The Internationalization of K-12 Education: A Case Study of an International

School in the Asia-Pacific Region.

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"Oops there goes another rubber tree plant."

ABSTRACT

This mixed-methods, single case study examines the indicators that influence campus internationalization of a K-12 American overseas international school in the Asia-Pacific region. The conceptual framework draws upon five overarching categories necessary for internationalization: leadership, organizational culture, competencies, process, and activities. A list of internationalization indicators is used as a guide for this study (Paige, 2005). According to the 20 school administrators and faculty interviewed, and the 50 teacher survey respondents, the three factors that most influence comprehensive campus internationalization at this K-12 American international school are leadership, faculty involvement in curriculum design and activity participation, and a strong international and interculturally focused curriculum. The International School of the Asian Pacific Region (ISAPR) (a pseudonym) has several strengths and opportunities for internationalization. In addition, there are some weaknesses and obstacles for moving forward to internationalize this K-12 campus.

The interviewees and survey respondents confirm an organizational culture with a strong support for an international and intercultural mindset. Interviewees and survey respondents all agree that there is an interest in campus internationalization, though for the majority of the survey respondents, there is little common understanding of a definition of internationalization and international education. Other strengths include the diversity in the international student body and the close proximity to intercultural learning opportunities. While there is a strong internationally minded high school course selection and desired student learning outcomes culture-specific information, there is no course or training for students in culture learning with culture-general knowledge. The

lower school and the middle school offer fewer opportunities for cultural learning, culture-general or culture-specific skills, in the curriculum. The financial commitment for best practices, including internationalization and integrating intercultural learning, is a strength for implementing internationalization. However, the main emphasis is placed on best practices and lacks specificity about areas to increase internationalization efforts. According to the survey respondents and the interviewees, there is no central contact for the internationalization processes, curriculum, and activities. Most importantly, there is no monitoring process in place to ensure the language communicated from the campus vision statement is operationalized throughout the organizational culture, leadership methods, campus activities, school policies, and procedures. A broad mission and vision for internationalization and no strategic plan for internationalization pose a threat to ensuring campus internationalization. In addition, competing priorities, branding, and the general consensus that "what we are doing is good enough" contribute to only a limited internationalization of this campus.

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INTRODUCTION

Statement of the problem

As we enter into the 21ˢᵗ century, technology and political, economic, and social media advances begin to create a new era. Trade barriers and introduction of new technologies help advance globalization (Committee for Economic Development, 2006). More than two-thirds of the world's GDP and 95% of the world's consumers are now found outside the United States (Committee for Economic Development, 2006). The rapidly growing "BRIC" countries (Brazil, Russia, India, and China) will account for more than 50% of global GDP by 2050 (Committee for Economic Development, 2006). Political and social movements around the world, beginning with social media, have an impact on our awareness and interaction with other cultures (Suarez-Ozorco, 2003). Not surprisingly, many of the opportunities for future school graduates lie in non-US markets. The push of global competition, elimination of unskilled jobs, and advances in technology have led the public and the US government to push for stronger educational standards for all students, including standards in international education. Vivian Stewart, Vice President of Education at the Asia Society, reports that American schools are not adequately preparing students to interact as consumers – buying and selling in world trade markets (Asia Society, 2008). She also reports that US high school and college graduates are not equipped to work for international companies, manage employees from other cultures and countries, collaborate with international colleagues, compete in an international and intercultural job market, and tackle global problems, such as AIDS,

avian flu, pollution, and disaster recovery (2008). If the US seeks to increase the standard of living for its citizens, continue economic growth, create jobs and maintain the ability to compete internationally (SIFMA, 2010), school reform is needed (Daggett, 2005). Our graduating students need to become intercultural global citizens and develop skills, knowledge, attitudes, and cultural awareness (Byram, 1997). Cushner (2007) states, "the problems faced around the world span national borders and will only be solved through the coordinated efforts of people from a variety of cultural backgrounds – or they are not likely to be solved." Students in elementary and secondary schools are to be prepared to anticipate in the new global economy, increase their cross-cultural understandings, build global awareness, and critically consider the issues affecting a global society. It is needed for administrators, teachers, and students be able to function in an international and intercultural context (Knight and de Wit, 1995) in order to prepare youth for a changing higher education and global workforce. Marcelo Suarez-Orzco (2003) suggests that 21st century students must have "(a) . . . creativity of thought and the capacity to work with others on complex problems that often cut across disciplinary traditions; (b) the ability to communicate and understand others across cultural boundaries; and (c) the development of hybrid identities indexed by the ability to navigate across discontinuous or incommensurable linguistic and epistemic systems" (p. 208).

With an increasing diversity in global workplaces, schools, and communities, it is important for our education system to continue to strengthen student's international understanding. Education for today's student is necessary to keeps pace with their global access in the 21st century. Demographics, technology, and global competition are putting stress on our historical methods of organizational structure, school culture, leadership and

pedagogical practices. While the basic skills in education concerning reading, writing, and mathematics remain important, rote memorization and obedient-style education no longer remain as the single mindset needed for tomorrow's job market. Our students must now learn problem-solving strategies and cross-communication skills (Johnson, 2008). Globalization is one driving demand for an internationally competent work force and new security challenges require greater proficiency in world languages and a necessity for a greater understanding of other cultures (Kagan & Stewart, 2004). Globalization increases connections in all areas of human interaction – technology, industry, economics, politics and culture, and education need reform to keep pace. Fullan (2007) emphasizes the increased need for transformational change in education since the globalized world requires educated citizens who can learn continuously and work with diversity both locally and internationally. Darling-Hammond (2010) reiterates Fullan's message about the importance of education as she describes the crucial importance of learning and teaching in US education as the US moves from a manufacturing economy to a much more complex world of information technologies and knowledge work. The stakes, she says, are high since the success and survival of nations and people are tightly tied to their ability to learn.

Campus internationalization is how educational institutions are addressing the student's international learning needs as globalization progresses. Educational institutions are now answering this challenge with initiatives and programs to aid in internationalizing their campuses (Van de Water & Kruger, 2002). Mullins (2011) reminds us that "international education" should no longer be a luxury. No longer does it seem possible to leave the requisite development of global skills to colleges and graduate

schools. Education reform should include teaching students to understand connections between local and global affairs, offer the ability to work and think in at least one other language than one's own, teach our students to understand and respect the cultures of other peoples, and educate our students to participate in an interconnected world starting in the earlier years of K-12 education (Driscoll, 2006). To be fully immersed in 21st century internationalization, educators must place a new importance on understanding cultures other than our own (Dolby, 2008). In a study by the Committee for Economic Development (2006), it was found that international content should be taught "throughout the educational experience, and at all levels of learning, to expand American students' knowledge of other countries and cultures because most schools have not responded adequately to the challenges of the 21st century" (pg. 1). Students in today's 21st century world will be moving into the workforce where patterns of labor require flexible mindsets, skills diversity, and constructive teamwork (Pike and Selby, 2000), including working in cross-cultural, global situations.

The Longview Foundation, a non-profit organization created in 1966 to promote education in world affairs and international understanding in K-12 education, partnered with the Asia Society to create the States Network on International Education in the Schools, bringing together US state leaders in education to research and share growth significant to the field of K – 12 internationalization. They highlight growth in attention to international education at the policy level, growth in implementing global knowledge and skills in curriculums in 11 US states, and noted that resources for international education are increasing. Jacobs (2010) states that students often feel as though they are time traveling as they enter school each day. She continues that the disconnect between

students' rich access to international content out of school and the traditional learning models in most schools is dramatic.

Knight (2001) says that we must ensure that what we are doing, in terms of campus internationalization, are "the right things in the right way" (p. 228). The goal of this study is to examine internationalization in K-12 education. As teachers and educational leaders are charged with ensuring that students have opportunities for increasing cross-cultural understandings, intercultural competencies, building global awareness, and critically understanding the interconnected world around them, it is important for administrators to understand what is happening and what is perceived as happening on their campuses. Although teachers and educational leaders may not be the initiators of internationalization on their campuses, they are given the responsibility for implementing policies, programs, and instruction to internationalize their campus.

Statement of study purpose

The purpose of the study is to examine the extent to which a large K-12 American school in the Asia-Pacific region has operationalized campus internationalization.

Research questions

1. In what ways do teachers define campus internationalization at a K-12 American school in the Asia-Pacific region?

2. What do teachers and administrators at an American school in the Asia-Pacific region think are factors contributing to campus internationalization?

3. What are the ways that campus internationalization is occurring on this campus?

Rationale for the study

Educational leaders recognize that international and cross-cultural skill sets have become a necessity for every child (Friedman, 2008). Students entering university and the global workforce are required to exhibit knowledge of world regions, cultures, and global issues. Skills in communicating and collaborating in cross-cultural environments in languages other than English and using information from different sources around the world are important. Students are also expected to value and respect other cultures, people, and places (Longview Foundation, 2005). With the increasing movement of people between nations, education requires diverse skills to work with multicultural classrooms of students. These skills are also important to meet global/intercultural learning outcomes for students. Howard Gardner (as cited in Suarez-Orozco, 2003) argues that K-12 education must change to encompass the following:

"1) understanding of a global system; 2) ability to think analytically and creatively within disciplines; 3) the ability to tackle problems and issues that do not respect disciplinary boundaries; 4) knowledge of other cultures and traditions, which should be an end in itself and a means to interacting civilly and productively with individuals from different cultural backgrounds – both within one's own society and across the planet; 5) knowledge of and respect for one's own cultural traditions; 6) fostering of hybrid or blended identities; and 7) fostering of tolerance and appreciation across racial, linguistic, national, and cultural boundaries" (pg. 24).

Knight (2003) stresses that the process of integration of an international, intercultural, or global dimension into the purpose, functions or delivery of an education is an important part of internationalization for our K-12 schools. In recent years, internationalization of higher education has been researched and discussed (Green and Olson, 2003; Knight, 2003, 2004; Mestenhauser 1998, 2000; Paige, 2003, 2005). Internationalization of a campus is "the complex whole combined effect, whether planned or not, to enhance the international dimension…" (Knight and de Wit, pg. 16). There is a need for educational framework to help challenges brought by globalization in terms of developing intercultural skills among the student population (Kubow, Grossman and Ninomiya, 1998). We can see from the literature what needs to be done, and how to implement internationalization on a higher-education campus, but research regarding internationalizing a K-12 campus is not as vast. While there is academic research regarding implementing a K-12 globalized curriculum in schools and in pre-service teacher education (Tye, 2009; McCarthy, 2011), the purpose of this study is to examine

the campus internationalization, including curriculum and additional activities, processes, the school culture, and competencies towards campus internationalization (Knight, 1999). Mestenhauser (1998) reiterates that the process of internationalization is a systematic process and not simply adding curriculum and a few international programs. He highlights that internationalizing a campus requires for institutional change involving curriculum, pedagogy, and reforming learning outcomes.

To meet the demands of internationalizing K-12 education, policy makers, education and community leaders need to be engaged fully in goal setting, on-going research, implementation of an internationalized vision and mission, and evaluation of the learning outcomes. Fullan, (2010) discusses systematic change in a manner that aligns with Mestenhauser stating that internationalization reform is more than infusing separate stand-alone programs. In his book, *All Systems Go: The Change Imperative, for Whole System Reform*, Fullan (2010) states that education change takes place by engaging "every vital part of the whole system" involving teachers, administrators, policy holders, students and the community. Therefore, comprehensive campus internationalization is not simply adding programs and curriculum. Internationalization requires embracing change. Kotter, a highly regarded expert in the topics of leadership and transformation, notes in his 1996 book *Leading Change* that without understanding the process of change, transformational-change efforts often fail. Kotter identifies leadership as the most effective mechanism that drives redirection. The research from this study may provide information for administrators, principals, and teachers to promote campus internationalization, professional development programs, policies, and curricular decisions that will lend to greater international and intercultural goals set by the school.

Context of the study

A growing number of schools around the world are serving the educational needs of the transient, globally mobile student. These schools are often culturally diverse and serve the children of diplomats, employees of multinational companies and nongovernmental organizations. Leach and Knight (1964) identified seven types of international schools and categorized these into three groups: national overseas schools, international school association schools, and profit making schools (as cited in Hayden and Thompson, 2000). Matthews (1989) identified approximately 1000 international schools. However, Pearce (1994) identified over 2000 overseas schools but included schools that taught national curriculums in an international environment.

It has been suggested that the first international school was the International School of Geneva, founded in 1924 (Hill, 2001) to serve the families of the employees of the new League of Nations and consequently had a student population drawn from nations throughout the world (Walker, 2000). A large amount of academic literature in the field of international education comes from European and Pacific Rim contexts and focuses on interests and perspectives of teachers and administrators encountering critical issues in international education (Dolby & Rahlman, 2008).

This study examines a large American school in the Asia-Pacific region, an independent, nonprofit, coeducational day school that offers an American education with an "international perspective" (Mission Statement, 2006). For purposes of confidentiality, the researcher has given the school the name International School of the Asian Pacific Region (ISAPR). International School of the Asian Pacific Region is a US accredited college-preparatory school. Instruction is in English while French, Spanish, Japanese, and

Mandarin are taught as foreign languages. Fully accredited by the Western Association of Schools and Colleges (WASC), ISAPR enrolled 3,878 students for the 2011-2012 school year, boasting the biggest single campus American international school in the world. There are approximately 345 full-time faculty members. Thirty percent of the faculty members are non-US citizens, while the remaining are US passport holders. At the time of this case study, the school's vision was to "inspire a passion for learning, encourage emotional and intellectual vitality, and empower students with the confidence and courage to contribute to the global community and to achieve their dreams" (WASC report, 2010). Listed as one of the desired student learning outcomes, the staff and curriculum aims at achieving excellence in helping students become "engaged and responsible citizens" so they may "demonstrate an understanding, respect, and appreciation for cultural differences; act and respond in a responsible and supportive manner to local, regional, and global needs and issues; actively understand and respect the uniqueness of others (WASC Report, 2010).

Conceptual framework for the study

This study relies on Knight and de Wit's (1999, 2000, 2004) approach to internationalization and Michael Paige's Internationalization Performance Assessment and Indicators (2005). The four basic approaches of Knight and de Wit's internationalization of activity, competency, ethos, and process are used as the overarching conceptual framework. Paige's 2005 Performance Assessment and Indicators are used within the framework of these categories. Knight notes that achieving internationalization is a non-linear complex process. While each approach characterizes itself from the other, it is important to note that they do not stand exclusively.

Through the activity approach, the researcher categorizes types of activities that constitute internationalization. This approach is the most widely used in the description of internationalization. Activities include any of the co-curricular and extra-curricular activities to aid in internationalization.

The competency approach examines internationalization in terms of skills, attitudes, and knowledge of students, faculty, and staff. Discussions also occur regarding the curriculum goals for developing intercultural competency amongst the student population and the cultural competency of the administration, faculty and staff at International School of the Asian Pacific Region (ISAPR). The organizational culture, or ethos, approach focuses on developing a culture in the school that values and supports intercultural and international perspectives and initiatives. ISAPR claims to hold a mission to offer an exemplary American education with an "international perspective." This closely links to the process approach that examines the facilitators, activities, strategies, and barriers to internationalization while focusing mainly on program and systematic organizational strategies that help to ensure successful delivery of an international perspective.

Knight and de Wit (2004) highlight the process approach as the ability to integrate an "international dimension or perspective into the major functions of the institution" (p. 17). In order to address the most important dimensions of campus internationalization, the researcher uses Paige's 2005 Performance Assessment and Indicators to monitor and evaluate the process of internationalization in a K-12 school. The performance indicators include the following: "Leadership for internationalization, internationalizing a strategic plan, institutionalization of international education, infrastructure, professional

international education units and staff, internationalized curriculum, international students and scholars, study abroad, faculty involvement in international activities, campus life and co-curricular programs, and monitoring the progress" (p 105). While others have also developed indicators of internationalization (Ellingboe, 1998; Horn, Hendel and Fry, 2007) the researcher chooses to use Paige's 2005 indicators due to the adaptability for use in a K-12 educational setting. Figure 1 shows the intersection of Knight and deWitt's categories of comprehensive internationalization and Paige's indicators.
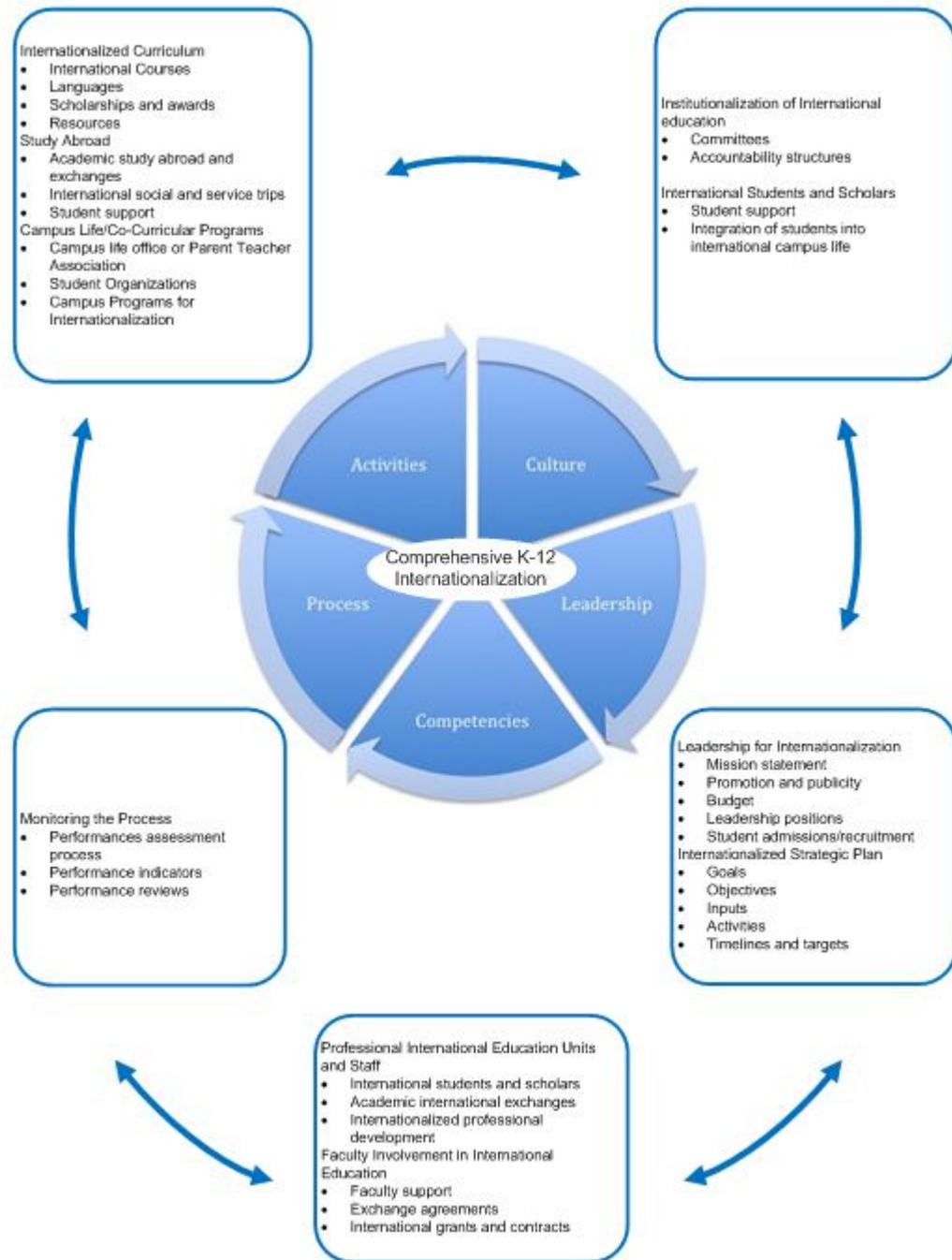
Figure 1

Intersection of Knight and deWitt's Comprehensive Internationalization (2004) and Paige (2005) Performance Indicators for Internationalization.

Key terms and definitions

Culture - Culture is the learned beliefs, values, rules, norms, symbols, and transitions that are common to a group of people (Northouse, 2007).

Culture Learning - Paige (1997) establishes culture learning as the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures.

Cultural Mentors - The role of education professionals in facilitating the development of intercultural competence among their students. This is defined by Paige & Goode in Deardorff, (2009, p. 333).

Globalization - Globalization is the flow of technology, economy, knowledge, people, values, [and] ideas … across borders (Knight and de Wit, 1997).

Intercultural Competence - Intercultural competence is the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts (Bennett, 2001).

Intercultural Mindset and Skillset - "The mindset refers to one's awareness of operating in a cultural context. This usually entails some conscious knowledge of one's own culture (cultural self-awareness), some frameworks for creating useful cultural contrasts (e.g., communication styles, cultural values), and a clear understanding about how to use

cultural generalizations without stereotyping. The intercultural skillset includes the ability to analyze interaction, predict misunderstanding, and fashion adaptive behavior. The skillset can be thought of as the expanded repertoire of behavior—a repertoire that includes behavior appropriate to one's own culture, but which does not thereby exclude alternative behavior that might be more appropriate in another culture" (Bennett, 2001).

Intercultural Development Inventory - The IDI is a theory based instrument for measuring the major stages in DMIS (Hammer, 1993).

Internationalization - "Internationalization … is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution" (Knight, 1999, p. 16).

Development Model of Intercultural Sensitivity - The DMIS is a framework to explain the observed and reported experience of people in intercultural situations (Bennett, 1993).

Ethnocentrism - Ethnocentricism means "that one's own culture is experienced as central to reality in some way" (Bennett, 2001).

Ethnorelative - Ethnorelative stage is when "one's own culture is experienced in the context of other cultures" (Bennett, 2001).

List of Acronyms

AASA – American Association of School Administrators

ACE – American Council on Education

AIPD – Advanced Placement International Diploma

AP – Advanced Placement

ASCD – Association for Supervision and Curriculum Development

CIS – Council of International Schools

CQS – Cultural Intelligence Scale

CQ – Cultural Intelligence

DEA – Development Education Association

DMIS – Development Model of Intercultural Sensitivity

DSLO – Desired Student Learning Outcomes

GIN – Global Issues Network

IDI – Intercultural Development Inventory

ISAPR – International School of the Asian Pacific Region

MUN – Model United Nations

NAFSA – National Association of International Education Administration

STEM – Science, Technology, Engineering, and Mathematics

SWOT – Strengths, Weaknesses, Opportunities, Threats

USAID – United States Agency for International Development

WASC – Western Association of Schools and Colleges

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter is devoted to a review of relevant and current literature focusing on campus internationalization, leadership, and leading change in a K-12 educational setting. The emergence of internationalization in higher education is well documented (Knight, 2004, 2008; de Wit, 2002; Mestenhauser, 2000; Ellingboe, 1998). However, the researcher for this study could not find a significant amount of research for internationalization in a K-12 setting.

While the need for campus internationalization is accepted, there is generally little agreement as to what this means for educators (Smith, 1994). Terms such as international education, multicultural education, comparative education, cross-cultural education, and global education are often used to describe the new knowledge needed for educating students in a new global environment. The Asia Society (2008) describes this new knowledge as international and intercultural in nature highlighting language acquisition, capacity to understand other cultures, and demands an emphasis on lifetime learning.

Definition and approaches

In this section, campus internationalization is defined and described, and some of the key literature outlining various approaches to internationalization is reviewed. Internationalization is a complex, ongoing process and multiple definitions of internationalization exist. Researchers note that internationalization should be a strategic plan, as a response to globalization (van der Wende, 1997). Early definitions, such as

Harari (1977) and Arun and van de Water (1992) refer to internationalization as international content in the curriculum, international movement of students, and providing international technical assistance and cooperation which "refers to the multiple activities, programmes and services that fall within international studies, international education exchange and technical cooperation" (as cited in Knight & de Wit, 1994, p.3). Focusing on three elements: curriculum content, movement of scholars and students, and international assistance, these scholars of internationalization subscribe to more of an additive and infusion approach to internationalizing a campus. Green and Olson (2003) reinforce this definition by saying the term functions as an "umbrella" term for activities that have an international dimension (including study abroad, student exchanges, foreign language studies, international studies). Rudzki (1998) takes a holistic reform approach to internationalization focusing on a definition associated with institutional change. Rudzki notes that internationalization is "a process of organizational change" (p. 16). Soderqvist (2002) also claims internationalization is "a change process from a national higher education institution to an international higher education institution" (p. 29). This definition shows internationalization as broader than simply teaching, learning, and developing international competencies. Internationalization, according to the new definitions, requires educational reform by schools to include international learning as integral to every part of a student's educational experience. It is not simply infusing a global curriculum or a few international activities. Internationalization entails a philosophy of education that includes a vision for global competency student outcomes.

In the article "Internationalizing Education Administration" Paige and Mestenhauser (1999, p. 504-505) assert that internationalization is a process that includes

intercultural, interdisciplinary, comparative, and global dimensions of learning. Mestenhauser, (2002) also explains internationalization as "interdisciplinary, multi-dimensional and multi-cultural" (p. 170). In line with Mestenhauser and Paige's (1999) view of internationalization, Schoorman (1999) notes that internationalization is a process that includes major functions of the institution stating,

> Internationalization is "ongoing, counter hegemonic educational process that occurs in an international context of knowledge and practice where societies are viewed as subsystems of a larger, inclusive world. The process of internationalization at an educational institution entails a comprehensive, multifaceted program of action that is integrated into all aspects of education. (p. 21)

Jane Knight (2004) reiterates that the approach to internationalization should include a process "of integrating an international, intercultural or global dimension into the purpose, functions or delivery" of education (p. 11). A review of the literature illustrates the difficulty in solidifying a definition of internationalization.

One of the problems with understanding the term internationalization is the diversity in terminology. Sometimes these definitions are used to describe the broad scope of internationalization, and in other cases, terms are used as a synonym, or a part taken for the whole of the overall term. In order to understand the definitions of internationalization, it is important to outline the components and requirements for an approach, or how internationalization is being conceptualized or implemented (Knight, 2004, pg. 18).

Ellingboe (1998) conducted two major research studies on US universities as part of her master's and doctoral thesis. As a result of these studies, she identified key components to implementing effective campus internationalization: leadership, faculty involvement in international activities, an international curriculum, and availability of international study opportunities for students, integration of international students and teachers into campus life, and internationalized co-curricular units such as campus activities and student organizations (p. 260). Ellingboe also suggests intercultural development is an important part of internationalization. Paige (2005) notes the significance of Ellingboe's research stating that five of the elements found by Ellingboe "appear in almost all of the internationalization documents" and "represent key components cross-nationally" (p.104). A number of researchers (Harari, 1991; Knight, 1994; Mestenhauser, 2002; Paige 2005) reiterate the importance of organizational factors for internationalization: leadership, faculty and staff development, and involvement and support. Knight also emphasizes the importance of organizational factors by stating that focusing on organizational factors is what separates the process approach from the ad-hoc, activities approach. She also stresses the importance of integrating the international dimension into the institution's mission statement, strategic planning, policies, professional development and hiring procedures (1999, p. 25). In a 2004 article titled "Internationalization Remodeled: Definition, Approaches, and Rationales," Knight again notes that there are many different approaches to implementing the process of internationalization on an institutional level. Educational institutions may use various approaches to address the implementation of internationalization differently. Knight

suggests six approaches, based on her earlier work (Knight and de Wit, 1999), that are

not mutually exclusive or presented in progressive order. These can be seen in Table 1.

Table 1

Approaches to internationalization at the institutional level

Approach at Institutional Level	Description
Activity	Internationalization is described in terms of activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses.
Outcomes	Internationalization is presented in the form of desired outcomes such as student competencies, increased profile, more international agreements, and partners or projects.
Rationales	Internationalization is described with respect to the primary motivations or rationales driving it. This can include academic standards, income generation, cultural diversity, and student and staff development.
Process	Internationalization is interpreted to be the creation of a culture of climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities.
At home	Internationalization is interpreted to be the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities.
Abroad (Cross-border)	Internationalization is seen as the cross-border delivery of education to other countries through a variety of delivery modes (Face to face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses, etc.)

From "Internationalization Remodeled: Definition, Approaches, and Rationales," (Knight, 2004).

Michael Paige (2004) outlines the requirements for internationalization as specific components within the holistic process. This could include international scholars and

coursework. It also includes the development of an infrastructure for decision-making, implementation, and evaluation, identification of outcomes for student learning, institutional development, and professional opportunities for faculty and staff. In a 2003 report released by the Association of International Education Administration (NAFSA), it was found that there is a strong need for a comprehensive approach which includes several of Knight's organizational models. Overall, internationalization is much more than a few additive programs. It is instead necessary for an institution to have a shared vision and a common understanding of why internationalization is important, a shared ownership from stakeholders, and a means for evaluation. It is also important to strengthen communication among the stakeholders and staff development.

Researchers for The American Council on Education conducted an internationalization project, Promising Practices: Spotlighting Excellence in Comprehensive Internationalization. This project aimed to contribute to and advance the national dialogue on internationalization on U.S. campuses, focusing on undergraduate learning (Engberg and Green, 2002, p.3). The two-year Promising Practices project involved eight campuses where internationalization is a centerpiece of its education mission. It was conducted at universities where leaders have committed significant time, energy, and resources to its internationalization advancement. School leaders on these campuses actively work to strengthen international education further by creating new programs and better integrating and coordinating existing activities. The report (Engberg and Green, 2002) provided reinforcement that internationalization should be considered a comprehensive approach and is relevant to this K-12 case study as it helps to create a picture between the difference in rhetoric for internationalization and the reality that

progress for internationalization has been slow. While Engberg and Green note 90% of adults surveyed thought that it would be important for students to work in a language other than English, foreign-language enrollment has declined from 16% in the 1960s to the current average of less than 8%. Only 6% of all language enrollments are in Asian languages with less than 2% in Arabic and Hebrew combined. They also note that the percentage of four-year institutions with language degree requirements for some students declined from "89% in 1965 to 68% in 1995" (p. 9), and within the institutions surveyed, only 37% had a language requirement for all students in order for them to graduate. Engberg and Green also note that while approximately 75% of four-year institutions highlight international education programs and activities in student recruitment literature, only 40% identify international education as one of the top five priorities in their strategic plans and only 33% dedicate a task force or leadership toward advancing campus internationalization. They also call for institutional change for comprehensive internationalization affecting departments, schools, and activities across the institution – and deep understanding, expressed in institutional culture, values and policies and practices" (p. 10). Not coincidentally, they also point out the committed leadership and widespread faculty engagement also influenced campus internationalization efforts.

Another ACE project, Global Learning for All, phase 1 was reported by Olson, Green, Hill (2005). The project, which included two phases beginning in 2003, originally included eight institutions, but added an additional 12 institutions to work to advance internationalization through an "internationalization laboratory." ACE wanted to test the hypothesis that a comprehensive, integrative approach to internationalization would be more powerful than stand-alone inputs. The ACE researchers used an integrative

approach examining the global learning outcomes and assessment in conjunction with an internationalization review. Olson, Green, and Hill (2005) report that there is a gap between the rhetoric of internationalization and the reality of the institutional activities and outcomes, an issue that Mestenhauser (2002) also references. While universities and schools are reporting visions and missions that relate to internationalization, the reality is that educational reform and activities for internationalization are not happening to the extent proclaimed. Olson, Green, and Hill (2005) conclude that while many institutions are focusing on the inputs, schools are not addressing the outputs and assessing skills acquisition students gain from engagement with internationalizing activities. They reiterate the need for establishing goals for the internationalization process. Noting that internationalization programs, curricula, and co-curricular risk marginalization from the central purpose of an institution, they recommend adopting a framework for assessing student learning.

Internationalization in a K-12 environment

While most of the trends towards campus internationalization have focused on higher education, there has been a considerable push and much political talk about the need to change American education towards a model of schooling that responds to the need for K-12 internationalization (Asia Society, 2008; Mansilla and Jackson, 2011, Ortloff, et. al, 2012). A strength of K-12 internationalization is the potential to impact the largest number of students on a daily basis as opposed to impacting a selected group of students in higher education. A report titled Education for Global Leadership (2006) conducted by researchers for the Committee for Economic Development found that globalization has created a new demand on students, teachers, and the institution of

education. The committee concluded that international content must be infused not only across the curriculum but should also align with policies, procedures, and process in all levels of student learning-- an approach that keeps in line with Knight's four quadrants to campus internationalization.

Internationalization as a process within K-12 schools, as Dolby and Rahman (2008) note, draws on a variety of literatures and educational structures. They note that global education falls under the research trajectory of internationalization (p. 698). The call for global education in schools is not new and is also where the majority of academic research concerning internationalizing K-12 schooling lies. In 1980, Mehlinger, Hutson, Smith and Wright called for Americans to develop global competencies to live and function in a global society. Dolby and Rahman (2008) also note that the idea of introducing international components specifically to the curriculum became the focus of policy, practice, and research discussions soon after the release of the 1983 Reagan Administration report A Nation at Risk. In 1991, the Association for Supervision and Curriculum Development (ASCD) produced a handbook to aid educators in integrating global education programs in their schools.

Assessment of internationalization

Assessment of campus internationalization is a smaller body of research than that of the development and implementation of campus internationalization (Horn, et. al, 2007, p. 331). As the need for internationalization, or global education, becomes a priority to K-12 schools, educators will be looking for ways to assess their performance. Within the high stakes testing environment in most schools, even in American

international schools, stakeholders mainly focus on student campus achievement as measured by standardized testing.

According to McCarthy (2011) the emphasis on standardized tests can lead to a narrowing of the curriculum. McCarthy suggests more relaxed standards in order to allow for some of the activities, policies, programs and procedures that directly relate to campus internationalization (McCarthy, 2011). While university and government officials warn that American schools must do more to prepare students for careers in science, technology, engineering, and mathematics (STEM), leaders are also calling for broader perspectives on culture, language, and geography. Leaders from the American Association of School Administrators (AASA) stated that educational leaders "are more determined than ever to ensure today's students are well-equipped to compete in a global society" (AASA, 2006, p.13). However, as school leaders begin to apply internationalization efforts on their campuses, ensuring quality assurance and measuring the success of internationalization needs to continue to be a key part of the process.

Hudzik and Stohl note, "the lack of attention to assessment weakens the priority to which the institution gives internationalization" (2009, p. 9). In a 2005 review of the literature, Paige provided a conceptual framework of key performance indicators: "leadership for internationalization, internationalize strategic plan, institutionalization of international education, infrastructure, professional international education units and staff, internationalize curriculum, international students and scholars, study abroad, faculty involvement in international activities, campus life in co-curricular programs and monitoring the programs". While not all apply to a K-12 learning environment, international school leaders of internationally minded K12 leaders may find these

categories as a guide for measuring the effectiveness of K-12 campus internationalization. Strengthening the process of evaluation from listing, as in Paige's indicators, to ranking the importance of the indicators, Horn, Hendel, and Fry (2007) presented an analysis of internationalization at 77 research universities in the US where they ranked each international dimension. Informed by Mestenhauser's (2002) framework of international education, they developed five rubrics combining learning domains with variables relevant to the universities (Horn, Hendel & Fry, 2007, p. 333). From these categories, Horn, Hendel and Fry listed 19 indicators to show the depth of campus internationalization. The categories can be seen in Table 3 below:

Table 2

Overarching domains for internationalization indicators for US research universities

Domain	Description
Student Characteristics	Academic concentration of students and the extent of international exchange, referring to the students studying abroad and international students on campus.
Scholar Characteristics	The rubric is derived from faculty variables defined through the domain of international exchanges.
Research Orientation	Faculty activities within the domains of international studies, area studies, and foreign languages.
Curricular Content	Combining education and scope to identify the extent of an institution's provision and requirement of courses in the relevant curricular learning content.
Organizational Support	Comes from the combination of organization and administration variables.

Adapted from "Ranking International Dimension (Horn, Hendle and Fry, 2007).

Using a multidimensional concept, most related to Knight's (1999) comprehensive approach, the authors collected data for each of the 19 indicators from publicly available databases or institutions' websites. To avoid criticism on the absence of reaching a consensus of the weight of indicators, they sought the perspectives of scholars and administrators whose work concentrated on the internationalization of higher education in the US. The results showed that the ranking order of importance for campus internationalization is student characteristics, scholar characteristics, research

orientation, curricular content followed by organizational support. Unfortunately, Horn, et al, note that information was gathered from websites and publically available databases. Since the information was made public, one might infer that information may have been inflated in order to make sure the university ranked higher. The authors also note that some institutions did not submit data for particular areas of internationalization. The institutions that submitted data may have campus internationalization at the forefront of their strategic plan. This conceivably leads to submitting information that would benefit the researchers.

Deardorff, et al, (2009), warn that assessment of international education can be difficult because in many cases administrators have not been trained in assessment and are often challenged to know where to begin when assessing lofty and complex outcomes such as "global competencies," "global citizenship," and "intercultural competence" (p. 27). Deardorff (2009) suggests that assessment should follow a process similar to the one mentioned by Suskie (2009) by following the steps in an on-going process: define outcomes and determine measurable criteria, identify appropriate assessment methods, collect data, analyze the data, use the data, communicate the data to all relevant stakeholders, and evaluate the assessment process and the assessment strategy itself (p. 28).

Collins, Czarra, and Smith (1995) offer a set of guidelines, or intellectual filters, to help K-12 school leaders with international education efforts. Czarra (2003) in an Occasional Paper for the American Forum for Global Education adapts these guidelines into a self-assessment tool for teachers, curriculum developers, school administrators, and state education officials to gauge their work within the realm of campus

internationalization. Czarra recommends completing the needs assessment, developing an action plan for specific goals, defining the resources needed to meet the goals, highlighting time and the participation required by leadership, faculty and students in order to assure that internationalization needs are met (Czarra, 2003, p.1).

K-12 globalized curriculum

Harari (1998) notes the importance of an internationalized curriculum by stating "at the heart of internationalization of an institution is and will always remain its curriculum, precisely because the acquisition of knowledge, plus analytical and other skills, as well as the conduct of research" (p.3). According to Knight (1994), elements such as infusing disciplines with international content, using comparative approaches in the classroom, issues-oriented approaches to teaching and learning, intercultural studies, and theory and practice of international development studies are important. Paige and Mestenhauser (1999) reiterate that an internationalized curriculum provides learning opportunities that are intercultural, interdisciplinary, and global in nature forming an "international mindset" (p. 505).

Tye and Tye (1992) support internationalization in terms of curriculum reform by saying: "Global education is both an inevitable and a necessary curricular reform; inevitable because our society as a whole is moving toward global awareness; and necessary because our children and young people need to understand the world in which they live if they are to live in it happily and well" (p. 6). Heyward (1995) notes that part of the purpose of internationalization is to move students beyond an ethnocentric view of internationalization and recognize the ways in which Africa, Asia, Latin America and the Middle East are important to our future (p.199). Unfortunately, while internationalizing a

curriculum often implies that context should represent global perspectives, most of the time, this isn't the case (Schoorman, 2000). To educate a global citizen it is important to ask questions and develop critical thinking skills giving students the opportunity to gain knowledge, skills and values for acknowledging and understanding the interconnectedness of the local and global issues (Oxfam, 2006).

Claiming that schools are failing to prepare students for a global works force, Pike and Selby (1998) presented a model for adding an international perspective into curriculum. They include awareness that there is not a universally shared worldview, that there is legitimacy in other perspectives, and a consciousness of the interdependency to think in a systems mode where cause and effect drives change. Pike and Selby also note the importance for an awareness of the consequences of choices. The problem with this type of approach is that it can be ethnocentric or Eurocentric in nature, depending on the intercultural competence of the administrator or teacher leading the effort. Merryfield (2000) states that the globalization of the world's economic, political, technological, and environmental systems has forever changed the knowledge and skills young people need to become effective citizens: "…our future rests upon the abilities of young people to interact effectively with people different from themselves and take action in transforming structures of local and global oppression and inequity into ones that can bring about social and economic justice" (p. 429). Merryfield's definition of global education compliments the notion for intercultural competence because it calls for cross-cultural learning. Skelton (2010) adds that "the heart of global learning is an increasingly deeper appreciation of and interaction with the other" (p. 39). Skelton also asserts that the work of schools must be to begin at the youngest ages to build the capacity of students to work

with and become aware of the perspectives of others, and that teachers must work steadily to broaden the context of these perspectives from local to global. A curriculum that makes intercultural competency an asset, rather than a deficit, can powerfully motivate students who navigate cultural borders daily to engage, not just in further developing their global competency, but in all disciplines as well (Skelton, 2010). Schools that find a way to tap the resources of culturally diverse communities of parents and teachers will engage these communities in positive ways, both in and out of school (Reimers, 2009).

Faculty involvement in internationalization

If a curriculum is "at the heart" (Harari, 1981) of internationalization, then faculty have a leading force in the effort to promote and affect campus internationalization (Green and Olson, 2003, 2006). Mestenhauser (1998) emphasizes the importance for educators and administrators, who traditionally make decisions regarding the internationalizing process, to have the intercultural competencies required to engage successfully in the internationalization process. Shoenberg (2006) echoes this as he states that faculty international development is important to the process of internationalization.

Other studies emphasize that it is the role of central office staff to possess intercultural skills necessary to support the internationalization process (Harari, 1992; Knight, 1995; Bao, 2009). Bao (2009) focuses her dissertation research on the impact of faculty towards the internationalization process. Bao's qualitative case study highlights personal and professional motivations to participate in a professional cultural exchange program. She also examines how this affected the process of campus internationalization in creating new courses, adjusting pedagogy, and motivation to work with international

programs and activities. The data highlights that the degree to which teachers encourage students to participate in international learning is often due to their own international interests and intercultural perspectives. However, the methods used in this study were fully qualitative and at the time she collected data, Bao was also the leader of the internationalization project. There is a possibility that the sample population gave biased answers during the interviews. Bao could strengthen this study with quantitative research to support her interview responses. This would highlight any discrepancies between rhetoric and the reality of campus international efforts.

Harari (1981) states that, regardless of the location, size and budget of a campus, it is faculty competence that greatly affects the degree of campus internationalization. Intercultural competence plays into the teachers' ability and willingness to choose and introduce non-western materials as content. Teachers should make conscious efforts to infuse non-western cultures as content in core academic disciplines. Having developed an "intercultural competence," according to Bennett (1993), means developing the ability to think and act in interculturally appropriate ways. Bennett (2003) uses the term intercultural sensitivity to refer to the ability to discriminate and experience relevant cultural differences. Since "the quality of the education system cannot exceed the quality of its teachers" (Barber and Mourshed, 2007, p. 8), intercultural competence is an important skill for any educational leader involved in implementing any part of internationalization (Cushner, 2008). Nowhere is a need for understanding cultures felt more keenly than in educational institutions, which must play a central role in helping prepare younger generations for the interconnected world that awaits them.

With the increasing need for internationalization, and internationally minded schools in the K-12 environment, teachers' abilities to foster an intercultural school and classroom culture and internationalized learning outcomes has become highlighted. A focus on developing a teacher's ability to work in an intercultural context, with a global dimension in the delivery and function of education (Knight, 2003) is important to internationalization. Mahon (2009) states "today's teachers may not have the requisite disposition to be effective intercultural educators or the skills to guide young people to develop intercultural competence" (310). Teachers tend to reproduce what they are familiar with. Teachers often follow a blue print for learning, what to learn and how to learn, based on personal cultural assumptions. Because of background, socio-cultural identity and training, teachers tend to organize and design courses in a hegemonic way, well established in cultural comfort zones (Wankel and DeFillippi, p. 369). Teachers and administrators are involved with many aspects of campus internationalization. When teachers are interculturally competent, they tend to participate more in internationalization policies, programs, and activities. As a result, the more faculty involvement in international education, the more students participate in international activities (Green, 2005).

Attitudes towards internationalization

It has been recognized by researchers that leadership and faculty play a pivotal role in campus internationalization. Leadership is responsible for the vision, strategic plan, and overall implementation of campus internationalization. Teachers are responsible for creating classroom, and out of class, experiences that are envisioned to be within the internationalization approach. In order to examine what is and is not happening

in terms of campus internationalization, it is important to note perceptions of administrators and teachers. Understanding teacher perceptions as to the process, challenges, and commitment to internationalization can help senior leadership provide or improve support systems, develop policies to help the process of internationalization, and offer professional development that will aid the process of campus internationalization.

Leaders at ACE published a 2003 report titled "Mapping Internationalization on US Campuses" (Siaya & Hayward, 2003). It was intended that the findings of the report examine the current state of internationalization of undergraduate education in the US. For the purposes of this study, the researcher is particularly interested in a section of the report titled "Attitudes about Internationalization" (p. 9 - 13). ACE conducted a phone survey in February 2002 of 1,027 faculty members selected from a variety of campuses. The majority of the faculty, 70%, views internationalization as integral to education. Eighty-one percent agree that students should be required to study a foreign language, 85 % believe that all students should be required to take courses that cover international topics, and 62% believe that students should have an international study abroad experience. However, when the respondents were asked if all faculty members had a responsibility to provide students with an awareness of other cultures, countries, and global issues, one-third disagreed (p. 13). This suggests that there are still "major hurdles" (p. 13) to bringing internationalization into the mainstream educational experience. The report also showed a gap between the espoused value of internationalization and the participation in internationalization activities, suggesting there is room for improvement in terms of faculty involvement. The faculty that did

participate in internationalization was involved in a wider range of international activities.

The Development Education Association (DEA), a non-profit organization in England, compiled data from the 2008 Teachers Omnibus, an annual survey of a representative sample of 1,000 primary and secondary school teachers in England and Wales regarding teachers' attitudes towards global learning. Interviews and surveys were completed over a two-month period and the data was weighted by gender and age to the known profile of the teacher. The researchers at DEA found that 94 % of the teachers felt that schools should prepare pupils to deal with globalization. However, there was a gap between the proportion of teachers who think education "should" prepare students (94%), and the percentage of teachers who think education "is" preparing students (58%), with secondary school teachers noting they are less confident in education's preparing students for a globalized world than the elementary school teachers (DEA, 2009).

Kathryn Rentel (1997) describes the experiences of 16 teachers from nine schools in Paraguay as they implemented an educational reform in the context of democratization. While not directly related to internationalization, it is interesting to note the results from this survey as it pertains to teachers' perspectives with a new movement in education. School leaders can apply the results of Rentel's study to internationalization efforts in order to understand the teachers' perspectives during a reform effort. Since teachers are a pivotal element in internationalization (Green & Olson, 2003), it is important to understand the perspectives of teachers in regards to reform and change.

Rental (1997) states that while many teachers support or can explain the reform policy, truly changing teachers' habits and attitudes to practice their professionalism

differently is perhaps one of the biggest obstacles that education faces (p. 287). She found five characteristics that seem to underlie the differentiated success the teachers had with the reform: familiarity with their role in the process, comprehension of their role as compared to the literature, immediacy of the reform, positive reinforcement by others (complete autonomy versus introduction of "study circles," a group training strategy to explore the context and practical aspects of reform), and different life histories of the teacher. Most educated teachers who were not intimidated by the reform did not perceive the change to be as radical as their colleagues. One can infer that teachers with experience teaching global education courses, or teachers with a high developmental level of intercultural sensitivity, would not find the process of campus internationalization that radical of a change in education. However, a teacher who might prescribe to the 1920's Henry Ford Model of education teachers may want more of a "detailed explanation such that we could apply directly" (Rentel, 1997, p. 196). Rentel also found that most teachers viewed the initial "training" workshop as "a superficial overview of the process and curriculum materials" with one teacher quoting "They call it a training workshop, a presentation of materials is what they really did" (p. 195). In terms of preparing teachers for campus internationalization, leaders should not "do too much, too fast, with too few resources" (p. 195). As it is important for leaders to anticipate the challenges any reform or change will present, Rentel's research can help leaders anticipate teacher attitudes towards internationalization and help foreshadow a reform's progress and possible shortcomings.

Leadership and change for internationalization

Leadership has been suggested to be an important factor for affecting reform efforts, especially in the areas of internationalization. Educational administration can be highly resistant to internationalization (Mestenhauser & Paige, 1999, p. 500). Researchers emphasize the importance of involving leadership in the process of internationalization through a consensus-seeking process providing guidance, leadership and professional development opportunities to support the process (Ellingboe, 1998; Green & Olsen, 2003; Knight, 1994, 1995, 2000; Paige, 2003, Schoorman, 2000). New programs can either motivate or create barriers to the organization and the people and structures within it. Change causes more change. A good leader keeps a watchful eye on how these changes affect people. Variances are the conflicts that arise within organizations. Paying attention to variances would help smooth the change process. Collins (2006) notes that it is important to "get the right people on the bus" and to find those who Kotter calls, the "guiding coalition," Bennis (1998) notes three justifications for effective leadership: organizational effectiveness, stability, and integrity. General leadership theories will be explored with a final focus on transformational leadership.

General leadership theories

Boleman and Deal (1997), in *Reframing Organizations: Artistry, Choice and Leadership*, solidify leadership into four frames: structural, human resource, political, and symbolic. They note that for "any given time and situation," (p. 309) various frames should be used. Choosing a leadership frame involves analyzing the needs of the situation.

The structural frame helps leaders establish and maintain formal roles and relationships that move teachers and other stakeholders towards accomplishing goals. When a leadership decision needs to be technically correct, this rationality and logical strategy is effective. The human resource frame emphasizes the interaction and relationship between the individual and the organization. This frame is most successful for educational leaders whose leadership style is more supportive and frames around empowerment. When a situation calls for leadership within the human resource frame, the decision-making is typically moved to stakeholders within the organization. In a K-12 school setting, this might include leaving some decisions to a collaborative process between stakeholders. The political frame presents the competition for power and competition for often-scarce resources that exist in some educational environments. The political frame often "fits well for making changes from the bottom up" (Bolman & Deal, 2007, p. 312). This works because leaders build linkages to other stakeholders. Bess and Goldman (2001) note that K-12 school leaders are becoming more open systems and giving teachers more authority allowing all stakeholders to become more participatory. This, they claim, is moving K-12 leadership towards a more "political" frame (p. 420). The symbolic frame includes a leadership style that is inspirational. Symbolic leadership includes a hands-on, value-driven approach. Often, symbolic leadership is more concerned with progress and culture than profits. Symbolic leadership styles often include telling stories, honoring ceremonies and rituals, and coupling activities with symbolic meaning.

Northouse (2013) organizes leadership theories into four groups: the trait approach, the skills approach, style approach, situational approach and contingency

approaches. The trait approach identifies characteristics that individuals can practice. Northouse's trait approach argues for a select set of traits that are indicative of strong leaders. He proposes that strong leadership is intrinsic and relates to personality. Unfortunately, this approach is unable to compile consistently an exhaustive list of traits for effective leadership. This approach is also criticized because it discourages individuals from believing they have the "right stuff" to become an effective leader (Bligh, 2011, p. 641).

The next leader-centered perspective, the skills approach, emphasizes skills and abilities that can be developed and asks leaders to use knowledge and competencies in order to accomplish a set of goals and objectives. Northouse uses Katz (1955) model and divides this approach into three skills: technical skills, human skills, and conceptual skills. Mumford, et al (2000) as cited in Northouse, suggests that leadership outcomes are a direct result of a leader's skilled competency. However, Northouse also notes that there is little research to explain how these skills lead to effective leadership performance.

The style approach focuses on what leaders actually do instead of their personality traits, dividing a leader's actions into task-orientation or relation-orientation. The style approach focuses more on job requirements and outcomes and provides less emphasis on people. Marking a major shift from focusing on personality traits to behaviors and actions, this approach does not allow room for much leadership development of other staff members. This approach is also criticized because there is not much empirical research linking leadership style to performance outcomes (Northouse, 2013).

Northouse's (2013) last group of leadership theories, the situational and contingency theories, concentrates on leader capabilities and competencies in subjective

situations. In other words, the effectiveness of the leader is contingent upon the right fit to the situation. The circumstances faced by leaders in a K-12 setting are often unique and call upon leadership skills that require adapting to the needs of the stakeholders. Unfortunately, this style asks principals and school leaders to "be all things to all stakeholders" (Bess & Goldman, 2001, p. 430). For school leaders to apply contingency theory in a campus internationalization situation, the leader must have a good understanding of teacher's skills and how these skills can be affected by structure change that may develop as a result of campus internationalization.

Another form of leadership is distributed leadership. Distributed leadership refers to collaborative leadership exercised by the principal, assistant principals, department heads, teacher leaders, and other members of the school's improvement team. The rationale for focusing on distributed school leadership is grounded in the concept of sustainable change (Fullan, 2001). With a distributive leadership model, we are able to work as Elmore says to deromanticize leadership. Elmore (1995) argues for an approach to educational change that focuses on the organizational structure of the school, in particular the approach taken to strategic planning and professional development. Elmore also argues teaching is more than just presenting material; it is about infusing curriculum content with appropriate instructional strategies that are selected in order to achieve the learning goals the teacher has for his or her students. Changes often fail to launch, according to Elmore, because the reform may require specialized knowledge and pedagogical skills (p. 366). In regard to internationalization, this includes specific intercultural skills or global knowledge. However, there can be problems associated with distributed teacher leadership roles when the definition of the job role is not clearly

defined. Problems can also arise if emphasis is given to the "technical aspects of production without adequate attention to their appropriateness for a particular physical environment or their impact on social structure and needs" (Fox, 1995). Seashore-Louis (2009) argues that distributive leadership is key to sustaining effective change. Including individuals with particular knowledge, predispositions, attitudes, and skill-sets will help the process become more sustainable. Choosing the leadership team involved in developing the strategic plan must include a variety of stakeholders, which should include distributive leadership. With this, good leaders can lead us into the future (Hallinger, 2009).

Instructional leadership (Hopkins, 1997, 2000; Hallinger, 2009) is important to a K-12 campus internationalization initiative because it focuses on facilitating and supporting teaching and learning. Successful instructional leaders (Hopkins et al, 1997, 2000) show ability to communicate values and vision around campus internationalization and about student learning. A campus instructional leader is also able to make the connections to principles and intercultural behaviors. Then the leader is able to negotiate the necessary structures to promote and sustain the international perspectives pertaining to the international vision. An effective instructional leader would also seek an understanding of a range of cultural pedagogic structures and relate the ability to impact on student learning. In addition, an instructional leader also would possess an ability to distinguish between development and maintenance structures, activities and cultures, maintain a strategic plan, hold an understanding of organizational capacity and its role in sustaining change (Hallinger, 2009). However, few studies "find a relationship between the school leader's hands-on supervision of classroom instruction, teacher effectiveness,

and student achievement. Where effects have been identified, it has generally been at the elementary school level and could possibly be explained by school size" (Hallinger, 2003, p. 333-334). As instructional leadership asks school leaders to focus on the coordinating the curriculum, monitoring student progress and evaluating instruction, transformational leadership looks towards a broader view of leadership (Leithwood, 2007).

Transformational leadership

Research in educational leadership shows that organizational leadership is important (Leithwood et al. 2004; Waters, Marzano, and McNutly, 2003). The literature further emphasizes the key role that campus leaders play in the successful implementation of a reform initiative (Hallinger, 2003; Leithwood & Jantzi, 2008; Waters, Marzano, & McNulty, 2003). School leaders are influential in creating a vision and mission within the school (Waters, Marzano, and McNulty, 2003), a critical leadership aspect in moving towards schools with greater global orientation (Suárez-Orozco, 2005; Suárez-Orozco and Sattin, 2007). Mestenhauser and Ellingboe (2005) and Savicki (2008) suggest transformative leadership approach complements the recurring demands of an internationalized school environment. Since internationalization is a continuous process, the broad scope of transformational leadership allows leaders to "include a broad-based perspective that encompasses many facets and dimensions of the leadership process" (Northouse, 2013, p. 189).

Gaining importance from the work of Burns (1978), transformational leadership highlights the interconnectedness of leaders and followers and notes that this type of leadership can be broken into two types: transactional and transformational.

Transactional leadership does not individualize the needs of the employees or focus on their development. Transactional leaders work in a more or less equal exchange of, or substitution of, goods and services. A transactional leader can be successful because it is often in the "best interest of subordinates to do what the leader wants" (Kuhnert & Lewis as cited in Northouse, 2013). In other words, transactional leadership involves acts of transaction. Burns (1979) insists, "These transactions consist of mutual support and mutual promises, expectations, obligations, rewards," (p. 298). Bass (1985) considers transactional dimensions necessary but not sufficient on their own.

Transformational leaders, conversely, intrinsically motivate followers to operate as a collective to achieve a common aim (Burns, 1979). Teachers are now asked to assist building principals in developing their own visions, be team-oriented, strong communicators, team players, problem solvers, and change-makers (Leithwood, 1992; Blayer, 2012). Transforming leadership is based on valuing mutual needs, aspirations, and values. Leithwood (1992) suggests school leadership practices must use a transformational leadership approach as the dominant leadership choice of school administration. Lewis, Goodman and Fandt (1998) assert that school administrators are expected to cope with a rapidly changing world of work to be effective at their schools. Northouse suggests that transformational leadership is the ability to get people to want to change, improve, and be led (2001). A transformational leadership approach allows the leader to be an advocate for change in the institution (Northouse, 2007). "At the reins of today's new schools will be not one but many leaders who believe in creating conditions that enable staffs to find their own directions" (Leithwood, 2000, p.8). Roberts (1985) states:

"The collective action that transforming leadership generates empowers those who participate in the process. There is hope; there is optimism; there is energy. In essence, transforming leadership is a leadership that facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment."

Leithwood & Jantzi (2005a) maintain that transformational leadership has three categories of practices: setting directions, developing people, redesigning the organization. Setting directions encompass leadership practices that create and communicate a common vision, setting group goals, and setting high expectations. Leithwood & Jantzi (2005b) note, "a critical aspect of transformational leadership is helping staff to develop a shared understanding about the school and its activities as well as the goals that undergird a sense of purpose of vision," (p. 38). Ellingboe (1998) notes that transformational leadership strategies such as communicating a shared mission statement and implementing a strategic plan that includes internationalization initiatives can help advance the internationalization efforts. The second category, developing people, includes the three practices of providing intellectual stimulation, offering individualized support, and modeling desirable professional practices and values (Leithwood & Jantzi, 2005a; Leithwood & Jantzi, 2005b). The last category is redesigning the organization including the following: developing a collaborative school culture, infrastructure that fosters participation in school decisions, and creating productive stakeholder relationships (Leithwood & Jantzi, 2005a).

Leadership for change

Leaders must acknowledge change as a slow process that takes careful planning and patient execution to accomplish goals (Davis, 2003). John Kotter is notably one of the foremost authorities in literature focusing on change. Kotter (1996) argues that initiatives are prone to failure because of too much complacency, failure to create a guiding coalition, underestimating the power of vision then under communicating the vision, allowing obstacles to block the new vision, failure to create short term wins, declaring victory too soon, and neglecting to anchor changes in the culture (p.16). However, Kotter notes that change can be successful if we understand why organizations resist needed change and how leadership can drive the change process. Kotter developed an eight-stage process for creating successful major change: establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the change vision, empowering broad-based action, generating short-term wins, consolidating gains and producing more change, and anchoring new approaches in the culture (p. 21). Kotter believes that constant change is inevitable for organizations and that skipping any step in this change process will create problems for change.

While Kotter examines organizational change in business, and notes the cross-over implications associated with change efforts, Collins (2006) notes that schools, or organizations in the social sector, must refrain from becoming more like a business because of the differences in input and output. He notes that money is both an input and an output in business but in education, money is only an input. He asserts that in education, or other social sectors, it is imperative for outputs to be assessed according to

the mission statement. Fullan (2001) takes a thematic look at change across organizations in both business and education. He identifies five specific themes related to organizational success in moral purpose, understanding change, relationships, knowledge use and coherence (as cited in Fullan, 2008, vii). A moral purpose and strong personal relationships, as Fullan states, can be more useful in motivating and achieving successful change. Mitzberg (2004) notes that "learning is not doing; it is reflective doing" (p. 228). Through reflection and interviews with business and education leaders Fullan (2006) developed the six secrets to successful change: love your employees, connect peers with the purpose, build capacity, continual learning, be transparent, and focus on systems learning. Betts (1992) claims that change has "left schools playing catch-up, and it will take a whole-system approach to meet society's evolving needs" (p. 38). While Kotter seems to note that change fails because of leadership and the handling of the change effort, Banathy (1995) notes that our efforts fail because of a breakdown of the system: an incremental approach, failure to integrate solutions, and staying within boundaries of the existing systems. Peter Senge (1990, 2006) formed a theory as he aims to understand the nature and the interrelated web of this system. Senge suggests that an organization, in our case a school, experiences change as a system: a set of elements that function to achieve a whole purpose. Senge suggests five disciplines necessary to cultivate systems thinking in a school or an organization instead of looking at organizational change as individual units. Senge suggests that systems thinking are the ability to see the big picture and to distinguish patterns instead of conceptualizing change as isolated events. He notes that it is often hard to see a whole pattern of change, and we wonder why change never fully happens. Systems thinking need the other four disciplines to enable a learning

organization to be realized (Senge, 2006, p. 7). He begins by explaining that personal mastery is the disciple of continually clarifying and deepening our personal and organizational vision. Personal mastery is the cornerstone of the learning organization. "By becoming committed to lifelong learning," the learner is more realistic, focuses on becoming the best person possible, and striving for a sense of commitment to individual and organizational learning as an "enterprise made up of learners" (Senge, 2006, p. 8). Organizations only learn through individuals who learn (p. 129). Mental models, deeply held internal images of how the world works that limit us to familiar ways of thinking and acting" (p. 163), must be managed because they prevent new insights and organizational practices from becoming implemented. Through self-reflection and understanding how these models influence the way we work, we can understand how some mental models can be a barrier to change. Aligning with Senge's definition of a mental model, Schein (2010) marks that in order to implement successful change, the leader must pay attention to organizational culture, "the shared basic assumptions that have been learned by a group as it solves problems, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 17).

Senge also notes the necessity for a strong and shared vision. A shared vision is vital to a learning organization (p.192). A shared vision provides a focus and the energy for learning. A shared vision cannot be the leader's vision, or one or two employees vision. It must be a vision that many people are committed to because of its reflection of the personal visions of the learners in the organization. With a strong shared vision, people's aspirations are uplifted and work becomes "part of pursuing a larger purpose"

and is the first step in "allowing people who mistrust each other to begin to work together…. in the most basic level of commonality" (p. 194). Team learning, the process of aligning and developing the capacity of a team to create the results its members truly desire" (p. 218) is important because schools operate on the basis of teamwork, creating a strategic plan of desired results and working together to attain them. Team learning is a process where employees are asked to think with insight about complex issues and coordinate action. For example, administration and decisions made by school leaders have an effect on the decisions and workings of teacher leadership teams and vice versa. Senge notes that it is important for these teams to dialogue and discuss decisions and consequences to these decisions and actions taken. Fox (2005) discusses three levels of analysis for change: the primary work system, the whole organization system and the macro-social system. Since internationalization is a cyclical and ongoing process, paying attention to each system will be incremental to successful implementation to campus internationalization on a K-12 campus.

Concept of culture

Hofstede (2001) demonstrates that not only do leaders have to adjust leadership approaches to fit situational aspects; they also need to understand and adjust to the influence of culture. Culture, just like leadership, is a difficult term to define and is described in a variety of ways (Deal & Peterson, 1999). Kluckhohn & Kroeber (1952) counted over 162 definitions of culture (as cited in Ting-Toomey, 1998, p. 9). This number has continued to grow. Culture, as Hofstede (2005) states, can be seen as "mental software . . . the collective programming of the mind that distinguishes the members of one group to people from others" … a learned set of unwritten rules of the "social game"

(pg. 4). Gudykunst & Ting-Toomey (1988) define culture as the way of life and customs of a group of people. It is the ties that connect members of a community or society through "socially constructed constellation consisting of such things as practices, competencies, ideas, schemas, symbols, values, norms, institutions, goals, constitutive rules, artifacts, and modifications of the physical environment" (Fiske, 2002, p. 85). Culture is a product because it has been produced by those previously in the organization (Bolman & Deal, 2003).

Schein's (1992) definition of culture consists of three levels: artifacts, espoused values, and basic assumptions. Each level is based upon how visible it is to observers, much like Peterson and Deal's definition of culture (Schein, 1992). Culture in one sense contains art, literature, and food; artifacts of a culture. In this category of culture, it is "a way of summarizing the ways in which groups distinguishes themselves from other groups'" (Wallerstein, 2000, p. 265). However, definitions such as this have been criticized for their "perpetuation of the idea that simply knowing the language, customs, and beliefs of a social group assumes understanding of that culture (as cited in Bayles, 2009, p. 17). This lowest level of culture is easily visible while the highest level, basic assumptions, is difficult to recognize by those inside and outside the group or organization (Schein, 1992). The second level of culture according to Schein (1992) is espoused values. These are the vital values of the group or the organization that have been established and discussed as being critical to the organization's past and present success (Schein, 1992). Basic assumptions make up the highest level of culture (Schein, 1992). Basic assumptions are the actions which are taken for granted and usually not confronted or debated within the organization (Schein, 1992). If this highest level of the

culture is altered, anxiety occurs and must be addressed if a change is to become permanent (Schein, 1992).

Every school has a unique culture (Marzano, et al., 2005) that is shaped by the beliefs and actions of organizational members (Deal and Pederson, 1999). Fullan and Hargreaves (1996) describe the culture of a school as the guiding beliefs, assumptions, and expectations evident in the way a school operates. No matter how culture is defined, it has been linked with school success (Leithwood et al., 1999). Deal and Peterson (1999) point out "organizations usually have clearly distinguishable identities manifested in organization members' patterns of behavior, thought, and norms. The concept of culture helps us understand these varied patterns. . ." (p.3). Kruse & Seashore-Louis (2009) summarize that a school's culture is similar to that of an iceberg. They synthesize that "what you see is not always what is important. . ." (p.47). According to Kruse & Seashore-Louis, school culture is layered with basic underlying assumptions as the foundation, the what we take for granted, followed by espoused values, what is talked about. The iceberg is tipped off with the artifacts, what is actually seen about a school.

The seminal research Geert Hofstede (1985, 1991, 1994, 2001) has particular interest when relating culture to schools. Hofstede looked at organizational culture after conducting research on IBM employees in 40 countries. Hofstede found that cultural values strongly influenced relationships both within and between divisions in an organization.

Interculturally competent educators

Green and Olson (2003) cite that the process of internationalization should start with determining who should be involved. According to them, engaging leadership and

the faculty are important. Barber & Mourshed (2007) also believe building teachers is important as "the quality of the education system cannot exceed the quality of its teachers" (p.8). Nowhere is this need (for understanding cultures) felt more keenly than in educational institutions, which must play a central role in helping prepare younger generations for the cosmopolitan world that awaits them, a world in which they are bound to interaction with foreign nationals and different ethnic groups and feel the influence of different values and cultures on a scale unequalled in previous generations" (Bok, ix, 2009). To complete globally, persons must be equipped with the knowledge and skills to behave in a manner becoming to a specific culture (Committee for Economic Development in Deardorff, 2007). Educators working in the new century of globalization are finding an increasing imperative for cultural sensitivity and understanding (Walker, 2003, p 433). Cushner (2008) maintains the idea that intercultural competence among educators is an important skill for today's educators. "Scholars have discussed cultural diversity in the classroom and teacher professional development for several decades, the recent body of literature specifically frames these issues in terms of educators' cultural proficiency, cultural competence, and cultural responsiveness" (Cao & DeJaeghere, 2009, p. 437). An increasing need for internationally minded schools and growing multicultural classrooms raises questions about teachers' abilities to foster an intercultural culture within schools and ultimately with their students. Leaske cites that students are concerned with teacher's perspectives changing the way students think as an important outcome of developing an international perspective (2011). A focus on developing a teacher's ability to work in an intercultural context, with a global dimension in the delivery and function of education (Knight, 2003) is important to internationalization. Knight continues to point

out that intercultural learning relates to the diversity of culture that exists within countries, communities, and schools and is not easy to achieve. Mahon (2009) states that "today's teachers may not have the requisite disposition to be effective intercultural educators or the skills to guide young people to develop intercultural competence" (310) which serves as what Paige and Goode (2009) refer to as cultural mentors (in Deardorff, pg. 333). One important way teachers influence a student's intercultural competence is though modeling or by acting as a cultural mentor. "International education professionals in the field are role models, intentionally or not, of intercultural competence for their students" (Paige & Goode, 2009, pg. 347). "Developing the intercultural competence of young people, both in the domestic context as well as in the international sphere, requires a core of teachers and teacher educators who have not only attained this sensitivity and skill themselves but are also able to transmit this to the young people in their charge" (Cushner & Mahon in Deardorff, 2009, 304). Through intercultural competence and intercultural education, we can provide much more than skills and even knowledge. By growing a teacher's and a student's understanding of themselves, their "place" within a intercultural mindset, cross-cultural experiences provide the circumstances where an individual may develop the skills necessary to exist in a growing 21st century environment. Paige (2005) explains that an interculturally competent educator has knowledge, attitudes, and skills needed to support student intercultural learning, lead intercultural initiatives, and create inclusive and supportive learning environments. He continues to offer a skillset that the interculturally competent education should exhibit: "1. Demonstrate recognition of the significance of culture in human interaction. 2. Successfully respond to the challenges of intercultural experiences for the learners. 3.

Successfully respond to culturally diverse learners. 4. Promote students' intercultural sensitivity" (multimedia presentation). A growing recent body of literature specifically constructs theories in terms of an educator's cultural proficiency and cultural competence (Diller and Moule, 2005), leaning on an educator's cultural sensitivity. Broekhuizen and Dougherty (1999) remind us that schools are no longer culturally neutral institutions. "However, when teachers and learners come from differing backgrounds, both program and practice can exclude learners and, in part, determine the extent to which they are supported or hindered in the learning process." Young people are specifically at turning points where they are grappling with their futures. Rash (1988) reminds us that at any moment, young people may be quietly taking in an experience or pondering a statement that may change his or her entire life. As educators, it is necessary that we recognize this and do not to impose a principle through a discriminatory cultural lens.

Internationally-minded teachers who ultimately impact young people in schools, must address the interpersonal and intercultural dimensions of communication, interaction, and learning (Cushner, 2007, p. 27). Firsthand experience plays a large role in culture learning and is a critical component to intercultural development (Bennett, 1993, Cushner 2007). Cushner (2007) growing body of research that demonstrates the critical role that experience plays in enhancing intercultural development. Developing through the stages of intercultural competence. The ability to comprehend one's cultural norms and expectations, as well as recognition of cultural differences, provides a strong foundation for cross-cultural teaching. (Wiseman & Koester as cited in Gopal, 2011, p. 380).

Teachers tend to reproduce what they are familiar with. We, as teachers, follow a blue print for learning, what to learn and how to learn, based on our own cultural assumptions. Because of background, socio-cultural identity and training, teachers tend to organize and design courses in a hegemonic way, well established in cultural comfort zones (Wankel, DeFillippi, p. 369). Hofstede and Hofstede (2005) tell us that "education is meant to prepare students for societies in which they are expected to live; thus, inculcating cultural beliefs while educating academically is part of that system (p.98). Freitheim (2007) notes that "when the academic system encounters the cultural beliefs, the possibility for discord is great, and if the educator fails to understand that discord, it is unlikely his experience, or the experience of his/her students, will be successful" (p.30). The personality patterns associated with good teachers in this context include interpersonal sensitivity, maturity, interpersonal openness, nurturance, empathy, and self-involvement. (In Deardorff, p. 8). Palmer (2001) says students are more likely to live their way into a new way of thinking than to think their way into a new way of living. Zlotkowski (2001) claims that higher order thinking grows out of day-to-day actions and experiences. Intercultural education requires critical understanding of connections among each educator's self, school, home, and culture (Nieto, 2000). Becoming an intercultural educator means first becoming a person that has intercultural competence. An educator in a global society needs to develop a multicultural perspective for teaching and learning (Nieto, 2000) in various school environments since culture is perceived as being shaped by living experiences and instructional forms organized around diverse elements of struggle and domination (Gay, 2003). "Intercultural competence is a learning process in

which students gain awareness of different culture, become sensitive to other culture, and have flexibility and openness in their academic culture" (David & Cho, 2005, p. 17).

As teachers explore their own world-view narrative and begin to develop an appreciation of their view of the world, of 'the way things are,' they will have a heightened awareness of the assumptions underlying their educational practices (Walker, 2004, p. 438). Teachers crossing into cultures different to their own can be largely unaware that they take with them an embedded and largely unchallenged view of 'how things are.' Such views shape their educational practice, and provide a basis on which educators base assumptions about, among other things, learners, learning, teachers, schooling and teaching (Walker, 2004, p. 437).

Conceptual framework for the study

Ortloff, et al (2012) believes that K-12 internationalization should be approached through a comprehensive method that allows for both practical as well as abstract objectives: "By providing students both concrete skills as well as historically and culturally informed practices on the global society in which we live, we believe that American students…will contribute to the evolution of a more informed and just society" (p.164). The present study uses Paige's 2005 Performance Indicators for assessing internationalization to describe internationalization in terms of categories using Knight and de Wit's (2002) approaches to internationalization, adding the key area of leadership to Knight and de Wit's model to assess for these practical and abstract indicators of successful K-12 campus internationalization indicators.

Knight and de Wit's approaches to internationalization. It is important to view each approach as "different stands in a cord that integrates the different aspects of

internationalization" (p. 116).   The four different approaches to internationalization identified in this research are activity, organizational culture, competency and process. The activity approach describes internationalization in terms of categories or activities. Not including any organizational structure needed to initiate, develop, or sustain the activities, this approach includes academic and extracurricular activities such as curricular development, scholar student and faculty exchange, area studies, intercultural training, and possible joint research activities. Most critical in internationalizing a campus (de Wit, 2002; Paige, 2005), activities such as international education, global studies, area studies such as business, history or language, intercultural education, cross-cultural education, and education for international understanding should be included. Jane Knight (1999, p. 15) suggests that the activity approach is often seen as synonymous with the term international education (as cited in de Wit, 2002, p. 117). The ethos approach focuses on developing a school culture that supports intercultural and international perspectives and initiatives. Internationalization of an institution can only be realized with a strong belief system and supportive culture (Knight, 1997). This approach is strongly connected with support of various stakeholders. Without the support of parents, teachers and administrators, the process of internationalizing a campus might be difficult. Individual and institutional policies that support internationalization will be viewed as part of the creating an intercultural "ethos" within the school community. The third approach, competency approach, looks at internationalization in terms of "developing new skills, attitudes and knowledge in students, faculty, and staff" (de Wit, 2002, p. 117). Thus, this approach focuses on human development and the human dimension in the process of internationalization.

The last approach frames internationalization as a process. The process approach is a comprehensive way to describe internationalization (Knight and de Wit, 1995). The process approach "integrates [internationalization] into the mission statement, policies, planning and quality review to ensure that internationalization is central to the institution's goals, programs, systems and infrastructure" (Knight, 1997, p. 14). A wide range of organizational policies and procedures and strategies are part of this process (de Wit, 2002).

While Knight and de Wit (2004) do not include leadership as a domain of internationalization, leadership is a common theme in studying the process of internationalization (Ellingboe, 1998; Mestenhauser, 2002; Paige, 2005). Leaders are essential to successful internationalization and play a crucial role in motivating others to become involved in the process. Therefore, a dimension of leadership will be added to the theoretical framework focusing on transformational leadership.

Figure 2

Adapted to apply to a K-12 International school environment from Knight and de Wit's 2004 Approaches to Internationalization in "Internationalization remodeled: Definition, approaches, and rationales" (Knight and de Wit, 2004).

Paige performance assessment indicators. Paige (2005) examined academic literature involving internationalization framework from Europe, Canada, Australia, Japan, and the United States. After examining components of internationalization and the performance assessment process, he identifies key performance indicators, "data to be collected to measure progress and enable actual results achieved over time to be compared with planned results" (USAID as cited in Paige, 2005, p. 103), regarding the process of internationalization in higher education. Paige's performance indicators are adapted to gather data in a K-12 setting to examine campus internationalization process.

Table 3

Internationalization: Performance Assessment and Indicators

Performance Indicator	Description
Leadership for Internationalization	Mission Statement Promotion and Publicity Budget Leadership Positions Student Recruitment
Internationalization Strategic Plan	Goals Objectives Inputs Activities Timelines and Targets
Institutionalization of International Education	Committees Accountability Structures
Support Infrastructure – Professional International Education Units and Staff	International Students and Scholars Academic International Exchanges
Internationalized Curriculum	International Courses Languages Scholarships and Awards Resources
International Students and Scholars	Student Support Integration of International Students into Campus Life
Study Abroad	Academic Study Abroad and Exchanges Work and Tourism Abroad (International social and service trips) Exchange Agreements Student Support
Faculty Involvement in International Activities	Faculty Support Exchange Agreements International Grants and Contracts
Campus Life/Co-Curricular Programs	Campus Life Office/PTA Student Organizations Campus Programs
Monitoring the Process	Performance Assessment Process Performance Indicators Performance Reviews

Adapted to apply to a K-12 International school environment from "Internationalization of Higher Education: Performance Assessment and indicators" (Paige, 2005).

Summary

Internationalization is an intricate process as it encompasses many components with regard to activities, competencies, ethos and process. This chapter has presented relevant literature in respect to the topic of internationalization. The chapter began defining internationalization and explaining the various approaches to internationalization, assessments, the importance of faculty and curriculum in the process of internationalization. Since the faculty plays a critical role in the process of internationalizing a campus, faculty perceptions regarding internationalization efforts and reform change were also explored. This study will focus on a comprehensive approach to K-12 internationalization using Knight and de Wit (2004) four approaches to internationalization. The data will be gathered using Paige's 2005 performance indicators.

CHAPTER 3

METHODOLOGY

The purpose of this study is to examine comprehensive campus internationalization of a large K-12 international school in the Asian Pacific Region. This purpose of this chapter is to explain the mixed-methodology research design and the rationale for methodology, data collection, and data analysis. Before beginning to describe study methodology, the statements of study purpose and research questions are reviewed.

Statement of study purpose

The purpose of the study is to examine the extent to which a large K-12 American school in the Asia-Pacific Region has operationalized campus internationalization.

Research questions

1. In what ways do teachers define campus internationalization at a K-12 American school in the Asia-Pacific region?

2. What do teachers and administrators at an American school in the Asia-Pacific region think are major factors that contribute to campus internationalization?

3. What are the ways internationalization is occurring on this campus?

Methodology

Drawing on the conceptual approach based on Knight and de Witt (1995, 2005), and assessment indicators for internationalization outlined by Paige (2005), this comprehensive analysis of K-12 internationalization on an American international school campus uses a mixed methodology design following Creswell's (2005) qualitative plus quantitative research. The study is descriptive and exploratory in nature. According to Creswell (2009), mixed methods, in general, "involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research" (p.4). Creswell (2009) states "the researcher collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there is convergence, differences, or some combination…traditional mixed methods model is advantageous because it is familiar to most researchers and can result in well validated and substantiated findings" (p. 213). The researcher uses descriptive and inferential statistics to draw conclusions about "a broader range of individuals than just those who are observed" (Utts and Heckard, 2006, p. 59). Utts and Heckard define the fundamental rule for using data for inference as "available data can be used to make inferences about a much larger group if the data can be considered to be representative with regard to the question(s) of interest" (p. 60).
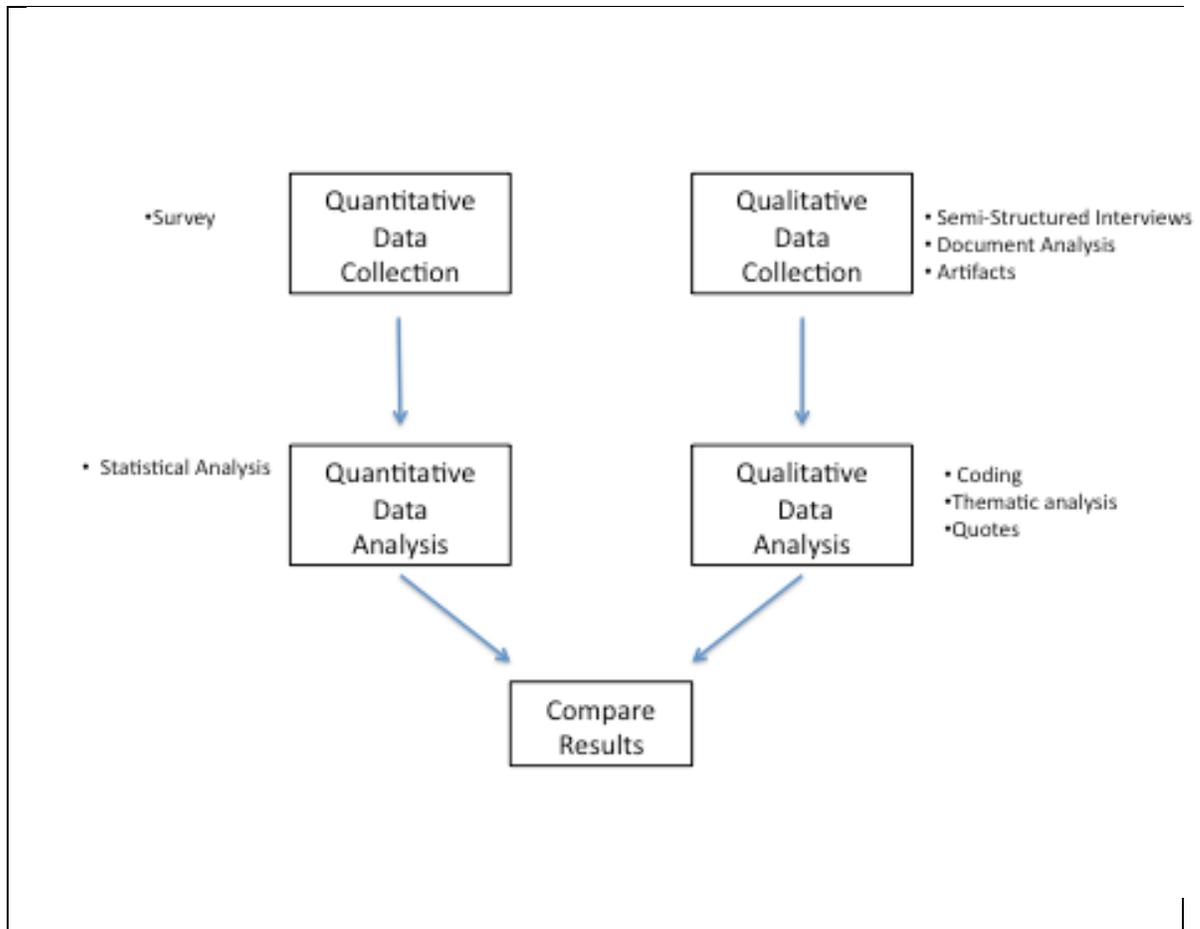
Figure 3

Design for data gathering process (Creswell, 2007).

     This research study is both descriptive and exploratory in nature as the researcher investigates a comprehensive approach to K-12 internationalization and relies on several frameworks that provide "guidance in determining what data to collect and the strategies for analyzing the data" (Yin, 2009, p. 36). Yin (2009) also asserts that theory development as part of the design is essential as it is "a sufficient blueprint for the study, and this requires theoretical propositions" (p. 36). The conceptual framework for this study is outlined in chapter one.

To answer the questions associated with the statement of study purpose, a case study approach is used. As case study method is used because it allows for the researcher to "understand a real-life phenomenon in depth" and "relies on multiple sources of evidence, with data needing to converge in a triangulating fashion" as the "propositions will guide data collection and analysis" (Yin, 2009, p. 18). Yin (2009, p. 9) also states that "'how" and "why" questions are explanatory and likely to lead to the use of case studies" as the preferred research method.

The first research question is "In what ways do teachers define campus internationalization at a K-12 American school in the Asian Pacific Region?" The second research question is also explanatory in nature: "What do educators and administrators at an American school in the Asian Pacific Region think are factors of internationalization?" The third question aligns with Yin's case study research format by asking the following: "What are the ways internationalization is occurring on this campus?" This question allows the researcher to analyze in what ways the faculty and administrators are engaged in internationalization.

The case study approach allows the researcher to focus on discovering and understanding the experiences, perspectives and thoughts of teachers and administration in internationalizing a K-12 international school. Case study methodology is suitable for research focused on contemporary and real phenomena, where the context is important and "when the relevant behaviors cannot be manipulated" (Yin, 2009, p. 11). Case studies are valuable in that they help build an in-depth understanding of a case that is unusual, unique or not yet understood. The researcher believes that a case study design results in a rich and holistic account of K-12 internationalization in an International

School of the Asian Pacific Region, offering invaluable insights (Merriam, 2009). This case study research allows the researcher to account for both emic data (accounts that come from those within the culture) as well as the etic data (descriptions of behavior by the researcher in terms that can be applied to other cultures), an approach that Fetterman (1998) recalls as essential to strong ethnographical research. The case study design helps the researcher to gain an in-depth understanding of the processes, activities, culture, competencies, and leadership involved in the internationalization at an American international school, as well as its institutional and individual aspects that promote or prevent internationalization.

Study sample and context for the study

The school chosen for this study is a large K-12 American international school in the Asian Pacific Region. The school offers an American based curriculum for preschool through grade 12 expatriate students. ISAPR's mission and vision state that among other qualities and skills, ISAPR empowers students with the confidence and courage to contribute to the global community and is committed to providing each student an exemplary American educational experience with an international perspective. Students from 51 nationalities make up the student body with roughly 66% holding an American passport as their primary passport. For the 2012-2013 school year, there were 345 employees including teachers, teachers' aides, and 22 administrators. Seventy percent of the faculty is from the United States. The majority of non-US faculty members are from Canada, Australia, New Zealand, the UK and Singapore. ISAPR offers an American high school diploma and is accredited by the Western Association of Schools and Colleges

(WASC). Most graduates from the school seek tertiary education in the United States, Canada, or Europe.

Participants in the study population are school administrators and teachers, grades K-12, and teach a variety of subjects taught across the campus. Initial conversations with the senior administration indicated that it was necessary to submit the survey to a predetermined number of the faculty. Permission was granted to survey 100 faculty members as to not burden the whole staff during a busy in-house survey season. The invitation to complete the online survey was dispersed to 100 teachers in grades K-12. The teachers were chosen as a random-stratified sample including 25 teachers in each division. The survey response rate was n=50 for the surveys. Once the school gave permission for the teacher participants, the researcher linked the online survey to an email explaining the proposed research.

The random stratified sample yielded 50 responses with the following demographic data:

Table 4
Demographic data of survey respondents

Gender	65% females
	35% males
Nationality	69% American passport holders
	31 % Non-US passport holders
Age	17 % between 25 – 34
	40 % between 35 – 44
	44 % between 45 – 54
Number of years teaching	6 % less than 5
	14 % between 6-10
	80 % 11 or more
Number of years at an international school	13 % less than 5
	29 % between 6-10
	58 % 11 or more
Highest education level received	19 % bachelor's degree
	81 % master's degree
Gender	65 % females
	35 % males
Nationality	70 % American passport holders
	31 % Non-US passport holders
Age	17 % between 25 – 34
	40 % between 35 – 44
	44 % between 45 – 54

Interviewees were chosen based on their leadership role within the school. Twenty teacher leaders and administrators agreed to be interviewed. Administrators are selected as purposeful sampling based on their involvement with creating a culture for internationalization and leadership responsibilities. All division principals and members of the central administration staff agreed to be interviewed. Teachers who hold divisional or school-wide leadership roles were also asked to be interviewed. The interviewees selected were based on their availability and their involvement with international education activities. The 20 interviews were conducted with administrative and teacher leader staff in the central office, primary school, intermediate school, middle school and

high school, and a member of the school board. Eleven interviews were with males and nine were with females. Eleven interviewees held an American passport and nine interviewees were non-US passport holders with New Zealand and Canada being the majority of the non-Americans. Twelve interviewees have previous professional international school teaching experience.

Collecting data

Data conveyed through words are labeled qualitative, whereas data presented in number form are quantitative. Qualitative and quantitative data are gathered for this study. Yin (2009) reminds us that for case study research, six sources may be used for data collection: "documents, archival records, interviews, direct observation, participant-observation, and physical artifacts" (p. 98). For the purposes of the qualitative data for this study, the researcher utilizes document analysis, physical artifacts, and interviews. "Qualitative data consist of direct quotations from people about their experiences, opinions, feelings, and knowledge obtained through interviews … and excerpts, quotations, or entire passage extracted from various types of documents (Patton, 2002, p. 4). Quantitative data, represented in number forms, are collected through the use of a survey. Overriding principles are important to any data collection effort in doing case study research: using multiple sources, creating a formal assembly of evidence and forming explicit links among the questions asks, the data collected, and the conclusions drawn (Yin, 2009).

Interview. Interviewing is probably the most common form of data collection in gaining qualitative data in education (Merriam, 2009). For this study the most appropriate approach to interviewing is the semi-structured open-ended interview. The researcher

conducted a semi-structured interview with school administrators who are important in the school's internationalization efforts. Merriam (2009) reminds us that semi-structured interviewing allows for flexibility. Less structured interview questions allow the researcher to "respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (p. 90). These interviews question that "few in number and intended to elicit views and opinions from the participants" (Creswell, 2006, p. 181). This allows interviewees to respond to questions guided by the researcher while allowing additional probing on any given topic. Patton (2002) notes that with qualitative studies it is important to select candidates that are "information rich." The individuals selected for this study are all involved in school leadership and directly affect the internationalization process. The following school leaders were interviewed:

The School Superintendent

The Assistant Superintendent for Learning

The Director of Human Resources

The Director of Curriculum

The Director of Educational Technology

Director of Admissions

The Primary Division Principal

The Intermediate Division Principal

The Middle School Principal

The High School Principal

Board Member - Long Term Strategy Chairman

Department Chairs at the Middle/High School Level

AP Coordinator

Lower School Curriculum Committee Leaders

The ten interview questions asked are the following:

1. What makes SAS distinctive as an international school? In what ways is SAS an international school?

2. Tell me about the future vision of SAS as an international school.

3. Tell me about the discussions between stakeholders regarding internationalization.

4. In what ways do you see the leaders of the school influencing internationalization?

5. What do you see that presents major challenges for internationalization at SAS?

6. In what ways does SAS use a monitoring procedure for assessing internationalization?

7. Tell me about how teachers internationalize their courses. What are teachers doing to make their students more internationally aware?

8. In your opinion, what do you think are the most important factors that have influenced campus internationalization?

9. Tell me about your ideas regarding the importance of prior international experience for faculty and administrators and how it relates to internationalizing SAS.

10. What are the public or private sector partnerships that SAS has that aid in internationalizing the campus?

Document analysis. Documents are a ready-made source of data easily accessible to the imaginative and resourceful investigator (Marriam, 2009). Document analysis for this study draws from Paige (2005) Internationalization: Performance Assessment and Indicators, adapted for a K-12 context. Document analysis is done through access to public and official documents such as the Western Association of School (WASC) Accreditation annual report and the strategic plan document. The WASC report is an official report based on the findings of a 12-member external visiting team who dedicates five days to review the school's 18-month self-study process and recommendations that are focused on quality criteria and involve 500+ parents, students, teachers, administrators, and classified staff (Singapore American School Website, obtained February 2012). The WASC report provides an outside perspective on the quality of the curricular and instructional program provided for students. Reports such as the accreditation report can reveal "goals or decisions that might be otherwise unknown to the evaluator" (Patton, 2002, p. 293) and can be valuable because of not only "what can be learned directly from them but also as stimulus for paths of inquiry that can be pursued only through ...interviewing" (p. 294). Offering a "viable design for the future" (Peterson, 1980, p. 140), document analysis of the institutions strategic plan can also reveal design of a vision, mission, values, and proposed strategies associated with campus internationalization.

Physical artifacts, insightful to cultural features and technical operations, are also considered part of document analysis. LeCompte and Preissle (1993) contend that artifacts are "symbolic materials" and include "writings and signs and nonsymbolic

materials such as tools and furnishings" (p. 216). Artifacts such as flags, artwork, and student project presentation are part of the document analysis.

Survey. A survey design is intended to provide a "quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Cresswell, 2009, p. 145). The researcher asked teachers and school leaders to complete a survey and report about internationalization activities, processes, school culture, competencies, and leadership practices within in their respective school division. Teachers responding to the survey were representative of the primary school, intermediate school, middle school, and the high school faculty. The first subscale of the survey given to the educators elicits information about personal experiences and perceptions of internationalization in a K-12 international American school. This includes defining internationalization as it relates to this particular K-12 American international school. The second part of the survey is designed to elicit information from the teachers focusing on activities, process, school culture, and perceptions on leadership's role in the internationalization process in a K-12 American international school. A full guide of survey questions can be found in Appendix F.

Data analysis

Case studies, in general, are strategies of inquiry that explore a single event or individual and uses a variety of data collection procedures to complete a profile (Creswell, 2009). The results of the interviews and survey analysis overlap between quantitative and qualitative analyses. The results are presented congruently by reporting the survey results as well as providing contextual examples to the interview questions. With data collected from n=50 teachers and n=20 teacher leaders and administrators at

one large American international school in the Asia Pacific Region, the researcher quantitatively defines institutional levels of internationalization in each division level by percentage point. Each of the scores is based on a four-point scale ranging from zero to high levels of internationalization. The survey serves as a quantitative analysis that generalizes trends, attitudes, and behaviors of teachers at a K-12 American international school. Descriptive statistics are used to analyze the survey data. McMillan and Schumacher (2000) note that descriptive statistics are "the most fundamental way to summarize data and is indispensable in interpreting the results of quantitative research" (p. 210). The survey was administered by email to the sample population so that it is more convenient to the recipients. As requested by the Director of Assessment, 100 faculty members were surveyed. The response rate was n=50. The researcher uses the online survey provider, Survey Monkey.

The qualitative approach to research often strives to understand the whole situation. Therefore, various school leaders contribute diverse perspectives about campus internationalization through the interview process. Collection and beginning analysis are done simultaneously. Merriam (2009) notes that without ongoing analysis, the data can be unfocused, repetitious, and overwhelming. The researcher reviews the literature as the data is collected which helps her remain an active participant and focused throughout the data gathering process, instead of simply acting as an information gatherer. After the interviews conclude, the researcher takes notes on what transpired during the interviews, which allows her to prepare any additional probing, or clarification during the subsequent interviews.

Qualitative and qualitative results

The qualitative results are compiled as they related to open-ended questions asked to 20 administrators and teacher-leaders in the primary, intermediate, middle and high schools. Patton (1987) states that researchers should provide a foundation for which participants are able to provide their own perspective in their own terms.

The qualitative analysis is completed by grouping answers to each of the questions with common themes. The researcher uses a Bricolage technique as explained by Kvale and Brickmann (2009). The Bricolage technique is the use of multiple perspectives, multiple theories, and a multi-method approach to inquiry. The analysis of the qualitative data is completed by compiling results according to common patterns or common themes. Surveys are used to collect data about characteristics, experiences, knowledge, or opinions from a specific group (M. Gall, Borg, & Gall, 1996). The descriptive quantitative data is integrated with these common themes.

CHAPTER 4

RESULTS

In this chapter the findings from interviews with administrators, teacher leaders, and board members are summarized along with an analysis of documents related to internationalization of International School of the Asia Pacific Region. In addition, the results of the survey given to the teachers are used to support the qualitative interview data. Three research questions are used to organize the presentation of the findings. Those questions are the following:

Research questions

1. In what ways do teachers define campus internationalization at a K-12 American school in the Asian Pacific Region?

2. What do educators and administrators at an American school in the Asia-Pacific region think are factors contributing to internationalization?

3. What are the ways internationalization is occurring on this campus?

There are four sections to this chapter. In the first section of the chapter, the researcher defines campus internationalization according to the perspectives of K-12 teachers at the "International School of the Asian Pacific Region (ISAPR)". The second section of this chapter identifies the factors influencing campus internationalization at ISAPR. The third section of this chapter will show in what ways a large K-12 international school is implementing campus internationalization. While in the fourth section of this chapter, the researcher offers a summary of the results.

Research Question #1: In what ways do teachers define campus internationalization at a K-12 international school in the Asian Pacific Region?

Inconsistencies in the use of terminology in education are not uncommon in the process of defining a field (Tye and Tye, 1992), and one of the most distinctive problems in international education concerns the definition itself. Arum and Van de Water ask "is the term 'international education' so ambiguous, so nebulous, that it defies any easy definition so it receives none at all?" (1992, p. 191.) While Kniep (1985) asserts "international education is used interchangeably or in conjunction with global education" (p. 13), Arum and Van de Water (1992) also observe, "to make matters worse, professionals use the following terms interchangeably: international education, international affairs, international studies, international programs, global education, multicultural education, global studies, international perspective, and the international dimension" (1992, p. 193).

Sixty-five percent of the survey respondents at International School of the Asian Pacific Region note that there is a lack of understanding of what defines internationalization on the ISAPR campus. Therefore, they also responded that it is important for the word "internationalization" to be defined, according to K-12 international teachers and administrators at ISAPR. Many interviewees state that their answers to the interview questions depended on how internationalism, internationalization, global education, or international education is defined. Therefore, during the interviews, interviewees are directly asked: "What is your definition of internationalization?" To bring clarity to definitional ambiguities for this study, the

definitions offered by teachers through the open-ended survey questions and the interviewee's answers are analyzed.

In examining the various conceptualizations of internationalization, and international education, the researcher found that the respondent's definitions are grounded in four themes: internationalized or global curriculum, cultural learning, multiple perspectives, and student experiences.

Internationalized or global curriculum. While there are some idiosyncratic differences in the definitions of an internationalized campus given by the survey respondents and the interviewees, the majority of the responses are similar in themes such that they can be compared to the guidelines set by the Asia Society's definition of an education for a global citizen. According to the Asia Society (2008) to be a successful global citizen, worker, and leader in this new age, students need the following: knowledge of other world regions, cultures, and global/international issues, skills in communicating in languages other than English, working in cross-cultural environments, and using information from different sources around the world, values of respect for other cultures and of civic engagement.

The responses from the teachers at International School of the Asian Pacific Region align with this definition. For example, administrator 1 comments that students should be prepared to be "active and engaged participants in an interconnected world" and be "able to see events through the lens of another culture". Peter Drucker, 1993, calls this an "educated person of the 21st century". Teacher-leader 1 states that a curriculum should not be restricted to a national curriculum focus, but promote exploration of

multiple perspectives. "Internationalism is an education that expands students' perspectives beyond their own passport," writes administrator 2.

    Culture learning. Culture learning was another reoccurring theme with administrator 2 noting that this learning should begin with "teaching students to understand their own culture" in order to "learn about other cultures and articulate dimensions of other cultures, governments and societies in comparison and contrast to each other with relation to perspective." Teacher-leader 2 reiterates cultural learning and "understanding where we come from, how we fit and where we fit into the world through our culture." He expands his definition to include exposing students to a variety of cultures and finding "dispositions towards respect and concern for other cultures and peoples." Many teachers reiterate this idea of intercultural learning and internationalization as a process where the curriculum and co-curricular activities should work together to help students "understand the people around them and how they're alike and how they're different and how we go about interplaying in the whole community of people" as explained by one of the teacher-leaders.

    As the International School of the Asian Pacific Region is focusing on 21st Century workforce skills, there are several comments that mention providing students with experiences to develop skills to work in a global workforce and defining internationalization as "the process of developing a global perspective on history, people, and events that happen in the world" as noted by one administrator interviewed. When asked specifically what these skills were, teacher-leader 4 said that he believes international education is the following:

"Knowledge of other world regions and cultures, having a familiarity with

international and global issues, using information from different sources around

the world, the ability to communicate in multiple languages, and having a

disposition towards respect for and concern for other cultures and peoples."

Student experiences. Many ISAPR teachers rely heavily on student experiences.

An internationalized experience, says administrator 1, is "far more implicit and intuitive

understandings that come from relationships and experiences and often mistakes or faux

pas." For purposes of this research study, two teacher definitions of an internationalized

campus that seem to encompass the various viewpoints will be integrated to form a

definition. An internationalized K-12 campus is defined by teacher-leader 1 as the

following:

"A campus that offers students learning experiences about cultures other than

their own in a myriad of ways – from in-class study and experiences on and off

campus"

While administrator 5 offers that internationalizing a campus includes the following:

"Diverse students population, exposure to cultures and customs from a variety of

countries, learning through experiences that offer a diverse perspective, listening

to and applying best practices from a variety of sources and learning via global

and local stimuli at the same time."

Therefore, for the purpose of this study, international education offers diverse

student populations learning about cultures and customs in a variety of ways: experiences

that offer a diverse perspective, in-class and off-campus experiences that teach about

other cultures and populations, and applying best practices from a variety of courses and learning via global and local stimuli.

Research Question #2: What do teachers and administrators think are the factors of internationalization at a large K-12 international school in the Asian Pacific Region?

In recent years, more and more attention has been paid to internationalization in education (Ortloff, 2012), especially in a K-12 aspect. Using a system of pattern matching (Yin, 2009), the predicted indicators identified in chapter two (Paige, 2005) are matched with the indicators present at ISAPR. These indicators were the following:

1. Leadership

2. Mission Statement and Strategic Plan

3. Curriculum

4. Faculty Involvement

5. Campus and Co-Curricular Life

The identified indicators unique to ISAPR that are not found in Paige's 2005 indicator list of campus internationalization are also discussed in the second section:

1. Resources

2. Student and Faculty Diversity

3. Research and Development

Leadership, mission and strategic plan for internationalization

Educational research shows us that leadership is critical in terms of human capital and resource allocation, particularly in innovative school initiatives (Ortloff, 2008) such as internationalization. Leadership, particularly as it relates to creating a vision and mission for a globally oriented school (Suarez-Orozco and Sattin, 2007) is important. As discussed in the literature review of chapter two, Waters, Marzano, and McNulty (2003) speak about the impact of leadership's influence as a change agent in a school, specifically in terms of school reform. Waters, Marzano, and McNulty also highlight the necessity for the leadership to create a culture with a shared vision and understanding mission of the school.

Approximately nine years ago, the administrator 3 approached the then school Superintendent of ISAPR with a proposal regarding a new-shared vision and mission statement. He recalls:

"I said, if we are limited by an American curriculum and an American education, then we miss all of the opportunities of living in an international community. He agreed to accept that kind of identity of an American education with an international perspective. Then what that allowed us to do is when we look at curriculum, we are able to develop curriculum that adheres to the US standards. But when we start looking at topics, and themes, and concepts we have a lot of latitude as to what we might look like. That is where we try to bring in the international."

The concept of international education at ISAPR is not new, as the previous statement reiterates. Visions of an international education began several years ago. Vision and

mission, the majority of the interviewees agreed, is a very important indicator for internationalization. Creating the vision surfaced many times in conversations with senior leaders in the school. Administrator 6 states the following:

> "There has to be a vision for doing [creating internationalization]. It has to be part of how a school values that as a part of the education. . . It is sort of a strategic vision, mission, objectives, and then it is probably going to be realized. I think that is an influencer. Leadership either supports it or they do not support it. When leadership sees the value for that, then all kinds of opportunities open up. When leadership does not see the value for that, then all kinds of opportunities shut down."

When asked if the mission statement promotes internationalization at International School of the Asian Pacific Region, 22% of the survey respondents strongly agree and 62% of the respondents agree that the mission statement supports an international perspective on the campus. When asked if the vision statement at International School of the Asian Pacific Region promotes clear expectations for student learning outcomes for internationalization, 16% strongly agreed while 68% agreed. However, more than 50 % of the respondents to the survey note that a definition of internationalization, or the expectations regarding what constitutes for internationalization, has not been created or communicated to the faculty and staff at ISAPR. Therefore, there lies some confusion as to what is, and is not, considered internationalization on this campus. Teacher 1 notes the following:

> "Since we claim that we are an American curriculum school with only an international perspective, we are already making a statement about what our

teaching and learning priorities are. And, an American curriculum is rarely

international in focus or scope."

Teacher 2 says, "The most I've thought about internationalization is, ironically,

through this survey." While there is a small mention of internationalization in the mission

and vision of the school, there is a disconnect, or a lack of communication, as to what this

means to the faculty and staff. As stated in research question one, there is a common

misunderstanding or lack of definition for the term which, often, as stated by teacher 2 in

the survey, "the vague understanding often makes carrying out the vision and interpreting

the 'international' education steps in the strategic plan" more difficult.

Teachers at ISAPR are directly asked if the central administration team

(superintendent, assistant superintendent, director of curriculum and assessment director)

play a role in the internationalization of the campus. Forty-four percent of the

respondents note that the central administration leadership team is rarely involved in

international education at ISAPR, while less than 50% of the faculty says that sometimes

the central administration team participates in promoting internationalization at ISAPR.

However, it could be argued that many of the leadership roles are behind the scene

because when asked directly, school leaders are quick to answer regarding their

involvement in influencing campus internationalization. Administrator 1 states that his

role is to create strategic direction in order to "guide the ship. I have to shape it, steer it,

and create the conditions for the right culture to exist so that we have what we need to

accomplish what we want to." Administrator 7 says that her role is the following:

"Find out what other people around the world do well and how we can bring it

back and have it work here. My role is to do that research and ask: What do these

people value? What are they asking kids? What experiences are they providing for

children? What education do they believe is important? It behooves us to go and

look at what is happening in the world for best practices."

Senior leadership at International School of the Asian Pacific Region make the decisions

regarding creating the vision for the school, the strategic plan, the development of

administrative policies and procedures which have specific impact on the rest of the

campus. Kelleher (1996) notes that senior leadership team is a significant factor in the

development of campus internationalization because of decisions regarding funding. One

new initiative that supports internationalization of the ISAPR campus is the introduction

of the K-12 inclusive language program. Historically, the language program in the

primary and elementary schools has been two days a week with Mandarin Chinese as the

only language choice for students. Students could then choose from Chinese, Japanese,

Spanish and French in the middle and high school. However, several years ago a proposal

was made for implementing a five-day a week world language program for all students in

the K-12 program. Students in grades K-5 must now choose to take Spanish or Mandarin

Chinese for 45 minutes each day, five days a week. Administrator 3 states:

"It costs us seven million dollars to pull this off when we count facilities,

resources, and hiring staff. It was a major investment by the school that was

completely paid off. Our parent perceptions of our language program has

previously been the worst rated program within our school has just within this last

year increased by 25% in parent satisfaction. Now our community is really on

board with us. We created a vision. They are really excited about their kids

learning a language which is the doorway for understanding other cultures."

This strategic investment helps cultivate a philosophical vision with languages as a forefront of the leadership team's 21st learning skills – internationalization as a strategic idea.

Kezar (2003) points out that in addition to framing a vision for the school, senior or central administrators set priorities and then communicate to the various division leadership teams how the initiatives are designed to improve the institution. Then, as one member of the administrative team mentions, the division leadership's role is to "execute, inform, collaborate, and support" the strategic vision that the central administration and board of directors puts in place. Many of the teacher's surveyed have a more positive view of the division leadership's influence in campus internationalization, possibly because of more direct contact with the teachers themselves. Fifty-eight percent of the respondents say that the principals and assistant principals are sometimes involved in promoting international education on campus. The division leaders also state that they are involved in promoting campus internationalization directly to the stakeholders.

All four-division leaders interviewed agree that one way they can effect internationalization in their division is through hiring practices. Employing teachers from varying backgrounds and nationalities, and "recognizing that the contribution that they have to make to the faculty is important" is a common theme among each division leader. When specifically asked if it is important to hire teachers from multiple nationalities, administrator 4 answers "there are multiple voices coming to the table when it comes to establishing a course that is going to bring divergent thinking to the table." While each leader also agrees that hiring the top teaching candidate is their top priority, attention to

overall international experience and openness to international experiences is something that is considered.

After the staff is hired and the vision for internationalization is set forward for the staff, administrator 8 mentions that his role is to create structures for conversations for internationalization. "Now with the professional learning structures in place we can place people in specific paradigms where they are engaging in conversations" about pedagogy. Administrator 5 agrees with creating procedures and policies where faculty are able to meet and discuss best practices for implementing internationalization practices and procedures such as

> "When we expanded the language program in the last couple of years. So you know, we are making sure that we are doing some things to ensure that our see that the world just isn't English. Now, our kids are learning other world languages every day of the week for at least 45 minutes every day. That is a priority for us. We had to put those structures in place and then give teachers the time to make this happen. We are implementing policies and procedures to enforce, or enable, kids to get it. I think that this, in itself, helps kids see another culture because they are not only learning the language but they are studying and learning about that culture every day – from Kindergarten through high school."

A conversation with key stakeholders (parents and teachers) is a key component for influencing internationalization for all school leaders. Administrator 6 says, "I have a lot of conversations with parents to understand why we do the things the way we do and how we then are helping our kids be more international through that". Many school leaders, teacher leaders, and central administrators, say those conversations involve the

question: Is ISAPR too American in culture? Historically, this is not a new question for leaders at International School of the Asian Pacific Region. In 2004, ISAPR leaders changed their logo to move away from their previous overt American logo adopted in 1996. As teacher 3 noted, "if we create an American 'bubble' we rob our students of the rich cultures that surround us." Teacher 2 notes the following:

 "It seems that almost some of the pieces that we have are caricaturist or it is almost the heritage pieces of the 50s and 60s can still live on here in this model little world. So, for me, not having grown up in the US but having been immersed in US Style education for the last 23 years, I still notice things and I think, that must be an American things and we should be proud to hold on to that. But in the midst of everything else, we are pretty international. Within all of this, I would not consider our student body to be ignorant of where we are in the world and how cultures, different cultures and how different ethnicities and different people experiences feed into our internationalization. We have a desire to be on a global scale."

Many of the school leaders mention the diversity of the school and the ebbs and flows of the American passport holders. The overt perception of Americanism on campus is often heightened by the admission favorability of an American passport in the admission process. While the school is roughly 70% with a lead American passport holder, there are "hundreds that have second or third passports and may have never lived in the US." Several administrators and teacher leaders note that their role in internationalization on campus is to highlight internationalization on the ISAPR campus. Teacher 2 states that there is internationalism occurring in the school:

"A lot of people believe that it is so strict American, it is tight to American curriculum, American this, and American that, it is tight to the AP American standards, and in reality, it's not. So as much awareness to the internationalism on this campus that I can get out there as possible, I try to do. Obviously, with all those – I'll give an example of the leadership opportunities: I am an international teacher so day to day I work with kids and talk to parents, I work with a professional learning community and PLC instruction. I'm hopefully having an impact. That's kind of my own personal drive because I think it's so important."

Administrator 9 summarizes the importance of leadership towards the vision of internationalization:

"I would not underestimate how much the leadership impacts programming and learning in the school, and I think that's really important. You need to have key leadership. Within that key leadership, you need to develop a program that has trust, purpose, people who can associate and find their purpose – that they can feel as though they have the capacity. I think that leadership and how it is structured is really important. I know that people would say oh, you've got to bring in a program that brings globalization like the Global Issue Network. I think that's a fantastic network and if schools want to globalize, they need to look at this program, right? But, that being said, if you don't have the right leadership and mechanisms involved, you know, you might have one teacher who takes it, and runs with it. When they leave, it goes too."

Curriculum

Another common theme and reoccuring factor in campus internationalization at International School of the Asia Pacific Region is that of an internationalized curriculum. In 2002, at the first States Institute on International Education in the Schools, U.S. Secretary of Education Rod Paige declared that "we must shift our focus from current practice and encourage programs that introduce our students to international studies earlier in their education, starting in kindergarten" (Kagan, 2004, p. 230). ISAPR does that in attempting to expose their youngest students to international topics. The primary curriculum at ISAPR follows the Common Core State Standards in order for students to have "what they need if they go back to the US"; however as board member 1 noted the following:

> "When I think about an international education, I'm thinking about how we are going about trying to educate our kids about the cultures of the world. It's beyond just a math, language arts or whatever curriculum. This is about how do we indoctrinate our kids into what is going on in the world."

At the International School of the Asia Pacific Region, the written curriculum integrates culture studies in various areas: kindergarten curriculum references culture nine times throughout the year in social studies, visual art, world languages and music; the first grade curriculum references culture as a learning outcome ten times during the year in social studies, visual arts, world languages, and music; second grade references exploring culture seventeen times as a learning outcome in reading/language arts, world languages, visual arts, music and languages. The kindergarten social studies curriculum

introduces students to five world religions: Judaism, Christianity, Hinduism, Buddhism, and Islam. The second grade curriculum offers a unit titled "Exploring our Asian Community" geared towards helping students understand the diversity of "cultures within Asia" and their local and regional surroundings. Including an Asian study in the primary school leads administrator 4 to respond, "So I think that our kids are getting this perspective on the world that's so different than any other school would be back in the US. So for me, that's that international perspective."

The students in the intermediate school also are exposed to an internationalized curriculum through fine arts classes (music and visual arts), social studies, sciences, world languages and reading/language arts classes. Students in grade three participate in an eight-week unit titled "A Village Called Earth" where one main learning outcome is for students to answer what it means to be a global citizen. Students focus on developed and developing countries and the importance of clean water. The fourth grade students focus on a global environment unit with two cross-disciplinary units in science and social studies titled endangered environments and environmental action with the learning goal of "understanding our responsibilities as global citizens to protect the environment." Teacher 2 commented that a soft learning goal from these units is for her students to "understand the importance of respect and responsibility; respect of everyone and responsibility to everyone." The main unit for studying a global perspective in grade five is through social studies unit understanding "the whole process of how countries have changed, where we are now, how we are all connected, what the cause and effect is now of how these things have happened." The students also focus on multiple perspectives and interpretation of history, specifically taking a British and Asian perspective to the

formation to SE Asia and looking at the British, Japanese, European and American perspective in World War II. Students analyze primary and secondary sources to support their conclusions about events in the formation of SE Asia and the United States. Culture and global studies are also present as learning outcomes in the visual arts classes through essential questions such as the following: How does art reflect history, culture, and society?

Teacher 3, who teaches in the middle school, states that he draws upon the cultural diversity of the students in his class: "You can't just say you're an American school and then have an American curriculum and then say you're also international. I think that curriculum has to really promote that you are out there looking for anything that can tie into cultures." One unit in grade six centers around the theme of personal significance and understanding the self as a cultural person. The reading/language arts unit ties to a social studies unit of religion and asks students to write a personal essay understanding how every person is influenced by his/her culture and gaining an understanding of one's own cultural values (Paige, 2006). Students complete a 13 week study of five world religions in grade 6 social studies: Hinduism, Buddhism, Judaism, Christianity, and Islam. Students study indepth the significant elements of each religion and develop an understanding of how religious beliefs impact the world. Students then use this information to discuss their own beliefs and culture in language arts class in the form of a "This I Believe" (Allison & Gediman, 2006) study. Teacher 3 says,

> "I believe this unit specifically is rich in international understanding. We use
> multiple sources on one event to get multiple perspectives. We have students who
> think they are quick to write this paper, but after looking at all sorts of cultural

understandings, they begin to shape their beliefs differently. There are a lot of 'ah-ha' moments in this unit."

Grade seven students participate in an eleven week unit in social studies titled "Globalisation in a Multicultural World" where the desired student learning outcome is to "develop an understanding of the concept of globalization and the implications for culture, economy and resources" (ISAPR Atlas Rubicon, grade 7). The grade 8 students participate in a unit of study titled Conflict and Change. One focus during this course of study is to examine the conflicts of the Middle East. During this study, the consolute general from Israel and Palestinian speakers to the class. "The goal" as teacher-leader 8 says, " is recognizing that there are other perspectives that are not necessarilly the American perspective. We are looking to be much more diverse than that."

> Teacher 9 notes that at the International School of the Asian Pacific Region "There are a range of courses that cater for [internationalization]. You go into a social studies department in the high school and there are all kinds of things that you may or may not find in the US setting as far as where they chose to focus on in the world, what that looks like, and how that is valued. In our business courses, it is not all about US companies. It is a global perspective, so while we follow US learning standards, our desired student learning outcomes (DSLOs) are going to look for something that is going to meet the needs of our kids who are very much at play in a global context."

Students in the high school are exposed to an internationalized curriculum throughout a variety of class selections. Omerson (2011) reminds us, "The task of nurturing intercultural sophistication is not the responsibility of social studies teachers alone: it

behooves art, mathematics, science, language, and second language teachers to renew their curricula as well" (p. 4). All students must enroll in a world history and two semesters of an Asian history class. There are also course offerings in the history of Malaysia and Singapore, history of Japan, history of China, history of the Indian Subcontinent and Modern Asian Perspectives. A curriculum matrix showing the breakdown of desired student learning outcomes with references to learning goals referencing culture, international, global, and multiple perspectives per school division, per subject, is attached in the appendices.

Dr. Merry Merryfield defines a global education as one that "prepares young people to understand and interact within a culturally diverse and globally interconnected world. Its content includes the study of world cultures and religions, world literature, the interrelatedness of world history, global issues, global economic, technological, environmental, and political systems, non-state global actors, and cross-cultural communication skills" (2004). International School of the Asian Pacific Region's high school has an academic program that offers courses that meet the requirements of Merryfield's definition of global education. In addition to offering an American high school diploma, and an Advanced Placement Diploma, ISAPR offers the Advanced Placement International Diploma (APID). The AIPD is a globally recognized certificate for students attending international schools. The diploma is available to students attending secondary schools outside of the US and for US residents applying for tertiary education outside of the US. While the AIPD is not a substitute for a high school diploma, it adds additional certification to a diploma offering that students have completed an internationally focused curriculum. APID candidates must include one of

the three courses in their Advanced Placement exams: AP World History, AP Human Geography, or AP Comparative Government and Politics. In addition, students must receive a top score in at world language exam. Lastly, for a student to earn an APID certificate, he or she must submit an essay answering the following question:

"In the past few years, people around the world have confronted significant issues, challenges, and changes that have had significant global repercussions. Identify one issue, challenge, or change – economic, political, social, or cultural – and the repercussions it created. Explain why those repercussions are important and what can be done to manage, control, or respond to them" (College Board, 2013).

Approximately 20 % of the graduates of ISAPR often choose to apply to universities in Canada, the UK, Australia, Singapore, Korea, Japan, and New Zealand – the AIPD is, at times, the program of choice for these students.

Technology. Unfortunately, the use of technology to facilitate international educational experiences within the curriculum throughout the K-12 grade levels at International School of the Asian Pacific Region is not utilized as much as it could be. Administrator 9 states: "The other thing that I think helps a lot [with internationalization] now is technology. I think we do to some extent, but I do not think to any great extent." The following table shows the survey respondents answers when asked how often they use particulary online or technology learning tools to enhance international education in their classrooms:

Table 5

Technology use for international/global learning at ISAPR

	Often	Sometimes	Rarely
Electronic Pen-Pals	0%	15%	85%
Facebook	0%	16%	84%
Google +	10%	14%	76%
iLearn	0%	2%	98%
International news outlets	24%	29%	47%
Twitter	2%	12%	86%
Video Conferencing	0%	20%	80%
Web-based work with students in other international schools	0%	8%	92%
Web-based work with students in Singaporean Schools	0%	6%	94%
Web-based work with students in US national schools	0%	2%	98%

Teachers seem eager to use technology to help foster internationalization in their classroom but are cautious to move beyond simply using technology for the "sake of using technology" as stated by teacher 7.

"We're learning, and that is something that we are focusing a lot on this year – using technology to really help our learning outcomes – but there are still so many teachers who are simply having their students use their computer just to make a fun and pretty project. I want to engage my students, but how much learning are they getting if they are not focusing on the learning goals."

Interim semester. One distinctive program in the ISAPR co-curricular student life is the high school Interim Semester program. According to the 2013 interim semester handbook, the program was established at ISAPR in 1973 with the goal of "enhancing the standard curriculum by providing students with opportunities for cultural enrichment, experiences in the arts, adventure activities, and service to others" (p. 4). During the interim week students commit to deepening their understanding of their world around them and contribute to the global community. Trips, or week long 'courses', fit into three categories: global studies, service, or eco-adventure.

Table 6

ISAPR interim semester information

Course Category	Description	Countries Travelled To
Global Studies	The Global Studies category denotes active participation and awareness of our interconnectedness with people and cultures around the world. Students will deepen their understanding of the world through themes. These themes may cross any academic discipline and often focus on development (resource management, environmental care, poverty), peace and conflict, cultural expression, and political conditions. Language study, which facilitates all cultural understanding, is also a valued focus area.	Singapore, Myanmar, England,Timor-Leste, China,Thai-Burmese Border, Indonesia, Taiwan, Japan, Vietnam, South Africa, Turkey
Service	Service has the capacity to touch on each of the desired student learning outcomes of the school's strategic focus. By using the model that knowledge leads to compassion, and compassion to action, service learning projects give students the opportunity to make a positive impact on the local community in which they work. Service provides a framework in which students learn and develop through active contribution in thoughtfully prepared service that meets the needs of the community.	Philippines, China, Singapore, Indonesia, Kenya, Vietnam, South Africa, Bangladesh.
Eco-Adventure	Eco-adventure courses are designed around the belief that the outdoors provides the greatest context for humans to grow socially, emotionally and academically. As such, eco-adventure courses provide students opportunities to learn and develop physically and intellectually while being fully immersed in the natural environment. Students will return from these excursions with an improved self-perception, increased academic skill-set and a robust sense of the environmental dynamics of the region visited.	New Zealand, Laos, Australia, Sri Lanka, Hong Kong, Bhutan, Thailand, China, India

While the attempt is made for these experiences to be valued intercultural,

international experiences, many of the trips become an adventure vacation for the

students. In 2012, a high school teacher lead a discovery team with a vision of rewriting trip curriculum in order to maintain a focus on culture learning. The vision is to filter out slowly the trips that lack a cultural learning component to education. The discovery team is attempting to revise the pre- and post-departure activties to ensure the DSLOs are met. Unfortunatly, these activities are ofter superficial in nature and are seen to some teachers are "time fillers." Students are asked to reflect on their trips, yet some students simply, as one teacher said, "want to get it done and move on." The initiative to change and stregnthen the interim cultural component has been met with some challenges. One teacher noted in the survey that interim is "sacred" and should not be changed. Many teachers feel that the adventure component, kayaking in Thailand or rafting in New Zealand, for example, should also be an integral part of the ISAPR high school experience.

As mentioned above, with the co-curricular programs, any culture learned is culture specific knowledge. Students may be taught how to use common phrases of the location they are visiting, but there is no discussion as to values that a particular group of people have created and share with the sojourners. There is no pre-course for intercultural adjustment, obtaining cultural observations or learning from cultural informants (Paige, received 2012). There is little evidence of teaching culture learning strategies as most of the information is superficial culture specific knowledge.

Breadth of languages. Many of the conversations surrounding internationalization at ISAPR revolve around the breadth of languages offered to the students. Administrator 1 reminds the researcher that "we need to be providing more language experiences for our kids earlier if we are going to truly be an international

school. And there is no question that we are committed to that." Starting in the 2013 school year, students in grades K-5 all participate in a world language class. Students attend language classes for 45 minutes five days a week in either Mandarine Chinese or Spanish. The ISAPR World Language program in the middle school provides an oportunity for students to develop their language abiltites in Chinese, Spanish, and French. The goal of the World Language program is to "establish a basic understanding of the respective cultures and to develop language proficiency through a focus on communication ability" (MS planning guide, p. 7). The strategic planning, including the projected proficiency levels, proficiency targets, and abstract curriculum content targets have been planned to the year 2020 in order to pace the planning guide for scheduling of teachers and students in grades K-12. Administrators and curriculum directors are anticipating a growth in intermediate one classes in grades 1- 12, a growth in intermediate two classes in grades 3-12, and a growth of students in advanced classes grades 8-12.

The ISAPR World Language program in the high school offers four languages: Chinese, French, Spanish, and Japanese. However, the high school Japanese program is being phased out. Also, the school only requires students to study a language for two years during their high school experience. If the language commitment, as stated by administrator 3, is "a recognition of a global world and a changing balance of power in the world that is shifting…it is not easy for everybody to accept but it is a reality and we have tried to reflect that by our commitment to our language program," there seems to be a contradiction to the commitment of the language in the primary, intermediate, and middle school where a second language is a requirement each year.

There is evidence in the curriculum that the language classes are teaching culture specific knowledge. Students in the K-5 grades will examine the culture through celebrations of language, customs, festivals and learning culture specific knowledge regarding various cultural artifacts. The middle and high school students in the advanced and near native classes study the behaviour and thought patterns of specific cultures. These students learn about geography, political systems, economic systems and a few courses look at literature that defines the community. However, there is little evidence that there is any reference to cultural self-awareness or placing the self into the culture and cultural situations. Again, the study of culture in the language classes take an ethocentric view of culture with the desired learning outcomes focused on culture-specific and superficial culture learning.

Service–learning. Almost every interviewee states that service-learning is a key indicator in K-12 internationalization. School sponsored serivce-learning rates very important by 57% of the survey respondents when asked the importance of service-learning on internationalization. Service-learning at ISAPR is seen as "an approach to curriculum that combines experiential learning, character building, problem solving and innovation with service in authentic and local contexts" (Dewan, 2011, p. 6). The vision and strategic planning for service learning at the International School of the Asia Pacific Region began in the 2009-2010 school year when a group of teachers from each grade level created a vision and a three year pilot plan for implementation. The plans were developed during the 2010-2011 school year as teachers explored current curriculum structure and identified areas where experiential service-learning was appropriate. An

identified service learning coordinator then began building community partnerships. As administrator 4 noted

> "We have pretty much gone within four years from about a 10 % level of participation to about a 95% level of participation. This has really been launched by teachers. We have pretty much established a parameter of saying that we want our service learning programs to be [locally] based so that we – our kids can have a signigicant number of opportunities with kids here in our community rather than a casual, maybe one-of-a kind of an experience."

Administrator 1 agreed with this sentiment by saying, "We have really pushed our kids out into the community and opened their eyes in ways that they had never seen before including kids who had been here for a long time and are now seeing [our community] with new eyes." Service learning is integrated within the curriculum for grades K-8, and 40 + service clubs are student-initiated in the high school.

Service learning at ISAPR has no required time that the students are to be engaged with the project. While one grade-level engages in a project that lasts one semester, such as the grade 5 students who visit a Chinese retirement community several times a year, another grade-level may engage in a month long service project with no direct engagement with people from other cultures. Unfortunately, there is no time reqirement or a requirement for direct contact with individuals in need. There is also no evidence that culture-specific or culture-general learning happens at any level with some projects. One project in the lower school is to learn culture-specific knowledge regarding poverty in South East Asia and participate in a fundraising program, another project in the lower school is to learn about habitats and design a project of student choice to help

the habitats. One reason there is a discrepency in the time fulfillment and learning outcomes of the various service-learning projects is that there is no monitoring process or exposued set of guidelines for a system wide expectation of service projects.

Faculty involvement

Kelleher (1996) asserts that one of the most common "essential elements" needed to "create and continue successful programs" is "widespread faculty support" for campus internationalization. One hundred percent of the survey respondents agree that some type of participation in an international or intercultural activity should be included as a requirement for all students in secondary school at ISAPR. All but one respondent believe this to be true for the elementary school students. Faculty support seems to be high for internationalization. However, many interviewees note that depending on the international or intercultural experiences of the teacher, the more support and integration a teacher is likely to include in their day-to-day pedagogy. The interview respondents also agree that sponsor participation in intercultural and international clubs such as the Model United Nations and the Global Issues Network is also very important to internationalizaiton at ISAPR.

Campus life/co-curricular

Considered one of the hallmarks of international education, extracurricular activities such as student academic and cultural exchanges and service trips are, as one interviewee stated, "really rich in internationalization opportunities." Twenty-six percent of the survey respondents state that their division often offers extra curricular programs intended to add to international on the campus. In contrast, 53% of survey respondents note that it is only sometimes that their division offers extra curricular programs. Forty-

four percent rate participating in clubs with a cultural focus as an important factor in

regard to international perspective in education. Below is a list of the 45 high school

clubs that have an international focus, or an international activity, during the high school

club experience:

Table 7

International School of the Asian Pacific Region service clubs

Achieving Dreams	EASA Help	HOPE	Photo Club	Spotlight on Staff
ACT	Food from the Heart	Indonesia Club	Project India	Stairway
Aiding China	G.A.F.O	KIVA	Red Cross Chapter	Technical Theater Club
BEAT	Gawad Kalinga (GK)	Leprosy Home	Room to Read	Theatre Makeup Club
Beyond Social Services	Global Issues Network	Medical Explorers	SACAC Bowling	Usher Society
Caring for Cambodia	Grassroots Soccer	Metta Home	S.A.V.E.	Village H.O.P.E.
Digital Frontiers	Habitat for Humanity	Migrant Workers Outreach Program	SPAR	Visionary Club
Door Step School	Happy Hats	Outreach Vietnam	Special Olympics	Wish for Kids
Dream Makers	HOME	Peach Initiative	Sports for Change	Youth Community Outreach

Student-led volunteerism at ISAPR sets to meet the immediate needs of school,

local, regional, and global issues and should be considered separate from service-

learning. Service is based on either one or more of the following components: indirect

service (e.g. fund-raising), advocacy (creating awareness or promote action), and direct

service (directly affecting and involving the recipients with the students). Direct service

should be at the core of each service club as studies show that direct service and

advocacy have the greatest impact on long-term knowledge and personal value. As Carter notes (1992), to make the international exchange experience successful, a pre-departure orientation and training for the faculty is needed to take optimal advantage of the opportunity. While student-led volunteerism is valued at ISAPR, respondents note that these initiatives rarely move out of the indirect service category. Furthermore, even when the student-led volunteerism moves to direct service, there is no facilitation of culture general or even cultural specific learning. In addition, there is no monitoring process of any intercultural or culture learning, therefore these activities can often perpetuates ethnocentric views in relation to "service" to others.

Paige (2005) identifies 12 indicators of internationalization on a university campus. These 12 indicators are used as a guide to identify the indicators that influence internationalization on a K-12 campus. It is found in this study that there are several commonalities between the indicators identified by Paige (2005) and the indicators identified in this study: leadership for internationalization, internationalizing a strategic plan, infrastructure, professional international staff, internationalized curriculum, international students and scholars, faculty involvement in international activities, and campus life and co-curricular programs. However, while reviewing the indicators of internationalization at ISAPR, three indicators stood out as reoccurring themes noted by the interviewees and survey respondents: central administration and principal leadership support for internationalization, faculty involvement with curricular and co-curricular internationalized activities, and an intercultural and global curriculum.

Factors distinctive to internationalization at ISAPR

  Resources. Another reoccuring theme in internationalization in a K-12 environment is avaibility of resources. Technology, school trips, professional development materials, time, space, and materials for students are all important to international education. And, as one teacher said, "If so and so school can do it on a limited budget, surely we can do this at [at ISAPR] because if it can't be done here with our resources, then we are doing something wrong." ISAPR has a wealth of resources. As stated above, millions of dollars were allocated to initiate the comprehensive language program. In addition, more than $600,000 has been allocated for the research and development initiative. Lastly, stakeholders at ISAPR have underwritten "a several thousand dollar grant" in order to pay for busses and supplies that students and teachers need in order to interact with the local national community.

  Diversity of students, faculty and parent community. Diversity of Students, Faculty and Parent Community are seen as a very important indicator of internationalization, especially at ISAPR. One respondent adds that visiting families often comment on how international the student make-up is upon their first glance.
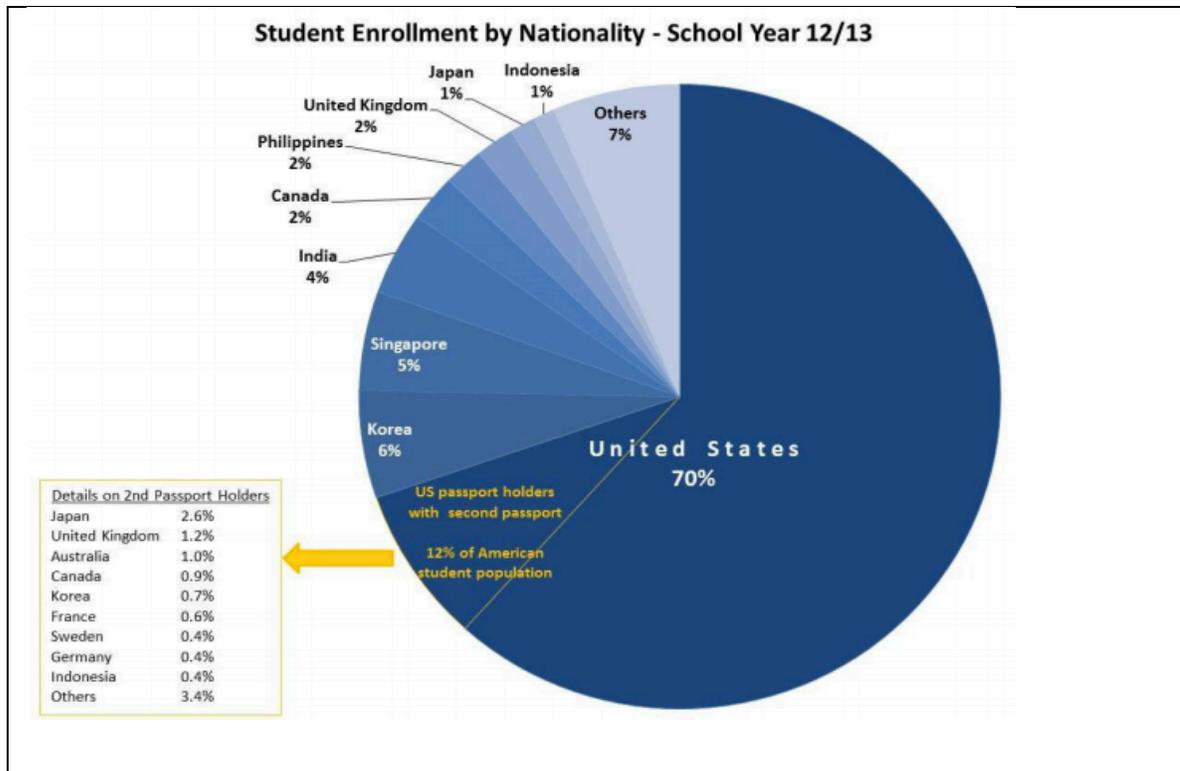
Figure 4

Student Enrollment by Nationality – School Year 2012/2013, (ISAPR website, 2013)

For the 2012-2013 school year, students with a lead American passport comprise 70 % of the student population at ISAPR. Of the 70 % American students, 12 % indicate having a second passport. Since the data is self-reported, the number of second or third passports may be even higher. In addition, an admissions officer reports that "hundreds have never lived in the US."

Administrator 8 states the following:

"We are very mindful every day because of the priority system that this office becomes either a gateway for, or an optimal diversion to international learning community at [ISAPR]. We can be a barrier in some ways."

The priority system that she is referring to regards the wait list and the ability for American students to be admitted to the school without an admissions hold. The ratio of American to non-American students varies from year to year. In the years leading up to 2008, the percentages of students holding US passports was significantly lower than it is in 2013, falling just below 60% of the total student body. However, by early 2008, due to a booming national economy, the waitlist forced the school to stop accepting applications from families who were not American citizens. When the economy shifts and US based companies decrease their employee base in the host country, the wait list at ISAPR decreases as well. Therefore, the ratio of Americans to non-American students may increase. The chart above shows that Korea, Singapore, India, Canada, Philippines, the U.K., Japan, and Indonesia complete 23% of the remaining population. It is interesting to note that ISAPR lost representation from six countries in 2012: Egypt, Greece, Kazakhstan, Maldives, Russia, and Senegal. There is no data as to why these students and families left International School of the Asian Pacific Region.

      Research and development. Another reoccuring theme towards K-12 campus internationalization at ISAPR is the concept of research and development. Research and development is mentioned by more than half of the administrators and teacher leaders interviewed as a factor influencing internationalization throughout the campus. The concept developed as administrators began to ask: Are we truly preparing students for the twenty-fitst century? Administrator 4 remembers, "We asked: 'is the way we are doing school fundamentally preparing kids for the twenty-first century and maximizing where we are and what we are actually doing to set them apart from the competition?" Teachers reiterate this sentiment in the survey noting that many feel the school is too dictated by

US standards and norms and there is not enough consideration as to what is happening in other countries. Teacher 3 states,

> "the research and development is really an attempt to say we have to get our students out of this [American] bubble and connected to Asia, connected to southeast Asia. And we have – if we do not do this we will have failed our kids."

The research and development project began at ISAPR during the 2012-2013 school year with approximately 22 teachers in the high school. Administrator 4 reported that approximately $500,000 has been invested in the three year project – research, development, implementation. The 22 teachers in the high school studied the book *The Global Achievement Gap* by Tony Wagner before subsequently researching for other schools throughout the world known for preparing students for a new global era. The research team was searching for schools that challenge students in critical thinking and problem solving, collaboration, agility and adaptability, initiative and entrepreneurship, effective oral and written communication, assessing and analyzing information, curiosity, and imagination. Teacher 3 remembered assessing during the initial discussion of the project that "our kids are not assessed on creativity and curiosity; they are assessed on scantrons."

Upon identifying approximately 30 national and international schools across the United States, Australia, Finland, Singapore, China, and Taiwan, the teachers visit the schools to observe best practices towards educating for 21st century skills. The research teams return to ISAPR and synthesized the data. The team notes the following eight themes for further discussion and development:

> Systems to develop significant caring relationships and mentorships

Project and problem-based education

Use of technology to maximize learning

Deep exploration in students areas of passion

Facilities that are purpose built (learning lab, libraries breaking down walls)

Clearly identified student-learning outcomes.

Developed authentic student connections with the local community

(internships, exchanges, study abroad)

These schools have an organizational culture that is unapologetic about the

mission and vision of the school.

The teachers and administrators on the research team also note the following

seven C's as their 21st century skills desired student learning outcomes for K-12

education at ISAPR– communication, character, collaboration, critical thinking,

creativity, core knowledge, cultural competence. The research and development team for

all K-12 divisions established the themes and desired student-learning outcomes during

the 2012-2013 school year. During the 2013-2014 school year, there are 36 teachers in

the primary, intermediate, and middle school involved in the research stage. As of

November 2013, two groups of teachers, one group from the primary school and one

from the middle school, have visited schools on the East Coast of the US and the

Midwest. These teachers are traveling to schools selected based on the eight themes to

observe, interview, and collect data. The high school teachers involved in the data

collection and synthesis during the 2012-2013 school year are in the development phase

of the cycle. Eight teachers receive release time every other day and participate in a

"think tank" session. During these sessions, these teachers develop an implementation

plan: introducing new course ideas, new lab opportunities, internship opportunities, developing assessment rubrics, developing the mentorship advisory program, etc. The next phase is implementation in the 2014 school year. Teacher 8 states that the research and development process "revolves around and focuses towards improving the internationalism of our kids and faculty in our program."

While the findings of the research and development initiative are intended to enhance the quality of education and best practices at ISAPR, the initiative only revealed two areas of focus that foster campus internationalization: Developing authentic student connections with the local community (internships, exchanges, study abroad), and cultural competence as a desired learning outcome. The research and development team identifies initiatives towards educating a 21-century learning, but the focus on global education and internationalization is weak. Little reflection has been done as to growing intercultural skills. While the researchers have sought out some international and non-American national schools to evaluate, an overwhelming majority of the schools that the team is visiting are similar in demographic and pedagogy to International School of the Asian Pacific Region. These schools are mainly on the East and West Coast of the United States. In addition, prior to visiting the schools, the teachers and administrators were given no training in understanding the impact of culture on education. This training would "decrease ethnocentrism and make it clear that American behaviors, values, thought patterns and ways of viewing the world…are not necessarily appropriate or normal for the rest of the world" (Weaver, 1993, p. 161). A lack of pre-training in intercultural learning or a cultural reflection, the teachers and administrators may have difficulty examining these best practices through an intercultural lens. Overall, the

research and development initiative is aimed at discovering best practices and does little

for the development of K-12 campus internationalization.

Challenges to internationalization

Survey respondents also rate various barriers to internationalization on a scale of

1 to 5 (1= most important). The results of this table are listed below:

Table 8

Obstacles to international education at ISAPR
(1 = very important; 5 = not important)

	1	2	3	4	5
A lack of financial support to facilitate international education.	6%	34%	16%	14%	30%
A lack of mission statement to facilitate international education.	16%	31%	20%	24%	8%
Competing priorities.	68%	18%	8%	4%	2%
Lack of coordination of international education activities.	20%	44%	20%	8%	6%
Lack of international education training for administrators.	36%	26%	26%	12%	0%
Lack of international education training for teachers.	22%	40%	24%	14%	2%
Lack of international partnering opportunities.	16%	24%	32%	12%	16%
Lack of understanding of what defines international education.	34%	42%	20%	4%	0%
Size of the school.	30%	40%	10%	8%	12%

When asked "What do you see as challenges to internationalization on a K-12 campus?" administrator 1 answered, "Time… I mean, that is going to come up on probably everybody's list". Sixty-eight percent of those surveyed rate time as most

important challenge to internationalization. Each interviewee also notes that time is one of the challenges to internationalization in a K-12 environment. Teacher 6 states, "There is too much on our plate to add another focus to our school day. International perspectives are sometimes included into our day when I can relate it to the curriculum being taught." However, as teacher 4 stated

> "But I just think we need to deconstruct how we think of school, to really come up with a different model, because we are still too industrial in how we have constructed school. Everything is by bells and grading periods; and 8:00 to 3:00. Everything is just kind of strangely configured by time. Yet, we all know that learning does not happen in those little blocks. If we are really going to value global education, we probably need to rethink even the structure of a school. We need to ask ourselves: How might we be more fluid with kids in the country, the region, within the world?"

Another challenge to internationalization in a K-12 environment is what one interviewee titles "branding." It is to identify how a school community defines themselves. As teacher 4 explained, "Are we IB? Are we an international school? Are we advanced placement? You really create an issue when you brand yourself based on a particular program and that's what we've done." ISAPR has allowed the AP brand to impact the organizational culture, with both positive and negative effects. But, school leaders are beginning to ask, "How does that just really start to hyper focus towards a US perspective and not a model to be more international?"

Other items that ISAPR teachers report as barriers to internationalization is a lack of a definition of internationalization and a lack of communication of this definition to

the staff. Thirty-nine percent said that there is a lack of international training for administrators in internationalization initiatives and leadership and 23% said there is a lack of training for teachers for how to add internationalization into their school day.

Research Question #3: In what ways is internationalization occurring on this campus?

One of the last interview questions that the researcher asks the interviewees is "What are teachers at [ISAPR] doing to influence campus internationalization?" Almost all administrators agree that a key component in internationalization is what the teachers and administrators are doing in the classroom or around the school answering the last research question: "In what ways is internationalization occurring on this campus?"

Teacher 6 states that internationalization is seen at ISAPR through the teacher's actions:

> "I think awareness and perspective, making the kids aware. Bringing it to them, bringing in front of them, having them explore it, and making it a central theme. We did cancer, we did a project-based learning kind of unit in cancer in biology and it was about reaching out to the international community. You know, I think it is awareness."

Administrator 4 agrees, "We need to bring kids multiple perspectives, and I think the teachers try 'fairly' hard to bring in literature class to do just that." Perspectives are not just a topic discussed in literature studies:

> "The whole STEM focus – the teachers themselves actually have chosen to look at the impact of global service. This way kids will be creating engineered science-based products at the end, if you will after a year of course study and it's one of

the guiding principles of course is how they can impact a global area. And they've

got to interview people there; they've got to understand all the ethnic religious

impacts. And so an example would be they're talking about sustainable short-term

housing for disaster relief and so they're going to be contacting in what did Japan

do during the earthquake – or during the tsunami – What did Pakistan do during

the earthquake and that kind of stuff."

Interestingly, teacher 4 said that internationalization can be seen on the ISAPR campus

because of difficult conversations and the ability to challenge the status quo:

"We are having difficult conversations – challenging the status quo. We get the

feedback from teachers and what they think is best. We have the research that's

out there. We're looking at all these other schools and collecting data. But if you

want to know what gets kids into college, you talk to all the administrative

representatives that come here and as many as you can outside that don't. And

since ISAPR is a magnet of these, because they want our kids, we're very lucky to

have such a large pool. I think they spoke to over ninety – some of them in

individual interviews, some of them in small groups, some of them in kind of

large groups in the big, big institutions. And overall, their perspective was that

they put international baccalaureate and advanced placement together and the two

run parallel in terms of rigor. But, if you look at them apples to apples, we're

going to choose an IB kid because of the international globalization in the theory

of knowledge, the extended essay, the Creativity Action Service project brings."

He reiterated that these are hard conversations. These conversations with the professional learning communities are developing courses, curriculums, and activities that are more international in nature.

Many teachers state that clubs such as Model United Nations, Global Issues Network, a Telunas Indonesia service-trip, and festivals overseas where students get to work with other students from around the world are contributing to internationalization at International School of the Asian Pacific Region. Teacher 9 states:

> "Parents are happy that we are taking kids to Malaysia and the kids are woke up by the prayer call. They love that. They seem to love that the kids are outside of their comfort zone. They love that they are trying Malaysian food and they love that there is an opportunity for their kids to get to explore another culture, that they wouldn't get anywhere else."

Conclusion

As part of the data analysis process, the researcher has reviewed interview data, survey data, and analyzed documents. The following multipart SWOT is presented as a synthesis regarding the conclusions from this data. A full SWOT analysis can be found in Appendix H:

Table 9

Strengths, Weaknesses, Opportunities and Threats to Internationalization at ISAPR

Helpful to achieving K-12 campus internationalization	Harmful barriers to achieving K-12 campus internationalization
Strengths Leadership Driven, Diverse and international student body, Geographical Location, Faculty commitment for internationalization, High School Course Selection, Financial Commitment.	Weaknesses Poor communication on K-12 internationalization definition, Lack of central source of information, There is no central contact for internationalization process and activities, No monitoring processes.
Opportunities Interest from parent community Commitment to 21st Century Skills, including intercultural learning Strategic partnering with nationally based businesses, internationally focused businesses, and non-profit organizations in SE Asian region, Strategic partnerships with Singaporean based academic institutions, Evolving technology.	Threats Removal of Internationalization from mission statement and a focus in the strategic plan, Poor understanding of K-12 Campus Internationalization definition and process, Competing Priorities, Branding.

The findings of chapter 4 show that the stakeholders at ISAPR have some

strengths and opportunities for internationalization, yet there are also weaknesses and

threats that hinder the internationalization process. The interviews and survey

respondents confirm an organizational culture with a strong support for international and

intercultural mindset. Interviewees and survey respondents all agree that there is an

interest for campus internationalization. Unfortunately, for the majority of the survey

respondents, there is little understanding of an appropriate definition for

internationalization. Other strengths include the diversity in the international student body and a strong faculty commitment to internationalization by some stakeholders. While there is a strong internationally minded high school course selection for culture specific skills. Yes, there is no course or training to students in culture learning with culture-general knowledge for "how" to learn about culture. The financial commitment for best practices, including internationalization and integrating intercultural learning, is also strength for implementing internationalization. According to the survey respondents and the interviewees, there is a lack of communication regarding a definition for K-12 campus internationalization, and there is no central contact for the internationalization processes, curriculum, and activities. Most importantly, there is no monitoring process in place to ensure the rhetoric communicated from the campus vision statement is operationalized throughout the organizational culture, leadership methods, campus activities, school policies, and procedures. A weak mission statement, vision statement, and no strategic plan for internationalization pose a threat to ensuring campus internationalization. In addition, competing priorities, branding, and the general censuses that "what we are doing is good enough" contribute to the risk for internationalization reform on this campus.

This mixed-methods, single case study examines the extent to which a large K-12 American school in the Asian Pacific Region has internationalized. The conceptual framework used blended five overarching groupings: activities, process, competencies, school culture (Knight, 2004) and leadership and with a set of indicators (Paige, 2005). According to the 20 school administrators and faculty interviewed, and the 50 teacher survey respondents, the three factors that most influence comprehensive campus

internationalization at a K-12 American international school are leadership, faculty involvement, and a strong international and interculturally focused curriculum. International School of the Asian Pacific Region has several strengths, weaknesses, opportunities and some threats to campus internationalization. Overall conclusions and implications of the findings discussed in this chapter can be found in chapter 5.

CHAPTER 5

CONCLUSIONS, DISCUSSION, AND IMPLICATIONS

Initiating indicators of campus internationalization have become well researched in business and higher education (Knight, 2004, 2008; de Wit, 2002; Mestenhauser, 2000). However, there is little published literature regarding campus internationalization in a K-12 educational setting. It is found in recent literature that we live in a flattening of the world (Friedman, 2007) and the need for teachers to educate K-12 students to function in a globalized society. Students are asked to respond to global needs, global issues, integrate between cultures, and work in various languages. In this chapter, the results and implications of the research findings are discussed as they relate to educational practices.

Research Questions

1.   In what ways do teachers define campus internationalization at a K-12 international school in the Asian Pacific Region?

2.   What do teachers and administrators think are the factors of campus internationalization at a large K-12 international school in the Asian Pacific Region?

3.   In what ways is internationalization occurring on this campus?

Discussion and Implications

The researcher uses a mixed-methods approach in this study. Random sampling is employed. The researcher chose the International School of the Asia Pacific Region because it is the largest single campus school in Asia and offers a large sampling size. International School of the Asian Pacific Region also has a reputation as offering a strong

international school education in the EARCOS region. In addition, the researcher purposefully selected a school that does not use the International Baccalaureate program in order to highlight comprehensive internationalization in a school with an American curriculum. Research question one is used to determine a definition for internationalization of a K-12 campus.

Research Question #1: In what ways do teachers define campus internationalization at a K-12 international school in the Asian Pacific Region?

Similar to the literature review, interviewees give various definitions to campus internationalization. This supports the literature in that Smith (1994) notes there are various definitions for internationalization that are accepted. Ortloff (2012) states that there is little understanding of consensus as to what internationalization is in a K-12 setting are, or how international education should be undertaken. While there are some inconsistencies in the definitions, the majority of the survey participants discuss offering students a global curriculum, cultural learning, multiple perspectives, and various international student experiences. Diversity within the staff and student body is another key reoccurring theme in the stakeholder's definition. In addition, seeking input from various national curriculums (New Zealand, Finland, Singapore and Australian were specifically mentioned) is noted. After the reoccurring themes are developed from the various respondents, the researcher states that the International School of the Asia Pacific Region administrators and staff generally believe that internationalization of a campus is to offer diverse student populations an opportunity to learn about cultures and customs in a variety of ways: experiences that offer diverse perspectives, in-class and off-campus experiences that teach about people of the world, curriculum studies for culture specific

information. It was found in the study that organizational factors such as leadership, faculty and staff development, and administrative and faculty involvement in the definition of internationalization are important (Harari, 1991; Knight, 1994; Mestenhauser, 2002; Paige, 2005). Fifty percent of survey respondents state that faculty professional development is important when offering an international perspective in education. It was found through the survey results that 44% of the faculty surveyed believes it is very important for administrators to engage in professional prior international experiences. More than 50% of respondents discuss the importance of an internationalized mission statement and more than 40% felt that board support was important due to the board developing the strategic plan. Administrators and faculty at ISAPR feel that leadership, management and the decision making process should be included in a definition and development of an action plan for internationalization. System-wide support is necessary. The organizational "buy-in" can begin with forming committees and conducting research throughout the community of stakeholders in order to develop a definition of internationalization. This data in this study regarding the need for a definition and action plan for systematic internationalization is congruent with the research noted by a team of researchers for the Committee for Economic Development (2006). It is found in the data from the Education for Global Leadership report (2006) that internationalization should be aligned with policies, procedures, and process at all levels of student learning. In this study, it is found that that internationalization a process and a result of many indicators working together.

If comprehensive internationalization is to occur, creating a definition, inviting or involving all stakeholders in the process, can help operationalize the vision and mission

statement towards campus integration. This definition should then be communicated to the faculty and staff to help align policies, programs, and curriculum to the school's mission or vision statements. A school's standards, policies, and practices should be aligned with the mission and create a climate that supports teaching and learning towards international education. In order for these factors to work together, faculty and staff benefit from a definition for campus internationalization before instituting a framework for campus internationalization. At the moment, ISAPR does not have a definition for internationalization. This poses a threat to the "buy in" for any internationalization reform related to internationalization.

Research Question #2: What do teachers and administrators think are the factors of internationalization at a large K-12 international school in the Asian Pacific Region?

Using the conceptual framework from Knight and de Wit (1999) and Paige (2005) indicators as a guideline, two types of indicators of internationalization are identified: *individual* indicators for internationalization and *exogenous institutional* indicators for internationalization.

Individual Factors

Leadership. Central administrative leadership is responsible for gathering information from the stakeholders regarding their views for the guiding principles of the school. The central administration team sets the vision, strategic plan, and overall implementation of campus internationalization with this input from various stakeholders. Teachers are responsible for creating curricular, co-curricular, and extra-curricular envisioned as part of the internationalization approach. A majority of the participants

shared perceptions that central administration and principal leadership is a very important

for campus internationalization. Ellingboe (1998) notes that administrators can focus on

such areas such as mission statements, a strategic plan that includes language about

internationalization efforts, and designating a committee or another administrator to

research or oversee internationalization efforts. Several interviewees stated that the

administration could have a positive or a negative effect on internationalizing the campus

as the senior leadership team makes decisions regarding creating the vision for the

school, the strategic plan, and the development of the administrative policies and

procedures which have specific impact on the rest of the campus. However, 44% of

persons interviewed noted that the central administration team is rarely involved in

promoting international education at International School of the Asia Pacific Region and

58% hold the perspective that only sometimes the division leadership (the principal and

assistant principal) is involved in promoting international education. While senior

leadership interviewees stated their importance on internationalization as a part of the

school's vision, the staff seems to have the perspective that the senior administration

team should discuss international education with the community of stakeholders. Kouzes

(1998) reminds us that "people won't believe the message if they don't believe the

messenger. People don't follow your technique. They follow you – your message and

your embodiment of that message," (p. 323).

The results of the interviews show that leadership is seen as key towards the

internationalization of a K-12 campus. Leadership enables initiatives to be implemented.

Leadership, as one interviewee stated, "guides the ship." Typically when reform,

initiatives, and change are introduced, it is the position of the school leader who must

communicate these ideas in order to gleam support from various stakeholders. Effective leaders, according to Heifetz & Linsky (2004), must close the gap between the espoused values, the mission and the vision, and the actual behaviors.

Faculty Involvement. Similar to the ACE study titled "Mapping Internationalization on US Campuses" (Siaya & Hayward, 2003) where the majority of the faculty noted that internationalization should be integral to education, 63% of those surveyed strongly agreed that intercultural learning should be part of the learning experience for all secondary students and 46% strongly agreed that intercultural activities should be a requirement for all students in elementary school. Faculty support and development for internationalizing a campus was another reoccurring indicator for comprehensive campus internationalization on this campus leading to evidence that faculty involvement for internationalization is important for K-12 campus internationalization initiatives. These faculty perspectives support Tye and Tye (1992) view as they state "global education is both inevitable and necessary…because our children and young people need to understand the world in which they live" (p. 6).

Unfortunately, more than half of the teachers surveyed stated that they rarely participate in professional development for international education; yet, 44% of survey respondents said that they often discuss values, cultures and customs of a range of individuals and peoples. According to several interviewees, internationalization occurs in classrooms simply because of the previous experiences of the educators. Teachers' curricula are influenced by their personal knowledge, beliefs, and past experiences (Kirkwood, 2001b). "International education professionals in the field are role models, intentionally or not, of intercultural competence for their students (Paige & Goode, 2009,

pg. 347). Paige (2005) explains that an interculturally competent educator has knowledge, attitudes, and skills needed to support student intercultural learning, lead intercultural initiatives, and create inclusive and supportive learning environments. Given this information, a school leadership team may focus professional development programs or policies on strengthening intercultural competency of the stakeholders in the community.

Institutional Exogenous Factors

  Curriculum. Harari (1998) states that an internationalized curriculum is at the heart of comprehensive campus internationalization. A majority of the survey respondents, as well as the interviewees, also shared the importance of an internationalized curriculum towards offering an international education and note that an internationalized set of desired student learning outcomes focused on intercultural learning outcomes must become the bedrock of the curriculum if internationalization is to occur. While the high school faculty at International School of the Asian Pacific Region offers courses that focus on various cultural perspectives in 36 course selections, this is not seen as much in the middle school and is almost non-existent in the primary and intermediate schools. The primary and middle school teachers and administrators interviewed mostly discussed international activities such as food festivals, and studies about holidays. There were references in regards to learning about religions and two grade levels interacted with the local community near the school. These activities are part of the activities category of internationalization mentioned by Knight and deWit (2005). The high school curriculum is strong in terms of the initiating factors influencing internationalization at ISAPR. There is at least one unit in each grade that focuses on a desired learning student outcome regarding various cultural perspectives. Developing

guidelines for creating lessons through an international "lens" can help strengthen the internationalization through curriculum studies. This lens should align with the stakeholder created definition of international education and align with the mission and vision of the school.

Many of the interviewees and survey respondents state that one indicator of internationalization is the foreign language requirements at International School of the Asian Pacific Region. While languages are considered a core piece of course selection in the primary and middle grades, the high school students are only required to take two foreign language classes during their high school experience. This is condradictory to the statements made by some administrative interviewees who reiterated the importance of language development to ISAPR students. It would be beneficial to the vision of internationalization to expand the language requirement to each year in the high school setting. However, it is to be noted that the language offerings at ISAPR are stregnthening under the expantion of daily languages in the elementary school.

Another reoccurring theme that falls under the scope of curriculum is service learning. Service learning helps contribute to the internationalization of ISAPR because in the goal of the program is to "push [the] students out into the [local national] community and open their eyes in ways that they had never seen before, including kids who have been [in country] a long time are now seeing the community with new eyes." The service learning at ISAPR is varied and involved almost all K-12 students in some form. It would be beneficial to expand some of the service-learning activities are in content and in time. Students typically interact with other cultures only once or twice throughout the service experience. Given the close proximity of ISAPR to service

possibilities in the Asian Pacific Region, there is an opportunity for students to engage in semester or yearlong projects. Many interviewees and survey respondents state that the interaction with various cultures through service is limited. Although the service learning initiative is allowing students into the local community, there is little follow-up or reflection involved in the activities, and at times, a lack of focus on acquiring culture-specific and culture-general knowledge, skills, and attitudes. The facilitators of these service learning activities attempt to focuses on curriculum and intercultural communication skills; however, a pre- or post-reflection about the intercultural interactions is absent from the process. Reflective service learning experiences and activities can help students gain intercultural knowledge and cross-cultural experiences.

Research and Development Initiative. The research and development initiative at ISAPR has the potential to contribute greatly to the internationalization of the campus. Generously funded, many teachers are using the professional development time to bring best practices back to the community. While the opportunity is available for the ISAPR to capitalize on the benefits towards internationalizing during the research and development initiative, there isn't a focus on gleaming information towards international education or global education initiatives. The R&D team has developed eight themes for further focus. Out of these eight themes, one theme aids in internationalizing the campus. While researching how to build relationships with the local community can be part of an internationalizing a campus, there is no guarantee that the connections with the local community offers intercultural interactions. Several interviewees state that one of the challenges International School of the Asian Pacific Region faces with the concept of internationalization is that the community remains in an "American bubble." Without the

language stating that the R&D team will look for building intercultural relationships with the local community, there is no guarantee these partnerships with the local community are not going to be with Western businesses. Lunden (2007) reminds us that schools typically enter into partnerships to increase resources for school reform efforts to improve: student achievement, school climate, and parent involvement. Information offered by ISAPR administrators could help to increase global learning, international education, or culture learning given the focus on cultural competency as one of the eight themes. The team has also identified seven desired student-learning outcomes for their focus on 21st century skills. One, a focus on cultural competence, is geared towards international education and campus internationalization. This desired student-learning outcome is essential to internationalizing the campus; however, with such a large time and financial commitment and given that the team is to focus on developing 21st century skills, there could be more focus on activities, creating competencies for internationalization, creating a school culture and processes for internationalizing the campus.

Another potential advantage of the R&D team is the insights into various education systems around the world. Teachers often follow a blueprint for learning, what to learn and how to learn, based on our own cultural assumptions. Walker reminds us "teachers who work within other cultural settings… will encounter students operating from world-views different to that of their own" (438). The R&D team has the potential to understand various forms of pedagogy, perspectives on learning, and understanding culture in schools. The number of schools that the team is visiting and the $500,000 resource commitment is impressive. Out of the 30 schools visited, more than half are in

the USA. The team is also visiting schools in Finland, China, Singapore and Taiwan. Not

all of these schools are national schools. The schools in China and Taiwan are

international schools with a large American population of faculty and administrators. The

research team is often looking into culturally similar schools that continue to perpetuate

an ethnocentric worldview. The team has the opportunity to view various pedagogical

practices and structures to help serve an international and intercultural community.

Diversity of Students, Faculty and Parent Community. Another contributing

indicator to the internationalization of K-12 campus is the diversity of students, faculty,

and the parent community. While ISAPR offers priority admission to American passport

holders, over 40% of the student population holds a non-American passport. This is

evidence of internationalization and diversity within the student population. The

admissions director is mindful of the influence priority system has on the

internationalization of the campus and that this 40% could drop at any time. The shift in

the admission of non-American passport holders changes based on the economies of

Singapore. If ISAPR stakeholders set priorities for internationalization, the admissions

process must be reviewed in order to maintain that internationalization and diversity of

student body will remain regardless of the rise and fall of the national economy and the

push for an American education in the country.

**Research Question #3: In what ways is internationalization occurring on this
campus?**

International School of the Asian Pacific Region is implementing campus

internationalization through activities and competencies. The leadership, process, and

organizational culture component promotes internationalization at times at surface level.

Almost all interviewees and survey respondents state that components of internationalization are seen through what teachers and administrators are doing "in the classroom or around the school." Teachers who have prior international experience seek initiatives and perspectives through curriculum, service-learning activities, global minded academic clubs such as the GIN network and the MUN activities, and through intercultural visual and performing arts activities.

International School of the Asian Pacific Region instituted the first steps towards structured internationalization nine years ago when the assistant superintendent advocated for the mission and vision statement to include international perspectives. The current mission statement is "to provide each student with an exemplary American education experience with an international perspective." As noted above, the mission statement references an international perspective infused into a student's education. However, according to some stakeholders, there is little clarity as to how this is operationalized on campus. In addition, the vision statement at International School of the Asia Pacific Region has changed under the current administration. The vision statement prior to this year sought to "empower students …to contribute to the global community." The new vision statement omits the reference to any type of internationalization and seeks for ISAPR to be "A World Leader in Education; Cultivating Exceptional Thinkers; Prepared for the Future."

A vision that includes internationalization must be communicated. However, often this language can be simple rhetoric. It is recommended that a committee of various stakeholders, led by an administrator, should develop a strategic plan for internationalization, develop a set of desired learning student learning outcomes

(DSLO's) for global competencies within internationalizing the curricular and co-curricular activities and communicate the operationalized plan with various stakeholders. Steps should be taken to integrate global studies academic curriculum within study abroad and interim activities. Strategic partnerships should be developed with academic, business, and non-profit institutions that encourage cross-cultural and intercultural learning and student interactions. In addition, leadership should develop effective communication outlets with information regarding internationalization activities and efforts. An administrator focused on steering internationalization initiatives could coordinate all of these.

Due to the new appointment of a Research and Development Principal, the International School of the Asia Pacific Region administrators have the opportunity to discover ways to introduce various pedagogies, courses, and a program for culture learning and cultural competence into the curricular, co-curricular, and extra-curricular activities. It is advised that the R&D team also focus on implementing global education, seeking how other schools are minding this reform initiative. There may be several conversations regarding internationalization informally, but for the reform to be successful, there must also be formal conversations between stakeholders.

Suggestions for Internationalization in a K-12 Context

As found in this study, school administrators wishing to internationalize their campus must first work with stakeholders to develop a definition for international education. In addition, educational leaders must create a mission and vision statement that is conducive to guiding international education. A section of the school's strategic plan should focus on various ways to operationalize this reform effort. Vital to the

internationalization process, stakeholders communicate an internationally and interculturally focused mission and vision statement through faculty meetings, school website, newsletters, or as many avenues as possible. These guiding principles, mission and vision of the school should guide the decision-making process.

Olson, Green, and Hill (2005) report that there is a serious gap between the language of internationalization and the reality of the institutional activities and outcomes. While K-12 educational leaders are reporting visions and missions that relate to internationalization, the reality is that educational reform and activity for internationalization is not happening to the extent proclaimed. Leaders from the American Association of School Administrators (AASA) stated that educational leaders "are more determined than ever to ensure today's students are well-equipped to compete in a global society" (AASA, 2006, p.13). However, as schools begin to apply internationalization efforts on their campuses, ensuring quality assurance and measuring the success of internationalization needs to continue to be a key part of the process. As a result of this study, it is suggested that international school administrators develop an indicator system to measure performance towards internationalization goals. The following table offers a list of feasible internationalization indicators for a K-12 campus:

Table 11

Feasible internationalization indicators for K-12 international schools

Number of countries represented in the student body
Number of countries represented among faculty
Number of partnerships with schools in other countries
Number of extracurricular clubs with international perspective
Number of languages taught
Number of formal partnerships with international institutions
Number of technology projects with global perspective
Number of activities with global perspective for elementary students
Percentage of non-home country passport students
Percentage of non-home passport faculty
Percentage of non-American passport holders student body
Percentage of non-American passport holders teachers
Percentage of faculty with prior international experience
Percentage of service-learning projects in the elementary, middle, and high school level
Presence of an administrator or team leader for international education
Percentage of classes in elementary, middle, and high school with global perspective
Percentage of faculty with non-English language proficiency
Percentage of students with non-English language proficiency
Visibility of international focus on institution's homepage

Heuristic in nature, the list was shared with a group of experts and refined accordingly. The list has been modified after consultation with international education experts to reduce redundancies and eliminate indicators not conducive to a K-12 school environment. The information gleamed from the survey, interviews, document analysis, and research instrument can be applied against the K-12 internationalization accountability index, which identifies frequently occurring performance indicators for internationalization.

By using a set of indicators, such as the ones suggested in Table 7, school administrators and principal leadership teams can describe the internationalization

process. Ultimately, the data found in the indicator system may require school leadership teams to evaluate policies and programs, reflecting on current practices. Using an indicator system, such as the indicator system as suggested in this study, can help hold international schools accountable to their stated mission and vision statements.

The Council of International Schools (CIS) has also included internationalism/interculturalism standards into the CIS accreditation process. School administrators who wish to internationalize their campuses, regardless if the school is a member of the CIS organization, could benefit from these standards and indicators. Table 8 shows the recommendations from CIS:

Table 11

Council of International Schools Standards and Indicators for Internationalization

Standard A2
The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.
Indicators Related to Standard A2
A2a   The school has created an engaging and contextually appropriate definition of internationalism/interculturism in education.   A2b   The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students.   A2c   The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible.
Standard A3
The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.
Indicators Related to Standard A3   The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through …   A3a   …the discussion of substantive matters of principle from multiple perspectives.   A3b   …the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.   A3c   …the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.   A3d   … development of fluency in the languages(s) of instruction, in another language, and – with as much support the school can offer – in student mother tongues.   A3e   …the development of their disposition to serve the community – local and global – through

engagement in meaningful and reflective service.

A3f
…the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.

(CIS 8th Edition, Version 8.2, Standards & Indicators, 2013)

Paige (2005) reminds us that an indicator system can serve as a benchmark. He presents three follow-up questions for reflection after the information process. Two questions are relevant to this study: "Has there been an increase or a decrease in X (e.g. the budget) during the past year? How much was it? What are the specific characteristics of X (e.g., the criterion for hiring staff) that make X international in nature?" (p. 110). It is recommended that school leaders include an assessment of campus internationalization. By asking reflective questions, the school leaders may initiate reform initiatives that aid in internationalizing their campus. After the initial year of data collection, school administrators may use the indicator systems for ongoing campus improvement efforts. For example, if the leadership team finds a decrease in the number of faculty from various cultural backgrounds, then a policy regarding hiring practices may be explored.

In addition to assessing the school policies, demographics, and practices, it is recommended that the school administrators explore intercultural or global mindedness assessments for various stakeholders (specifically teachers and students). School administrators may use the Intercultural Development Inventory with staff in various ways. In addition, the IDI may be administered to the high school students pre- and post-cultural exchanges, service-learning experiences, and/or the high school experience.

Students and staff may complete self-reflection regarding building their own cultural

competencies using the Developmental Model of Intercultural Sensitivity, as described in

chapter 2. While the individual results remain confidential, the school administrators

could use the group profile to see if efforts to develop interculturally minded students is

effective.

Another assessment that is recommended is the Cultural Intelligence Scale (CQS),

a reflective self-assessment (Ang et al, 2005). The assessment scale can be used to

measure various stakeholders metacognitive, cognitive, motivational, and behavioral

cultural intelligence (CQ). The cultural intelligence assessment measures "those key

competencies that allow us to interact effectively with people from diverse cultural

backgrounds in all kinds of settings" (Bucher, 2008, p. 7). The CQ requires reflection on

nine megaskills that the researchers explain are critical:

Table 12

Cultural Intelligence (CQ) Nine Megaskills

Understanding My Cultural Identity	Checking Cultural Lenses	Global Consciousness	Shifting Perspectives	Intercultural Communication
Managing Cross-Cultural Conflict	Multicultural Teaming		Dealing with Bias	Understanding the Dynamics of Power

Culture Intelligence (CQ), (Bucher, 2008)

Using the CQ assessment, faculty and staff can reflect on these mega skills. The

cultural intelligence assessment asks stakeholders to complete the following during

reflection: assess personal cultural intelligence, take responsibility for personal learning,

and form an action plan for optimizing personal learning. When given to a student at the

beginning of an international education experience, the learner may fully optimize the educational experience. There are benefits to using both the IDI and the CQ. The CQ has "important implications for practice…training and developing a culturally intelligent workforce" (Ang, et. al, 2007, p.365). Both assessments are valuable to administrators for measuring intercultural competencies.

A third assessment tool available to schools is the global mindset inventory developed through the Thunderbird School of Global Management. The psychometric assessment tool focuses on global mindset as related to global leadership defined as "the process of influencing individuals, groups, and organizations inside and outside the boundaries of the global organization, representing diverse cultural/political/institutional systems to contribute towards the achievement of the organization's goals" (Javidan, 2007, p. 13). According to researchers at the Thunderbird School of Global Management, a person who possesses a Global Mindset would tend to be a "more effective global leader than a person without this mindset" (Javidan, 2010, p. 8). This instrument is designed to measure an individual's and a group's profile of Global Mindset in terms of "Psychological Capital (PC), Social Capital (SC), and Intellectual Capital (IC)" (Javidan, 2010, p. 4). The following table shows a breakdown of the three Global Mindset categories:

Table 13

Categories and components of the Global Mindset

Psychological Capital (PC)	• Respect for diverse cultures; • Open attitudes toward diverse cultures; • Passion for learning about and exploring other cultures; • Positive personality traits, such as resiliency, curiosity, confidence, and quest for adventure.
Social Capital (SC)	• International connections; • Interpersonal competence needed to develop new relationships; • Leadership skills required to mobilize employees at the global level.
Intellectual Capital (IC)	• Knowledge of global industries; • Understanding value networks and organizations; • Understanding complex global issues; • Possessing cultural acumen

From "Conceptualizing and Measuring Global Mindset: Development of the Global Mindset Inventory," (Javidan, Hough, Bullough, 2010).

This internet-based survey takes an average of 10 minutes to complete and may be reported as a self-assessment, a personal report which notes an individual's strengths and areas for improvement in the three capitals and nine competencies. Results may also be reported as comparison based on holistic reports from the individuals peers or supervisors. This report compares an individual's scores against peers in the same school and averages the mean of all who have completed with assessment within the organization.

Another recommendation is for the appointment of a central administrator for internationalization efforts. A central administrator, either as a part of a job description or a position focusing on campus internationalization, is vital to the ongoing commitment

and monitoring of the internationalization process. This individual helps develop international activities, encourages critical global issues within curriculum studies, develops international partnerships, helps reform the student service-learning and cultural exchanges to engage in reflective intercultural learning experiences, coordinates visiting international and intercultural speakers, and provides information to the staff for professional development opportunities regarding international and global education. An indicator system can aid the central administrator evaluate key components of campus internationalization.

One of the key suggestions as a result of this study is the key need for quality professional development in the topic of international education or internationalization. As found in this study, when administrators hire teachers, they seldom take a candidate's international experience as an important point of consideration. Ortloff (2012) states that this explains why very little in-service training is offered to promote administrators' or teachers' professional development in international education. Often, administrators themselves lack knowledge regarding international education; therefore, they are not able to promote international education practices. Professional development specific to leadership in international or intercultural education would aid administration in reform initiative and hiring practices. Faculty and staff professional development helps clear any misunderstandings in terminology and ultimately can help create an organizational culture conducive to comprehensive campus internationalization. Professional development may also include guidance on integrating intercultural content, or culture learning, into existing curriculum standards. Through professional development opportunities, teachers may identify teaching materials such as books focusing on various

cultural perspectives. A key benefit to professional development in international education is that teachers could learn more theory and practices towards culture learning and teaching culture general skills. In the 21st century, it is almost impossible to teach culture specific information regarding every country in the world. However, teaching students how to learn and interact with culture is key to assisting students in building intercultural competence.

Limitations of the study

This is a case study profiling the International School of the Asian Pacific Region. The goal of this study is to provide an understanding of the activities, competencies, ethos and processes influencing campus internationalization on the ISAPR campus. Given the nature of international schools, it is not intended to be a guide for international schools for implementing campus internationalization. The sample of teachers was surveyed and interviewed on voluntary basis, which yielded to a small sample size of n=50. While the sample size lends to revealing information, the information may not represent other international schools with a small pool of professionals. Therefore, it would be difficult to generalize the information to all overseas schools, other than the population that has been studied. In addition, it is difficult to find a perfectly matching study population. Therefore, some information may not be compared effectively. In addition, the researcher is biased towards the importance of internationalization in K-12 schools.

Recommendations for future research

This study has potential if taken one step further in the analysis of the effects that the four categories of internationalization has on institutional efforts towards internationalization. The need for additional case studies for schools which have specifically undertaken internationalization initiatives and reform policies are important for comparison. Any additional case studies would provide data about the additional indicators and challenges that were identified in this study. In addition, the effects that institutional internationalization effort has on desired student learning outcomes and a student's intercultural competence would be important data for the field of K-12 internationalization.

Conclusion

After synthesizing the collected interview and survey data, it is concluded that the "International School of the Asia Pacific Region", while committed to being a high quality school focusing on best practices and academic quality, could strengthen K-12 international education or campus internationalization articulation. There is a gap between the espoused values of internationalization and the actual implementation of the reform process. In addition, faculty and administrators seem to be unsure, if not even mistaken, about the definition of internationalization. If internationalization lacks support from key school leaders, and lacks the supportive infrastructure, ongoing assessment and the professional development necessary for success, international education initiatives developed by willing and competent teachers face challenges. These challenges, such as time, competing priorities, and a lack of professional development support, can be a major obstacle towards internationalizing a campus. Understanding the strengths and

opportunities for internationalizing a campus can help guide leaders towards successful

internationalization. It is hoped that educational leaders will gain value from the findings

of this research and will understand the importance of creating strategic goals and an

infrastructure for K-12 comprehensive internationalization.

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APPENDIX A

REQUEST FOR LETTER OF ENDORCEMENT

To: School Superintendent

Dear [School Superintendent],

I spoke with you in April of last year regarding the research study I am conducting through the University of Minnesota. My study focuses on K-12 international education. I am writing to request a formal letter of consent to conduct my research on campus internationalization at International School of the Asian Pacific Region.

International schools, especially highly reputable overseas schools such as [institution name], are helping produce internationally and interculturally competent students by offering an education with an international perspective. While there are studies focusing on international education, there are very few studies that assess how internationalized a K-12 campus actually is. [Institution name] is poised as a purposeful case study that is "information rich" due to the emphasis of 21st century skills in the implied and stated curriculum.

Procedures:
I would like submit a 15 minute survey to the faculty in the primary through the high school. Interviews will take approximately 45 minutes. The interview will be recorded with the participant's permission. The proposed timeline for this is during the month of April.

Confidentiality:
The records of this study will be kept private. Information that will make it possible to identify you or anyone else as a subject will not be included. Research records will be stored securely and only the researcher will have access to the records. The tape recording and the subsequent data files will be destroyed upon completion of the dissertation. All information will be kept on a password-protected laptop with access only to the researcher. All individual names, as well as the name of the institution, and information will remain confidential. No individual or institutional names will be used in the finale document.

Voluntary Nature of the Study:
Participation in this study is voluntary. Participants are free to not answer any question or withdraw at any time.

Survey Monkey:
"The on-line survey company, Survey Monkey, is hosting this survey and is located in the United States and as such is subject to US laws. The US Patriot Act allows authorities access to the records of internet service providers.) Anonymity and confidentiality,

therefore, cannot be guaranteed. If you choose to participate in this survey, you understand that your responses to the survey questions will be stored and accessed in the USA. The security and privacy policy for the web survey company can be found at the following link: (e.g. http://www.SurveyMonkey.com/monkey_privacy.aspx.)"

Reporting of Results:
The information from the interviews, survey results, and document analysis will be used in a doctoral thesis submitted to the University of Minnesota. Any journal articles that may result from the thesis will not include institutional or individual names. All information will be reported only in an aggregated or summarized form.

Sharing of Results with Participants:
Where applicable, International School of the Asian Pacific Region leaders are welcomed to share any information that is seen as beneficial to the school, students, or staff. An executive summary will be provided to the school director at the conclusion of the research. The school leadership team may request a full copy of the dissertation by emailing Crystal Vaught at vaugh142@umn.edu.

My research will examine a variety of categories that encourage internationalization. The cooperation and assistance of the International School of the Asian Pacific Region Leadership Team and faculty in critical to the completion of my study.

Thank you for your time and consideration. I look forward to receiving a formal permission letter to conduct research at International School of the Asian Pacific Region. If you have any questions or concerns about my research topic, please feel free to contact me directly.

Sincerely,
Crystal Vaught

Ed.D. Candidate
Department of Organizational Leadership, Policy, and Development
University of Minnesota-Twin Cities

APPENDIX B

INDIVIDUAL CONCENT FORM

You are being asked to participate in a case study of a K-12 international school. We are asking you to participate in this study because there is a gap in the current research regarding K-12 international education. Please read this form carefully and ask any questions you may have before agreeing to take part in this study.

This study is being conducted by Crystal Vaught, Ed.D. candidate in Organizational Leadership Policy Development at the University of Minnesota-Twin Cities.

Purpose of Study
The purpose of the study is to examine campus internationalization of a large K-12 international American school.

Procedures
If you agree to participate in an official interview about internationalization at [institution name], and allow data to be collected about [institution name], kindly sign below to indicate your willingness to participate in the interview. The interview will take approximately 45 minutes or less to complete. The Intercultural Development Inventory (IDI) will also be administered by paper version prior to the interview. This instrument takes approximately 15-20 minutes to complete. The interview will be recorded with the participant's permission.

Risks and Benefits in authorizing and participating in this Study
There are no risks associated with participating in this research.

Your participation in the study will allow the researcher to learn more about the behaviors indicating internationalization at a K-12 campus, and will hopefully enhance other international education leaders awareness in strengthening international education on a K-12 campus.

Confidentiality
The records of this study will be kept private. Information that will make it possible to identify you or anyone else as a subject will not be included. Research records will be stored securely and only the researcher will have access to the records. The tape recording and the subsequent data files will be destroyed upon completion of the dissertation. All information will be kept on a password-protected laptop with access only to the researcher. Ultimately, the results of this study will be shared with all research participants such as yourself as well as the College of Education and Human Development at the University of Minnesota-Twin Cities. All individual names, as well as the name of the institution, and information will remain confidential. No individual or institutional names will be used in the finale document.

Voluntary Nature of the Study
Participation in this study is voluntary.

Sharing of Results with Participants
Where applicable, [institution name] leaders are welcome to share any information that is seen as beneficial to the school, students, or staff. An executive summary will be provided to the school director at the conclusion of the research. The school leadership team may request a full copy of the dissertation by emailing Crystal Vaught at vaugh142@umn.edu.

Contacts and Questions
The researcher conducting this study is Crystal Vaught. If you have any questions about the study at a later date, you may contact the researcher at (281) 782-6848, or vaugh142@umn.edu. You may also contact the researcher's advisors Dr. Deanne Magnusson (magnu002@umn.edu) and Dr. Gerry Fry (gwf@umn.edu).

If you have any questions or concerns about his study and would like to speak with someone other than the researcher or advisors, you are encouraged to contact the Human Resource Protection Program, D528 Mayo, 420 Deleware Street SE, Minneapolis, MN 5455; 612-625-1650.
Please print a copy of this information for your records.

By agreeing to an interview and/or allow data to be collected about [institution name], you grant Crystal Vaught consent to conduct this study.

Signature of Research Participant: _____   Date:_____

Signature of Investigator: Crystal Vaught   Date: March 11, 2013

APPENDIX C

INTERVIEW PROTOCOL AND INTERVIEW QUESTIONS

"Thank you for taking the time to discuss campus internationalization and international education at International School of the Asia Pacific Region with me. As you know from my email, I am identifying factors influencing comprehensive internationalization at a K-12 international school for my dissertation research at the University of Minnesota.

You have been selected to participate in this interview because of your leadership role in international education at this school. During this part of the study, a series of questions related to your experiences as a leader in the school will be asked. Your responses will not affect your current or future relations with this school or the University of Minnesota. Participation in this study is voluntary and you may choose not to answer a particular question or withdraw at any time. However, it is important for you to be candid and express your opinions openly.

This interview is set up in a semi-structured, conversational naturalistic format, allowing for some flexibility. This information will be audio recorded in order for the researcher to assess the information after the interview. Do you have any questions? If you do not, I would like to begin."

1. What makes International School of the Asian Pacific Region (ISAPR) distinctive as an international school? [In what ways is ISAPR an international school?]

2. Tell me about the future vision of ISAPR as an international school.

3. Tell me about the discussions between stakeholders (parents, board, teachers, and maybe even students) regarding internationalization.

4. In what ways do you see the leaders of the school (yourself, other administrators, team leaders, department chairs, etc.) influencing internationalization?

5. What do you see that presents major challenges for international education at ISAPR?

6. In what ways does ISAPR use a monitoring procedure for assessing internationalization?

7. Tell me about how teachers internationalize their courses. What are teachers doing to make their student's more internationally aware?

8. In your opinion, what do you think are the most important factors that have influenced campus internationalization?

9. Tell me about your ideas regarding the importance of prior international experience for faculty and administrators and how it relates to internationalizing ISAPR.

What are the public or private sector partnerships that ISAPR has that aid in internationalizing the campus? [Tell me about the links or connections that ISAPR students have with the local community and/or government organizations.]

APPENDIX D

SURVEY CONSENT FORM

You are being asked to participate in a case study of a K-12 international school. The researcher is asking you to participate in this study because there is a gap in the research concerning K-12 international education. Please read this form carefully and ask any questions you may have before agreeing to take part in this study.

Purpose of Study
The purpose of the study is to examine campus internationalization of a large K-12 international American school.

Procedures
If you agree to participate in an official survey about internationalization at International School Asian Pacific Region and allow data to be collected about ISAPR kindly sign below to indicate your willingness to participate in the survey. The survey will take approximately 15 minutes to complete. Please complete the survey no later than May 15, 2013.

Risks in authorizing and participating in this Study
There are no anticipated risks of participating in this study.

Your participation in the study will allow the researcher to learn more about the factors that influence internationalization at a K-12 campus, and will hopefully enhance other international education leaders awareness in strengthening international education on a K-12 campus.

Confidentiality
The records of this study will be kept private. Information that will make it possible to identify you or anyone else as a subject will not be included. Research records will be stored securely and only the researcher will have access to the records. The tape recording and the subsequent data files will be destroyed upon completion of the dissertation. All information will be kept on a password-protected laptop with access only to the researcher. All individual names, as well as the name of the institution, and information will remain confidential. No individual or institutional names will be used in the finale document.

Voluntary Nature of the Study
Participation in this study is voluntary.

Sharing of Results with Participants
Where applicable, International School of Asian Pacific Region leaders are welcomed to share any information that is seen as beneficial to the school, students, or staff. An executive summary will be provided to the school superintendent at the conclusion of the

research. The school leadership team may request a full copy of the dissertation by emailing Crystal Vaught at vaugh142@umn.edu.

Contacts and Questions
The researcher conducting this study is Crystal Vaught. You may ask any questions that you may have now. If you have any questions about the study at a later date, you may contact her at (281) 782-6848, or vaugh142@umn.edu. You may also contact the researcher's advisors Dr. Deanne Magnusson (magnu002@umn.edu) and Dr. Gerry Fry (gwf@umn.edu).

If you have any questions or concerns about this study and would like to speak with someone other than the researcher or advisors, you are encouraged to contact the Human Resource Protection Program, D528 Mayo, 420 Deleware Street SE, Minneapolis, MN 5455; 612-625-1650.
Please print a copy of this information for your records.

By agreeing to an interview and/or allow data to be collected about [institution name], you agree to participate in this study.

Signature of Participant: _____   Date:_____

Signature of Investigator: Crystal Vaught   Date: March 11, 2013

APPENDIX E

SOLICITATION FOR ELECTRONIC SURVEY

Dear [Insert Name of faculty member],

You are invited to take part in a research study of how International School of Asian Pacific Region (ISAPR) attributes international education. I hope that you take part because there is a gap in the research in regards to K-12 international education. Your cooperation and assistance in the collection of data is essential to the completion of this study. The link below will connect you to the secure online survey.

I am a doctorate candidate at the University of Minnesota-Twin Cities in the College of Education and Human Development. The results of this survey will be collected and serve as the data for my dissertation research. In addition, I have contacted key teacher leaders and administrators for individual interviews. My intent is that the results of this survey will ultimately describe behaviors towards international education. My intent is also to inform future efforts on behalf of K-12 school administrators in continuing to develop comprehensive campus internationalization.

By completing this survey, you have indicated your consent to participate in this study. Participation in the study is voluntary. Responses to the survey will strictly be confidential. You may withdraw at any time.

The link below will direct you to a secure webpage where you can begin the survey. If you have any questions about the survey or would like a summary of the results, please contact me at vaugh142@umn.edu.

Thank you for your assistance.

Sincerely,
Crystal Vaught
Primary Researcher
Department of Organizational Leadership, Policy, and Development
University of Minnesota – Twin Cities

[Web Link]

APPENDIX F

SURVEY QUESTIONS

Select your current role in the school:

- Primary School Teacher
- Intermediate School Teacher
- Middle school fine arts
- Middle school language
- Middle school science
- Middle school social studies
- Middle school language arts
- Middle school mathematics
- High school fine arts
- High school language
- High school science
- High school social studies
- High school language arts
- High school mathematics

Please answer the following based on the 4-point scale below:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The school's mission statements establish clear expectations for student learning outcomes for promoting international education.				
2. The school's vision statements establish clear expectations for student learning outcomes for promoting international education.				
3. The school has created a contextually appropriate definition of international education.				
4. This definition has been communicated clearly to the faculty.				
5. Access to information about activities with a global perspective is readily assessable to all stakeholders including students, parents, and faculty.				
6. Our school's promotional materials project a realistic picture of our school's international education opportunities.				
7. This vision for international education is communicated through faculty meetings				

or other interactions with faculty.

8. Participating in international/intercultural activities, in and/or outside of the home country, should be included as a requirement for all students in secondary school.

9. Participating in international/intercultural activities should be included as a requirement for all students in elementary school.

On a scale of 1 to 5 (1= most important) indicate the level of importance of each in regards to international education on the ISAPR campus:

10. Mission Statement focused on international education.

11. Integrating sustainability into curriculum.

12. Participating in clubs with a cultural group focus.

13. Traveling abroad as part of a school sponsored trip.

14. Engaging in learning partnerships with local schools.

15. Engaging in learning partnerships with other international schools.

16. Engaging in school sponsored service learning.

17. Diversity of student population.

18. Diversity of teacher population.

19. School board support towards international education.

20. Faculty professional development.

21. Prior personal international experiences of faculty.

22. Prior professional international experiences of faculty.

23. Prior professional international experiences of administrator.

24. Prior personal international experiences of administrator.

25. Becoming proficient in a foreign language.

26. A core curriculum with emphasis on global education.

On a scale of 1 to 5 (1= most important) indicate the level of importance of each obstacle to international education on the ISAPR campus:

27. A lack of mission statement to facilitate international education.

28. A lack of financial support to facilitate international education.

29. Competing priorities.

30. Lack of international partnering opportunities.

31. Lack of coordination of international education activities.

32. Lack of understanding what defines international education.

33. Lack of international education training for teachers.

34. Lack of international education training for administrators.

35. Size of school.

36. Other, please specify:

Often	Sometimes	Rarely

37. To what extent are you involved in promoting international education at ISAPR.

38. How often do you participate in conferences regarding international education best practices?

39. To what extent does your curriculum offers students the ability to discuss multiple perspectives.

40. How often does your teaching style offer students the ability to discuss values of a range of individuals and peoples?

41. To what extent is prior personal international experience valued by administrators on this campus.

42. To what extent is prior professional international education experience valued by

administrators on this campus.

43. How often does your division use the diversity of the school community to contribute to the development of global citizens?

44. To what extent does your division actively promotes global environmental awareness across the school community.

45. To what extent does your department/team's student learning experiences aligned with the school's mission of international education.

46. To what extent is the central administration leadership (superintendent/ office of learning) involved in promoting international education at ISAPR.

47. How often is the division leadership (principal, assistant principal) involved in promoting international education at ISAPR?

48. To what extent is appropriate funding allocated for international education activities within the classroom.

49. To what extent is appropriate funding allocated for international education extra-curricular activities.

50. To what extent does your division offer extra curricular programs intended to add to international education.

51. To what extent does your division offer meaningful support for students who are new to international education.

52. To what extent are students participating in international activities are rewarded by this campus.
    In what ways? _____

53. How often do you incorporate electronic means in your course of study to promote international education?

Often	Sometimes	Rarely

a. Electronic Pen-Pals
b. Video Conferencing
c. Web-based work with students in other international schools
d. Web-based work with students in US national schools
e. Web-based work with students in Singaporean Schools
f. International news outlets
g. iLearn
h. Facebook

> i. Twitter
> j. Google +
>
> Other (please specify):
>
> _____

54. In what ways do you foster intercultural learning and understanding with your stude

55. What do you think are the most important components of international education? Please explain.

56. What do you see as additional opportunities for international education?

PART TWO

DEMOGRAPHIC AND BACKGROUND INFORMATION

The following demographic information will help to categorize and analyze the data.

Please provide the response that best describes you.

1. Gender: Male   Female

2. Age: _____

3. Nationality: _____

4. Number of years teaching:_____

5. Number of years teaching in an international environment:_____

6. Subject taught: _____

7. Academic Background

   a. Highest education level received
   b. Graduate major if attended graduate school
   c. University/College/Post-secondary education major(s):
   d. University/College/Post-secondary education minor(s):
   e. Specialists certificates: _____

8. Prior international/intercultural experiences

   a. Study abroad
        a. If so, where?
        b. How long?
   b. Peace Corps
        a. If so, where?
        b. How long?
   c. Overseas Volunteer Corps
   d. JET
   e. Other:_____

9. Enter languages other than English that you know and then select the corresponding literacy level from the levels listed: None, Beginner: Basic simple phrases and words, Intermediate: Simple conversations and responding to questions, Proficient: General

conversations and simple reading and writing. Advanced: Communicating comfortably. Expert: Fluent.

    f. Language   Literacy Level

    g. Language 1:   _____   _____

    h. Language 2:   _____   _____

APPENDIX G

CURRICULUM MATRIX

Courses where Desired Student Learning Outcomes, K-12 reference culture, global studies, internationalization or perspective.				
Curriculum	**Culture**	**Global**	**International**	**Perspective**
KG				
Reading/LA				
Art	x			
Social Studies	x	x	x	x
Music	x			
World Language	x	x		
Grade 1				
Reading/LA				
Art	x			
Social Studies	x	x	x	x
Music				
World Language		x		
Grade 2				
Reading/LA	x			x
Art	x			
Social Studies	x	x	x	x
Music	x			
World Language	x	x		x
Grade 3				
Reading/LA	x			x
Art	x			
Social Studies	x	x	x	x
Music	x			
World Language		x		
Grade 4	x			
Reading/LA	x			x
Art	x			
Social Studies	x	x	x	x
Music	x			

World Language	x	x		
Science	x	x	x	x
Physical Ed.				
Grade 5	x			
Reading/LA	x			x
Art	x			
Social Studies	x	x	x	x
Physical Ed.	x			
World Language	x	x		
Grade 6				
Reading/Language Arts	x		x	x
Social Studies	x	x	x	x
Art	x			x
Heath and Wellness	x	x		
World Languages	x	x	x	x
Grade 7				
Reading/Language Arts	x			x
Social Studies	x	x	x	x
Art	x			
Heath and Wellness	x	x		x
Science	x	x		
World Languages	x	x		x
Grade 8				
Reading/Language Arts	x			x
Social Studies	x	x	x	x
Art				
Heath and Wellness	x	x		x
World Languages	x	x		x
High School				

English 9				x
English 10:American History				x
Literature and the Imagination				x
AP European History	x	x	x	x
Foundations of Art	x			x
AP Drawing				x
AP Human Geography	x	x	x	x
AP World History	x	x	x	x
World History	x	x	x	x
Modern Asian Perspectives	x	x	x	x
Heath and Wellness				x
AP Studio Art: 2D Design				x
US History & Government	x	x	x	x
Mechatronics Engineering				x
Law		x	x	
Decision Analysis		x	x	x
Finance and Investing		x	x	
Pre-Calculus		x	x	
Biology		x		
Conceptual Physics		x		
Environmental Science	x	x	x	x
AP Environmental Sciences	x	x	x	x
Molecular Biology		x	x	
Chinese	x	x		x
French	x	x		x

Japanese	x	x		x
Spanish	x	x		x
Asian Literature: An East-West Perspective	x	x	x	x
World Literature: Mythology and Ancient Texts	x			
History of China	x	x	x	x
History of India	x	x	x	x
History of Malaysia and Singapore	x	x	x	x
History of Japan	x	x	x	x
AP Comparative Government and Politics	x	x	x	x
Advanced Economics: Globalization	x	x	x	x
Advanced Economics: Environmental		x	x	x

APPENDIX H

SWOT ANALYSIS – INTERNATIONAL SCHOOL OF ASIAN PACIFIC REGION'S
STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS IN TERMS OF
K-12 CAMPUS INTERNATIONALIZAITON

Strengths:
- Diverse and international student body.
- Number of teaching staff that desire to offer various cultural perspectives in the curriculum learning goals.
- High school course offerings offer various courses with international perspective.
- Financial commitment to internationalization
- Strong interest from faculty requiring all students in secondary school to participate in meaningful international/intercultural co-curricular experiences within local community.
- Extra-curricular programs in the high school often offer opportunities to add to international education.
- Comprehensive K-12 language program including world languages.

Weaknesses:
- Central administration leadership is "rarely" involved in promoting international education.
- Weak focus on Desired Learning Student Outcomes for global education in stated primary school and intermediate school curriculum.
- There is no central person who is accountable for implementing or measuring internationalization.
- Lack of international education training for administrators.
- Lack of international education training for teachers.
- Technology is overwhelming rarely used in promoting international education student learning outcomes.
- Primary and intermediate school lack opportunities for global education co-curricular activities.
- Service-learning program throughout school does not require students to interact with local or South East Asian community.
- There is no meaningful support for students who are new to international education (culture shock, diversity training, etc.).

Opportunities:
- Research and Development opportunities are available to focus on internationalizing the campus. A focused mission should be developed.
- An administrative position has been appointed for a three-year development period to lead the research and development process. This administrator could oversee the opportunities to internationalize the campus.

- Extra-curricular programs in the middle school are developing to add international/intercultural education opportunities for students.
- Teacher drive and desire to commit to internationalization is a reoccurring theme in the interviews and survey. Teacher leadership initiatives should be supported.
- Develop an interim and exchange program with global learning desired learning outcomes for high school students.
- Technology is evolving, eliminating time and distance barriers.
- Professional Development through East Asia Regional Council of Schools and other international school associations
- Partnerships with local national schools for student interaction and exchanges.

Threats:
- Senior administration leadership has removed expectations of international education from vision statement.
- Competing priorities.
- No contextually appropriate definition of internationalization.
- No clearly communicated definition of internationalization.
- Misunderstanding of what constitutes global education.
- Institutional Branding