living overseas provides to grow as a person, to learn about other cultures, to realize that my way is not the only way. The paradox is that it has all helped me become stronger in my own beliefs and values and to know myself better.

How does this all contribute to my effectiveness in the classroom? Like [participant 8] I'm not sure of the direct impact, but I hope that I can in some way to help students grow, develop, and learn about themselves and others every day.

Participant 9

I find myself in a slightly different situation than has been discussed in the Taipei American School in general and my math nirvana classes in particular are very homogenous. In fact, now that I think about it AEAS was only school I have taught in that was diverse. My Peace Corps school, rural northern Michigan and elite private school in Minneapolis have all be quite homogenous.

I look at the multi-cultural aspect of my teaching much more in terms of my learning curve being sensitive to the particular culture that I am teaching within. In Taipei, a rather interesting (from a math nerd's perspective) situation was that I initially concluded that my students tended to reverse numerator and denominator. Upon further investigation, I found out that in the Chinese culture you tend to go from the most general to the more specific. An example in point is that the addresses are given with country first, city next and then street address last, so it made perfect sense that my students would tell me the denominator first, which is of course the whole, and then the specific which is the numerator second and I realized that the problem was mine not theirs but since they were headed to the US of A for university, they needed to change.

In the Peace Corps, it was a situation of not challenging authority and my desire to make the mathematics real. My student's families got paid per kilo of copra so I thought that would a great real life situation to model. Little did I know that the chiefs had been skimming a fair amount because the villagers didn't know what they should receive, that is until I taught the kids. I hadn't even paused to think that the people were being cheated and that I should have approached the high chiefs first (maybe a little Midwestern naivete).

And so back to the question, I feel it is important, I do get involved in activities outside the classroom and into the community, so that I can gain insight into the workings and nuances of the culture I am living and not commit as many politically incorrect moves. I'm not all that confident that I am learning at the rate I should be, but "too soon old, and too late smart" and then of course there is "time and tide wait for no man".

Participant 10

I agree with so many of you who have mentioned the depth and richness that living and working in different cultures adds to our own lives. So many positive and delightful experiences take place every day.

I'd like to add, however, that frequently it is my experience of frustration, misunderstanding, and sheer "Why on earth would they decide to do it THAT way?!" that helps me to work with my students towards a deeper respect of their host culture. When we teach our students back home about another country and its culture, we tend to focus on colorful aspects; tradition, arts, food, achievements, the surface presented to the world. Once living in that country, we often experience, along with the adventure and excitement, occasions when we have to accept that things are just done differently here. Coming to terms with that difference, adjusting to it, accepting, digging into history to find out why, making the change oneself or not, requires a great deal of thought and examination of one's own beliefs and behavior.

Encountering the host culture in that way does not happen for all our students. Some may have families who seldom venture beyond their compound, and feel quite uncomfortable with many aspects of the host country. The school can give those students a window into diverse worlds, and a teacher who has spent time out in the community can help to explain unfamiliar customs and habits in a way that makes them seem less strange. Expressing your own puzzlement over cultural differences in a way that is respectful and positive is one of the hardest challenges to meet, but can also be the most rewarding as people respond with questions of their own.

As a British teacher married to an American and having worked in International schools in Europe and India for many years, I am constantly learning that tolerance, openness and knowledge go a

long way to creating trust and understanding. If I can convey some of that to my students, then we are all better off!

Participant 2

Being a teacher, whether in American or in an international setting, should have the same criteria for work. It is important for all teachers to be involved in extra school activities so that you present to your students and the school population in general your commitment to all of education's parts. In the international setting, I believe that it might be a bit more important to be at activities that support our students, so that they can have that community feeling which they get at 'home' while living in a foreign culture. It is, also, important that the students be encouraged to participate in the new environment in which they are residing in order to experience the best of both worlds, their American background and their new one. As a social studies teacher for many years overseas, I suggest before a long weekend or a vacation, a place of historical importance in the area to encourage them to get out and experience the culture. I see my role as a teacher as a guider of ideals and concepts. If I can assist my students in accepting new ideas, adjusting to new cultures, etc., then I see them growing in diversity, global knowledge and becoming world citizens.

Participant 15

What an interesting discussion! I agree that international teachers seem to be more involved and committed to extracurricular activities and community service. However, I think this may reflect the type of people who pursue an international teaching career. They recognize the responsibility of being a part of the community. If you look at the history of these teachers, I'm sure their CV will include a long list of outside activities, which started years before they moved overseas. Right [participant 3] and [wife]?

On a personal note, I have always been particularly committed to community service. I took my own children to help out in an orphanage in Hong Kong, the polio vaccination program and other opportunities and have watched them continue to be involved on their own volition. I see the same process with my students. Once they start to work with others in the community, they continue to do so as adults. Community service has a ripple effect. Thanks to [participant 4] and [participant 5], REACHOUT (a community outreach program) continues in Azerbaijan.

In addition, there seems to be more visible opportunities for community service overseas and more available resources. But whatever the project or activity it must be viewed by the participants as worthwhile. The middle years IB programme

attempts to incorporate community and service into the curriculum as an area of interaction but with limited success. The students do not realize the benefit unless they are actually doing something. It can be working to plant trees or laughing with a group of children from a local school as they attempt to solve a puzzle together. How does the involvement in all of this contribute to my effectiveness as a teacher in a diverse classroom? It helps to connect me to my students and it helps to connect us all to the global family.

Participant 7

I have been teaching in Monterrey, Mexico for two and half years. The school's population is primarily Mexican and Roman Catholic.

One of the most rewarding aspects of this experience for me has been learning about the culture and religion via my students. I love to sit and have informal chats with my students about their families and lives outside school. This is when I learn the most about them. This helps me to be a more effective teacher and better able to navigate my way through Mexican society without offending anyone (I hope anyway.)

Another way that I have learned and grown as a person and teacher is by traveling throughout this beautiful country as much as I can. Mexico is very different from region to region and when I am able to experience some of this diversity I share my experiences with my students. They almost always expand my knowledge.

Participant 11

Some of the things that I do outside of the classroom are things that I would be doing if I lived in the U.S. The relationship between my involvement in these things and my effectiveness is simple - These things make me happy, and I'm a better teacher when I'm feeling good about my life. For example, my involvement in an English-speaking church provides a little slice of home. I am able to be involved in a worship experience without needing a translator. At church-sponsored events, I have the opportunity to interact with a large community of ex-pats. (It also provides a much-needed break from my fabulous, but school-related social circle.)

Some of the things that I do outside of the classroom are unique to my living experience in Mexico. School-sponsored events, interactions with families, attending cultural events, etc. all provide me an opportunity to interact more with Mexican culture and help me learn more about the students that I am working with. I learn something new every single day - about Mexican culture, about the

students, about myself - and the new knowledge helps me to more effectively relate to the students.

Question #2

In the survey/narrative question responses, nearly all participants indicated they use a wide variety of instructional strategies from one-on-one to the use of graphic organizers and multiple others. Research highlights the most effective instructional strategies as 1) identifying similarities and differences, 2) summarizing and note taking, 3) reinforcing effort and providing recognition, 4) homework and practice, 5) nonlinguistic representations, 6) cooperative learning, 7) setting objectives and providing feedback, 8) generating and testing hypothesis and 9) questions, cues and advance organizers. In your classroom, which of these do you find to be the most powerful effective teaching strategy that supports cross-cultural experiential, authentic, and interactive learning? Why?

Participant 2

While all the strategies listed below are great, one that I found worked extremely well was to allow the students to become the teacher. I teach high school and one day an angry young man stated, "I wish I were the teacher. I could do what you do. You just tell us to answer all those questions, write that report, and take this test, while sitting on your butt as WE do it." I realized that there was definitely a gap between all my planning to provide the BEST possible lesson to get information to my students and how they saw that system working. So, I popped off and told him that TODAY was his lucky day. He could present the next chapter of material in (almost) any way he wanted. He could even choose 2 friends to assist him in the teaching. Well, he took the challenge and my classes were off to a new way to learn. (Not really so new. Sharing or teaching others in small groups or through presentations has always been going on in the classroom.) What was new was telling them to make lesson plans, choose the videos, decide the class work and the homework, and to give the test. This seemed to make them really the 'teacher' rather than a participating student. That opened up a whole new world of learning. Others in the class begin to want their turn to "teach". So, I taught a lesson on how to make plans, write objectives, look at standards, how to choose to present the material and how to assess what the students learned. Then, I let them go through the book (United States History) and choose the chapter that they would like to do. I would teach a lesson, then a student teaching-team would do one. I had to beg to get to do my every-other chapter. I saw such excitement. I found them in the library studying 'their chapter' weeks ahead of time. I could not believe the diversity that came with this "experiment". They set the standards for learning and attainment a lot higher than I did. The "teachers" were graded on their plan, their presentation of the material, and the way they

graded the work. We made mini movies, acted, interviewed, role played, and yes, we answered the questions in the book, wrote reports, and took tests, but somehow it seemed different when they were the ones telling each other it **MUST** be done for the grade.

Participant 5

It is difficult to choose only one strategy as most of the strategies complement one another. With my field, languages (French, Spanish, ESOL), it is also difficult to differentiate between which strategy best supports cross cultural experiential, authentic, and interactive learning since language learning should be all of these. However... "Questions, cues, and advance organizers" wins my vote.

I think of this strategy as the scaffolding process that is so important for language learning. It is especially useful for helping students handle authentic materials--by this I mean materials that are intended for native speakers of the language. Students are able to handle native-level written and oral texts if the tasks are appropriate to the students' level. Students are well supported in the language learning process and can build their skills and confidence. The questions and cues--especially visual ones--also support student interaction as the students have a base to work from and a framework with which to organize their communication. As a result, students are well supported in the language learning process and can effectively build their skills and confidence as they increase their cross-cultural understanding.

Participant 14

I also find that cooperative learning is an extremely powerful tool. In my beginning ESL class I have 7 students representing 5 different languages: Japanese, Dutch, German, Korean, and Arabic. At the beginning of the year 2 Korean speakers were "non speakers." Both of them are speaking, reading and writing now. One of the main reasons for this is cooperative learning. My 3 girls all speak different languages and in order for them to communicate with each other, they need to speak in English - a great motivator! My Korean girl is fairly advanced for a beginner and has shared and worked with the other two girls helping them to understand instructions, study new words, practicing pronunciation, writing stories, etc. Cooperative learning is the open door that allows these girls to build that common vocabulary, scaffold meaning, and answer questions that are important to their learning. I use all those other techniques to - whatever works is my motto... Thanks for "listening".

Participant 1

After reading all of your responses to question one it is pretty apparent to me that teaching overseas, but on a US military base, is very different from most of your experiences.

We are diverse in cultures, but homogenous in that all are from military families. Many interact off base in churches, sporting events and with their extended families as I said before. Our differences seem inconsequential until it comes to ESL.

We have many ESL students mostly Korean, Filipino, and some Japanese. In art I, of course, use so many methods to "teach the lesson." Demonstration of the target skills, examples of past work and handouts detailing "how to do it" are all techniques that work for all students, even the ESL kids. Often there will be another student in class who can speak the language of an ESL student and thus, translate fine points of the activity.

We all have a great time figuring out how to make it work. I have a short story though, that's kind of funny. I had a Korean girl who always said, "Too hard; can't do." I found a previous Korean student who had taken the same class and was familiar with the art project. She came in and explained the color mixing, but in the end said, "She doesn't understand Korean either!!"

Participant 8

Here is what I believe I do in my physics classrooms for any kid for most any reason..

1) identifying similarities and differences, 2) summarizing and note taking, 4) homework and practice, 7) setting objectives and providing feedback, 8) generating and testing hypothesis, and 9) questions, cues, and advance organizers.

In science labs we are working in groups but I eschew the more formal "roles" sometimes emphasized by some cooperative learning pieces I have read, and of course there is a wide array of methods to present content. One biggie in science ed is for students to work on overcoming their own conceptual misconceptions about a topic (motion, electricity, etc) through a sequence of activities that are supposed to help them construct their own valid ideas about the phenomena being studied. Again, this is not with any cultural connections implied at all. The toolbox is meant to help all students arrive at a better understanding of the physical world we live in.

Participant 10

This list of instructional strategies is like a rich and varied winter holiday feasts; impossible for me to select just one dish! As [participant 5] says, they all complement one another.

In my third grade classroom, with its mix of 20 children of 11 different passports and varied cultural and linguistic backgrounds, cooperative learning and non-linguistic representations play an import part. I would probably also single out reinforcing effort and providing recognition for the role this plays in making children feel valued and comfortable within the classroom, thus opening their minds to the learning experiences provided there, as well as motivating them to give their best. For our students the school is almost certainly more of a community center than it would be in their native country. Friends, activities, community and cultural events are all within these walls, it is essential that they feel safe and supported here emotionally before they can progress academically. The work our school has been doing over the last few years around the topic of assessment has put the spotlight on setting objectives and providing feedback as a valuable learning tool, so I would throw that one into the mix too. Working with my kids to help them understand what they will know and do when we study a topic helps us all to focus. That said, there are enriching experiences that only come from taking time to follow the questions students raise (8) and sometimes there can be some conflict between the two, especially in terms of time.

Participant 18

As others have stated, it seems that using many of the strategies together works the best. I think I can best answer the questions by responding to each strategy within the question.

In the survey/narrative question responses, nearly all participants indicated they use a wide variety of instructional strategies from one-on-one to the use of graphic organizers and multiple others. Research highlights the most effective instructional strategies as 1) identifying similarities and differences. Venn Diagramming, discussion 2) summarizing and note taking. This is a challenge especially for the ESL students but summarizing and putting into their own words is powerful tool for assessing comprehension 3) reinforcing effort and providing recognition, Certainly 4) homework and practice, This doesn't always work as parents "do" the homework for the kids 5) nonlinguistic representations. We often mime words or create mind sketches 6) cooperative learning. Great method if you can pair ESL with fluent speakers 7) setting objectives and providing feedback. Certainly 8) generating and

testing hypothesis, and formative and summative assessment 9) questions, cues, and advance organizers. Great. In your classroom, which of these do you find to be the most powerful effective teaching strategy that supports cross-cultural experiential, authentic, and interactive learning? Why? Depending on the subject I think that summarizing works best for reading: 5 for vocabulary: 6 for ESL and it all depends on what outcome you are seeking.

Participant 4

It's hard to say which is the most effective. Maybe there isn't one method that satisfies that description. But I've found that cooperative learning can be very effective. For several reasons, but among them are the fact that oftentimes students can be effective teachers of their peers. Having students work cooperatively gives them the opportunity to take more responsibility and ownership for their own knowledge. They can't very well work together unless they've mastered some aspect of the task themselves. Also, the collective knowledge of a group can often surpass that of any individual in the group. Once students realize the power of cooperation, they often become very positive about tapping into it.

Participant 17

Upon reading all the responses to question 1 and the responses from [participant 1], [participant 14], and [participant 5] to question 2, it is apparent that many of us interact regularly with kids who are ESL. I know that when I taught in Yokosuka, Japan about 35% or so of the student body was of Filipino, Korean or Japanese heritage. There was a fantastic ESL program in place to support those from diverse backgrounds. Many of the regular classroom teachers implemented many of the strategies generated by the ESL teachers.

However, I currently teach at Aviano Elementary School in northern Italy and find myself with no students who even remotely come close to qualifying for ESL services.

I am not too sure why this is so. In fact, we only have one ESL teacher for a student body of about 800. And her position has been in jeopardy for some time due to low numbers.

I believe that the most powerful teaching strategies for ESL students--or all students for that matter--should include homework and practice. Any time a parent gets actively involved in a child's education it creates a win-win situation. Reinforcing effort and providing recognition for such is also important for our ESL

students. In fact, this strategy is most important for all our students. Kids, as well as us adults, enjoy hearing the good things about ourselves and our efforts. The more good we all hear the more good we all produce. It's simple human nature.

Participant 20

Like so many of you, I have been teaching in international schools with diverse populations for long enough that I don't really focus on the cross-cultural aspects of my class anymore, I suppose I just take the diversity for granted.

In my high school math classes, the strategies I tend to find the most successful are:

Cooperative grouping. I feel that students can often learn much better when kids are teaching other kids, than they can from a teacher. I think it lowers their anxiety levels, and students don't seem to be as wary of asking for further clarification from a peer. In terms of the actual grouping, my decisions are generally based on ability levels, rather than on cultural differences, with the possible exception of trying to place a possible translator in any group containing beginning ESL kids.

In my higher level classes, I like to focus on similarities and differences, which serve as excellent writing prompts. I feel that being able to list certain characteristics help a student see how a particular problem fits into the bigger picture, and how it will be useful to them later on.

Finally, in my geometry classes I use a lot of hypothesis testing. I feel that students can learn much better when they are developing and proving their own conjectures, rather than simply mimicking exercise out of the book.

Participant 7

I teach second grade.

In my classroom I have found the most effective teaching strategy that supports cross-cultural experiential, authentic, and interactive learning are: cooperative learning and identifying similarities and differences.

Participant 11

Cooperative Learning provides great social learning opportunities for students. Students will eventually find themselves working with groups and teams, so it is important for them to learn *how* to work with a group. (Yes, it is ok to politely disagree with your team. No, you don't always get to choose who you work with. Yes, working together will get you much farther than working

against each other.) We're helping students build effective communication skills that will be used throughout their lifetimes.

Identifying Similarities and Differences can be an effective way for students to put their life in perspective with the rest of the world. The differences between things/places/people are easy to see, but the similarities help us to gain a better understanding of whatever it is we are comparing. I teach second grade at a private school in Mexico--the students that attend the school are from upper-class Mexican families. My students have more opportunities to view the world than I ever could have imagined at their age--yet their world views sometimes make me shake my head in confusion. (Last year, one student told me that he was learning French. "Wow--soon you'll be able to speak three languages!" He just shook his head, "No, four! I already know Japanese." He started into a long string of noises combined with martial arts movements. When I asked him *where* he learned that, he told me "It's on TV. People from Japan talk funny." Fear not, by the end of our conversation, the student told me that foreign languages sound funny to our ears--just like when he started learning English and French, or even during the first weeks of school when the students were adjusting to hearing English spoken with my Midwestern accent.

Question #3

In the research within the multicultural education framework, effective teachers are seen as those who seek to teach the students the culture of the school while maintaining the students' sense of their own cultural identity and pride. In the survey/narrative question your responses indicated a variety of ways of using students' home cultures in the instruction of the classroom. Explain your beliefs in how important this practice is in helping students construct knowledge and learn.

Participant 1

In my art classes I've just begun a project where the kids use the internet to find an artist whose work interests them. Many search for easy-to-paint, abstract-looking work and others are totally taken with Japanese Anime artists. I've noticed that new students to the American culture, i.e. Japanese, Korean kids, will choose artists from their own culture and I certainly encourage them to do this. Eventually, they will have a folder of pictures in their student accounts of artwork, a commentary about the artist's work and an example of their own work painted in the style of the artist they selected. Then with our InFocus machine they will be able to

present their project in a very large ten foot square size. Sure beats showing work on a 27" TV screen.

Participant 7

The students at my school in Mexico are pretty homogeneous. They tend to be Mexican, Roman Catholic, and Spanish is their mother tongue. The culture of the school is pretty much parallel with their culture. There is very little concern here of students feeling "other" or overly different. I am the only non-Mexican in my classroom. I probably learn more, culturally speaking, from my students than they learn from me!

I try to teach them as much as I can about other cultures with a focus on Canadian culture since it is what I know the most about. My students are always very interested to hear that children in Canada learn French and English in school in a similar fashion to the English and Spanish taught at many schools here in Monterrey, Mexico.

I have had one or two students each year who are not Mexican Roman Catholic in my classroom. I have to be careful to be respectful of their religious beliefs when the time rolls around for religious celebrations at the school. Fortunately, the parents are very active in the school and many of them come to the school on a weekly basis to teach religious values. There is a separate class for children that are not of a Catholic denomination.

Participant 6

This is probably one of the biggest challenges as a teacher who is teaching "overseas" for the first time. This last year and half, I have been teaching a more privileged population than what I am used to. So I myself don't have the same experiences as some of these students to show relationships to the real world. When we complete classroom novel studies, we generally read books with more conflict than what these students may ever encounter. Therefore, it is sometimes hard to show relationships with characters in the book and real people in their lives. The less privileged population always seems to know of someone who has dealt with similar conflicts as those characters in a story.

I try to use generalizations as I compare my culture with theirs. However, I have learned that this is not a best practice. Students hear things differently from how they are said and then it usually blows up into a simple miscommunication.

Participant 4

I believe that it is an important practice for two reasons. First, by helping students maintain their own culture within the context of a course they are able to more easily connect with the curriculum. Once they make the connection, they "construct knowledge and learn." Second, by connecting the cultures of the students with the curriculum, other students learn that theirs is not the only culture, that there are other ways of looking at the world, that there are various viewpoints (not necessarily equally valid, but all worthy of analysis).

Participant 12

I think that focusing on each child's home culture serves two purposes. First it allows the students to stay in touch with their base values and by extension share their beliefs and practices with others in the class. Secondly, by sharing these values the students gain an appreciation of other cultures. This act of sharing adds value to their lives and hopefully to the lives of many others. In all of my classes I use a weekly journal exercise, which encourages students to locate articles from their home country and write a comment on the article's contents. Students are encouraged to question the presenter's position. This certainly fosters some lively debates. Mind you, rules of decorum are set and strictly adhered to.

Participant 10

It is extremely important. And also incredibly daunting when you look at the variety of cultures represented in our classrooms and realize how little we personally know about them, however long we may have taught. Some of my most effective teachable moments have taken place following the discussion that arises out of a child sharing an experience or custom with the group. Students construct knowledge on the foundation of what they already know or believe to be true. Giving them the opportunity to share culturally specific ideas with the group gives the teacher insights into where the child is 'coming from' and helps her to formulate worthwhile learning activities that make sense to the child.

Teaching the culture of the school is interesting. International schools can be mini communities with significantly different values from those of the host culture, yet within them are teachers and staff from a variety of cultural backgrounds. Would we all agree on what the culture of the school actually is, even if it has been articulated in a mission statement?

Participant 13

Being our first semester here in Beijing I am finding that this impacts overseas teachers in many ways. The school culture here is radically different from the Arabian Gulf. Attempting to make cultural connections with students who come from incredibly strong micro communities makes it difficult to foster a much larger sense of community inside and outside the classroom. It can be a frustrating experience. However, allowing students to analyze their reasons for being here in China and what it means to them and their home society is crucial. The Korean students often have a very different perception of why they are here as opposed to the Canadians. Recognizing that first there may be larger cultural forces at work within each micro community allows for students to begin better understand that there just may be some similarities. This new knowledge coupled with their own understanding of their home culture (a dash of China thrown in) and they can begin to construct understanding of the greater community at ISB. Additionally, I find that the size of the school plays a role in the building of a greater sense of school culture or community. It is somewhat simplistic, yet appears to ring true, that a small school will encourage a closer interaction between different communities and allow for students from different cultures to more quickly make learning more meaningful.

Participant 14

Well, since this is the "Christmas" season, it can be a great time to celebrate traditions from different cultures. We just had a 6th grade gathering where students from around the world told about holiday celebrations that happen in their cultures at this time of the year. Students shared songs they sing, and we sang Christmas Carols in many different languages. These kinds of experiences are important for students to feel comfortable and accepted as well as appreciated for their diversity.

Within the ESL classroom it is critical that one part of the students' culture, namely language, is used as a special learning tool. When learning new vocabulary, many students not only write the words and meanings in English but also in their native language. When instructions are given to beginning ESL students, many times a "translator" within the class is a valuable tool. I feel that allowing students to get help from using their own language definitely promotes learning while highlighting the importance of their culture.

Participant 5

Students need to feel accepted and secure in the classroom to learn. They need to feel that they belong. This can be difficult for

students everywhere, but in an international school there's the added variable of being surrounded by people from other cultures and nations. It is critical for teachers to help students maintain their own cultural identity as they learn about other cultures. The classroom is an ideal place for this to happen. Recognizing students' home cultures and countries goes a long way in helping students feel valued in the classroom.

Participant 20

I think that having an awareness of students' cultural backgrounds can be very helpful in forming my interactions with them.

For example, my time in the mid East taught me that most Arab cultures are decidedly more vocal than written. I notice that my Arab students are much less successful having to perform a task in writing, than they are in explaining the same concept orally. On the other hand, naturally quiet cultures, such as my Japanese students are just the opposite. This year, my students with the least English are all Japanese, and with them I notice that they are able to express very complex ideas in writing, but struggle (or are reluctant) to verbalize them.

I feel that being aware of these differences can be beneficial to the teacher, in that students can be placed in a position where they can choose in which manner they feel most comfortable demonstrating their understanding.

Participant 17

Being a DoDDS teacher I find that virtually all of my students are of American heritage. Their parents are American. Their grandparents are American. Great Grandparents are American. And so on down the ole family tree. Even those students who are from "mixed heritage" parents have a strong sense of being American. This is a feeling of pride in one's American heritage is a direct result of the problems we face in Iraq and elsewhere. Being on a US military base only enhances this sense of pride.

The greatest challenge is in teaching the kids tolerance for those whose views are different from their own whether they be Italian or whatever.

Question #4

Research indicates that one of the most powerful factors in student achievement is what the teacher believes about students and what the teacher expects of students. In addition, the teacher's perspective is shaped by their own upbringing, their life experiences, their

beliefs and values, and their sense of efficacy (the belief they can change a situation). What personal values do you hold regarding teaching in an international and diverse setting? What do you believe about how you affect student learning?

Participant 8

So, what do I believe? Honesty (science facts can tell a lot, as quoted in "CSI" all the time)...integrity.... openness...sense of humor.... belief in the inherent value of each kid...tolerance.... self-confidence.... the important of perseverance, persistence, constant effort, willingness to make mistakes, look at things anew, be open to the wonders of the universe (for goodness sake look up in the sky and ponder what is up there, I tell my astronomy kids)...lightening up when necessary..being the hard ass when necessary...being a human being? Like I had said previously, these are the very traits I feel I tried to value in Lily-White suburban Minnesota as well as in Delhi and Hong Kong. Being the product of intelligent lower-middle class parents who were unable in the late 1940's to attend college has had an impact....that old dream of getting the next generation a bit better educated and further along still is a powerful one. That is the epitome of efficacy.

Participant 7

Whether I am in an international or local setting the most important variable for me that helps me to be more effectively teach my students is to understand them. This encompasses many things and can take a lot of time. I need to know the world my students come from in order to more effectively motivate and captivate them. This means finding out about their families, friends, religion, and activities outside of school.

The biggest challenge that I have encountered teaching in an international setting is the language differential. In order to reach and teach your students you have to address them in a discourse that they understand. When I first came here I was looking at a sea of blank faces for the first two months of the academic year! It was disconcerting to say the least. I still see the blank faces at the beginning of the school year but I have learned to be patient with myself and my students to overcome this stumbling block to effective instruction. The children need time to get accustomed to my Canadian accent and I need time to listen to them try to express themselves in a language that is very secondary for them. I have discovered that learning a smattering of Spanish has helped me exponentially. I would like to learn more but, of course, time always seems to be too limited.

I know that the more comfortable that I am with my students the more comfortable they are with me as their teacher. When a safe, comfortable environment is established in the classroom then my students and I are free to learn and grow together. Jumping the language barrier and letting the students know that you truly care about them are just two ways to achieve this comfort level.

Participant 12

I believe that as a teacher you can have a powerful influence on your students. I believe that if you show pride in your own cultural values and openly and sincerely show interest in the cultural values of others you make a positive impact.

What I like about teaching in an international school is that I get to work with my wife. It is such a joy for me to see her in her classroom, walking the halls or sitting across from me in a meeting. I believe that the students pick up on the strength of our relationship and feel that they can ask us questions that otherwise would go unasked.

I also believe that the diversity of my life experiences adds a positive aspect to my teaching. My 26 years of experience outside of teaching gives me a unique point of view, especially given my last job in Delhi.

Participant 14

All adults have a responsibility to be models for the next generations. Teachers above all have to fulfill this obligation because we are such a large part of children's lives. Everything we do - from planning lessons, to reading out loud, to counseling students - mirrors our beliefs and experiences and models the things we value. Some of the values that come through in my teaching and working with my students everyday would be: getting an education, working hard, being on time, being prepared, caring about others, respecting others, thinking before you speak, being creative, giving - the list is too long to continue here. These values are modeled each day by teachers and our students learn from the way we teach them.

Participant 5

[Participant 8's] list pretty much covered it all. (Thank you, [Participant 8]). My one addition would be the power of language. Regarding how I affect student learning--for me it comes down to modeling the beliefs and behavior that I value. The only way that these values can ring true for students is if I try to live them out in my own life and in the classroom. Made a mistake? Admit it. Think students should be honest? Be honest. Want students to set

high standards for themselves? Set high standards for yourself. Believe language is important? Take some time to learn the host country language...Easier said than done, but worth striving for.

Participant 1

Yea, everything [Participant 8] said! I value doing the best each person can do, reading the directions, going outside of the box when the directions don't limit it. I value helping your neighbor with suggestions, but doing your own work. I value mutual respect and a peaceful environment in which to work. I value the leadership of intelligent people. I value honesty and integrity. The list could do on and on. I think that I express these values and more to my students. I have high expectations for everyone regardless of any skin color or cultural background.

Participant 13

This is crucial to teaching or coaching. The ability to coax out the best in any student is the mark of a good education. My own experiences in my youth reinforce my belief that we all have talents: they just might not be the ones that the system wants to measure. I believe that the communication of the value that we all have some intrinsic worth gives students the safety to experiment (or in some cases even try what they are supposed to do). Students who have been "unsuccessful" in the classroom need to have their outside accomplishments celebrated in an attempt to transfer some of that positive momentum into the formal curriculum. This is where coaches and teachers can have their biggest impact: look at the whole person and reinforce positive behavior. Call them on inappropriateness but do it with an arm around the shoulder and chances are they will be more responsive. Encourage and encourage as much as possible to give them the chance to realize that they are capable of success!

Even though in some cultures this is not a common role for the teacher, if the student has been in a North American oriented school long enough, they realize that this caring stuff is one of our quirks. After a while they sort of get used to it and that can be problematic for reentry into their home culture. Yet, aren't they better off for the approach? This can be particularly true when their family's expectations are incredibly high. It's about creating a safe environment for students to realize their full potential. It's our job to motivate them and take them from where we get them and move them as far as we can in realizing their full potential. Not just in academics, but in the interpersonal, social and physical realism as well. At some point school ends and they have to contribute to their families in addition to society at large. Well

rounded people seem to have better adjusted lives and enjoy a modicum of success that make them valuable members of society.

Participant 10

Values that I hold to include: the right of all to a life free from pain, threat or suffering, the responsibility of the more fortunate towards the rest of humankind, the need for all to be aware of environmental issues and act to protect the earth, tolerance and quest for understanding of those who are different from ourselves, perseverance (especially in the face of ignorance or apathy), all living creatures are worthy of respect...

I hope I can help students to see the best in each other and become more aware of the value of another's thoughts. I believe that if I can encourage them to feel positive about themselves they will approach learning confidently and master it successfully. If my classroom is a place where differences are explored, discussed and celebrated, perhaps my students will grow up better able to lead the world forward, in whatever capacity and in whatever country and culture they find themselves.

Participant 20

The values that I try to impart to my students are honesty, integrity, dependability, dedication, enthusiasm, curiosity, and a sense of the value of hard work.

I do this by giving the students a fair amount of latitude in terms of classroom behavior, but having high enough expectations that they will need to work hard in order to succeed. I believe that by providing students with challenges and choices, we as teachers can not only provide them with the knowledge and problem solving skills they will need in the future, but also help them to develop the mindset that will allow them to be motivated lifelong learners.

Participant 17

As a DoDDS teacher, working on a military base in Aviano, Italy, I find that many of the parents are here not by choice, but rather because they have been told this is where they are to go. There is always a percentage of these parents who never venture beyond the base itself one than what is necessary. It is this segment of the population, which I can impact the most. I do this by:

1. Telling parents at the get go how lucky they are to have been assigned to Italy. I highlight local points of interest and other places I have been which I think they might enjoy! In short, I offer myself as an independent travel agent of sorts. I find that a little encouragement

goes a long way. I have even had parents approach me asking for information about this sight or another.

2. Study trips--it is amazing how few families have not been to local points of interest. When my class goes on study trips I encourage all parents to come and join in the fun. It is not uncommon for me to have 50-60% of my parents attend any given study trip. For many this experience has been their first venture out into the economy. In addition many of the parents return to such sights on their own.

In short I have the opportunity to open up a whole new world to incoming families. Experiencing, accepting and embracing foreign cultures is what living and working overseas is all about. It is with the great sense of pride that I encourage all my parents to do just that.

Participant 4

The values that I think are the most important and that I try to communicate to my students are: there is joy in learning--learning about your subject, your fellow students, and yourself; it is only by doing your best work that you can expect to really reach your potential; be open to other ideas, cultures, and people; you should remain a student for your entire life.