Understanding Teacher Educator Perspectives on the Internationalization of Teacher Education

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Dedication

I dedicate this work to my parents, Alan and Suzanne Sippel, who have given me so much and always truly supported me. I also dedicate this to Kai, Mia, and Tomoko. You mean the world to me.

Abstract

The purpose of this study was to examine the perspectives of teacher educators on the internationalization of their discipline. This study utilized both qualitative and quantitative methods, interviews, survey, and observation, to understand the views of the teacher educators in a homogenous and localized teacher education program.

The study findings indicate that while the teacher educators in this case study are supportive of the internationalization of their discipline, a multitude of barriers prohibit its advancement. Perhaps most importantly the teacher educators saw themselves as one of the main barriers. They identified that they lack the appropriate background and experience to offer an internationalized program. It emerged that many of them are still experiencing a developmental trajectory in their own international understanding. This study helped to identify the stages of development for teacher educators and how institutions and discipline-specific organizations may engage teacher educators in the process of internationalization, especially making sure that efforts target teacher educators at the appropriate stage in their development. These lessons may be valuable for other teacher education programs, especially those with homogeneous and localized faculty demographics.

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Chapter One: Introduction

> Students today are graduating into a world that is interconnected as never before. All the major challenges, whether in health, environment, poverty, or peace and security, require cooperation across borders and boundaries. Our economy is so globally interconnected that one in five jobs in the United States is now tied to international trade (Longview Foundation, 2008, p. 2).

Introduction

The connected nature of the world described by the Longview Foundation (2008) above necessitates that citizens be prepared to interact with and successfully engage the diverse peoples and cultures in which they will come into contact. Indeed, the diversity present in today's world "requires the development of knowledge and skills necessary to adapt and lead in a world with expanding intercultural interactions and decreasing monocultural dimensions" (Childress, 2010, p.1). In light of the need for these 21st-century skills and knowledge, however, the Longview Foundation (2008) and other concerned entities, such as the Committee on Prospering in the Global Economy of the 21st Century (2005); and the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc. (2008) state that the U.S. "education system is not preparing young people for this new reality" (p. 4).

As such, there have been calls for education reform to address the emerging needs of students and the future workforce leading to the development of a standards-based approach to education (Wang, Lin, Spalding, Odell, & Klecka, 2011; National Governors Association, the Council of Chief State School Officers, & Achieve, Inc., 2008). Concerned about increased global competition and U.S. students' lagging performance,

particularly in the areas of math and science (Committee on Prospering in the Global Economy of the 21st Century, 2005; National Governors Association, Council of Chief State School Officers, & Achieve, 2008; Organization for Economic Cooperation and Development, 2010; Zhao, 2010), the standards-based approach to K-12 education utilizes international benchmarking on tests as an indicator of progress and a method for improving accountability in the educational system. This reform movement was evident in President Obama's *Race to the Top* program and sought to develop "standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy" (U.S. Department of Education, 2013).

The standards-based approach, which is the approach by which future teachers are trained in teacher education programs, has been criticized as being one-dimensional in its acknowledgment of which skills are truly needed to be successful in the interconnected world. Apple (2011) proposes that more than mere content knowledge is necessary for future citizens to be successful in the interconnected world. Apple noted that concepts of power and privilege in society need to also be discussed in the classroom with the goal of educating students to become change agents in developing a more just world. As stated in the Longview Foundation report (2008),

> Recent education reform efforts have focused heavily on improving reading, math, and science education. These efforts, while important, cannot ensure that students will develop the knowledge of world regions and global issues, languages and cross-cultural skills, and values of citizenship and collaboration that are so important to living and working in an increasingly interdependent world (p. 4).

Connected to the debate over what skills are necessary for success in the interconnected world are questions as to how to better prepare the teachers in today's classrooms to teach these skills to their students. Arne Duncan, U.S. Secretary of Education, explains that "departments of education are doing a mediocre job of preparing teachers for the realities of the 21st-century classroom" and that teacher education programs need revolutionary change in order to produce teachers capable of preparing "today's children to compete in the global economy" (U.S. Department of Education, 2009).

The call for revolutionary change in teacher education is fraught with challenges. Teacher education programs face a multitude of competing forces and barriers. Narrow goals in accreditation, standards, and assessment contribute to a tightening of focus that often does not include internationalization efforts (Kissock & Richardson, 2010), and state licensure requirements result in an overload of the curricular requirements that leave little flexibility for intercultural training (Cushner, 2007, 2009; Schneider, 2003, 2004, 2007). Another challenge is the fact that multicultural education and international education, despite some similar learning outcomes, remain competing entities in the academy and in colleges of education (Cole, 1984; Davis, 2013; Merryfield, 2000; Olson, Evans, & Shoenberg, 2007; Wells, 2008).

In addition, the historical localization of American schools and teacher education programs and a lack of knowledge among faculty about the importance of international education (Zhao, 2010) also contribute to teacher education being one of the least internationalized disciplines on most campuses (Schneider, 2003, 2004, 2007; Zhao, 2010).

The background and homogenous nature of the teaching corps and teacher educators means that many of today's educators also lack global knowledge and skills, which can make them incapable of bringing the world to the diverse students in their classrooms (Goodwin, 2010; Heyl & McCarthy, 2003; Longview, 2008). Indeed, in a study by Mahon (2006) of 155 teachers and their intercultural competence, all were found to be in ethnocentric stages on the Intercultural Development Inventory (Hammer, Bennett, & Wiseman, 2003). By being in these stages, the teachers are not operating from an ethnorelative position and, therefore, do not understand that others operate from different and equally valid cultural frames. As a consequence, pre-service teachers require intercultural training as part of their education to be effective educators of and for diverse students (Cushner, 2007, 2009; Wang et al., 2011; Zhao, 2010).

Whether out of concern for the diverse students in U.S. classrooms, the economic future of the nation, or the betterment of the world, the case for internationalizing the education system may be impacted through the process of the internationalization of teacher education. Unfortunately, when looking at teacher education programs, what is discovered is that there is a lack of flexibility in its internationalization due to the aforementioned institutional and discipline-specific barriers (Schneider, 2003, 2004, 2007; Shaklee & Baily, 2012; Zhao, 2010).

Statement of the Problem

Two divergent rationales exist in supporting the internationalization of teacher education. While not exactly in competition with each other, both rationales require different approaches and resources to achieve their objectives of preparing students for

successful lives in the interconnected world (Apple, 2011; Longview Foundation, 2008; Schneider, 2003, 2004).

The "economic imperative perspective" (Wang et al., 2011) is framed from a concern over the potential future financial and political losses to the United States if U.S. students cannot compete in the global market. A November 2011 report by the Business-Higher Education Forum (2011) states that "the United States is not producing enough STEM specialists, STEM teachers, or STEM-literate citizens to sufficiently drive innovation, spur economic growth, and produce engaged, informed leaders and citizens" (p. 1) and speaks to the concern of proponents of this perspective who advocate that future teachers need the skills to educate young learners to be economic and political leaders that can uplift the ambitions of the nation.

Based upon the waning interest in STEM fields (Business-Higher Education Forum, 2011), below average test scores on PISA (Organization for Economic Cooperation and Development, 2010), and lower levels of U.S. students entering and completing higher education (National Governors Association et al., 2008), proponents of the "economic imperative perspective" advocate more training and education in the STEM fields as well as better standards, assessments, and accountability in education (Committee on Prospering in the Global Economy of the 21st Century, 2005; National Governors Association et al., 2008; Organization for Economic Cooperation and Development, 2010; Wang et al., 2011; Zhao, 2010).

Juxtaposed with the "economic imperative perspective" is the second main rationale for the internationalization of teacher education, what Wang et al. (2011) deem the "critical resistant perspective." This perspective is focused on helping learners to

understand and make decisions based on the betterment of all and not just one nation (Apple, 2011; Longview, 2008; Wang et al., 2011).

In addition to these divergent positions on why internationalization of teacher education is important, the ever-increasing presence of diversity in U.S. classrooms is another dynamic influencing the push for the internationalization of the discipline. Census figures from 2007 pointed out that 12 percent of the U.S. population is foreign-born (Apple, 2011), and the U.S. Department of Education reported in 2008 that 22 percent of the students in U.S. schools have at least one foreign-born parent while six percent of students themselves are foreign-born (Shaklee & Baily, 2012). The growing diversity among students and parents contrasts with the homogenous nature of teachers in U.S. schools. According to Shaklee and Baily (2012), the teaching corps is composed of "88 to 90 percent of teachers, 75 percent of whom are female, descended from European origins, primarily based in a middle-class economic frame, and fewer than 10 percent have fluency in another language besides English" (p. 4). This mismatch results in a teaching corps that lacks the cultural background to relate to the students and parents of low socio-economic status and various ethnic backgrounds now present in their classrooms (Apple, 2011; Cushner 2009; Goodwin 2010).

Study Rationale

The internationalization of teacher education is directly related to the internationalization of higher education, the institutional home in which teacher education programs exist. Despite this, there are some noted disconnects in the internationalization of higher education that also impact the internationalization of teacher education. As Green and Shoenberg (2006) explain, "it would be difficult to find

a college or university today that is not making some effort to internationalize" (p. 1). But while effort is being made on many campuses, there is a growing understanding that effort and interest do not always lead to results (American Council on Education, 2012; Siaya & Hayward, 2003). Indeed, in order to reap the rewards from internationalization efforts within the context of higher education, the systematic alignment of a variety of essential factors and resources is required (Hudzik, 2011a, 2011b; Mestenhauser, 2002; Paige, 2005). The factors range from leadership and organizational structure to internationalization plans to student mobility and the funding of international initiatives. These factors are also cited as lacking in the internationalization of teacher education programs. Schneider (2003, 2004, 2007) has documented interest by school leaders, teacher educators, and pre-service teachers for the internationalization of teacher education but found little in the way of actual programmatic progress due to limited resources and the lack of intercultural skills among the teachers. The Longview Foundation (2008) explains that even when internationalized elements are offered in a teacher education program they rarely are integrated in a systematic way with the rest of the curriculum and program, and therefore provide limited impact to only a small group of the teachers-in-training.

Furthermore, engagement of faculty is seen as essential to successful internationalization (Childress, 2010; Green & Olson, 2003, Green & Shoenberg, 2006). Much of the research suggests that faculty engagement in internationalization efforts is highly predictive of success (Association of American Colleges, 1985) and this leads Green and Olson (2003) to conclude that faculty and their engagement in the process form "the cornerstone of internationalization" (p. 78). Despite this, findings show that

institutions are not always supporting the internationalization of their faculty by failing to invest in international and professional development opportunities for faculty as well as failing to provide recognition and rewards for international engagement through tenure and promotion policies (American Council on Education, 2012).

Faculty members have particular influence on the curriculum and its level of internationalization (Childress, 2007; Green & Shoenberg, 2006; Rasch, 2001). With U.S. student participation in study abroad consistently around ten percent (Open Doors, 2012), faculty decisions and investment in an internationalized curriculum and internationalization-at-home activities (Nilsson, 2000) become critical pieces of an institution's internationalization plans with enormous potential to develop students' international and intercultural competence (Childress, 2007; Siaya & Hayward, 2003).

In light of this claim, other research suggests that not much is understood about how faculty members perceive their role in internationalization plans and commitments (Altbach & Lewis, 1998; Dewey & Duff, 2009). Rasch (2001) further explains "to date, the gap in the literature remains largely the faculty perspective. Researchers have not systematically queried faculty about their perception of their role in international initiatives" (p.29). Savishinsky (2012) also comments that "the body of literature and research concerning itself with the topic of faculty engagement in internationalization is limited to a small number of articles and doctoral studies which primarily focus on the institutional process of internationalization" (p. 23). The perspectives and opinions of faculty toward internationalization warrant more consideration as faculty hold powerful positions for internationalization efforts in the academy.

In regards to teacher education, it is also unclear how the faculty members

perceive their role in the internationalization of the discipline. Merryfield (2000) explains that very little is known about the ability of "teacher educators to prepare teachers in multicultural and global education" (p. 430). Not knowing about teacher educators' perspectives and ability to offer an internationalized teacher education program is problematic as Ketterman, Phillips, King, and Hilber (2009) note a large part of the learning of students in a teacher education program comes from the mentorship and leadership that their teacher educators provide for them.

This study addresses this gap in the literature by identifying teacher educator perspectives on the internationalization of the teacher education program, and in light of these views, provides an analysis of appropriate steps for furthering the internationalization of teacher training from the perspective of the teacher educators.

Statement of Study Purpose

The purpose of this study is to analyze teacher educators' perspectives and to identify the barriers and support for internationalizing the teacher education program at a small university located in a small, Midwestern city. With the pressures to internationalize teacher education and the competing forces involved in teacher preparation, it is important to ascertain and analyze the views of the front-line educators of the future teaching corps and fill in an identified gap in the literature. As such, this study addresses the following research questions:

1. How do teacher educators conceptualize the internationalization of teacher education?
2. What barriers do teacher educators experience when internationalizing teacher education?

3. What support do teacher educators experience in the implementation of the internationalization of teacher education?

Significance of the Study

Teacher educators are key stakeholders in the internationalization of teacher education and, therefore, are important constituents to learn from in regards to their perspectives on the effects of globalization on their discipline. While advocates of the internationalization of teacher education provide various rationales as to its importance from a national and institutional level, the teacher educators have not been thoroughly consulted to learn their views on the process of internationalizing their teaching. This study helps to give voice to teacher educators and is being undertaken as a precursor to devising a set of recommendations that can further the internationalization of the teacher education program in accordance with their views. While the recommendations from this study may be focused on just one institution and may not be applicable to all institutions and colleges preparing teachers, it is hoped that through a better understanding of faculty views in one setting, new and more effective approaches for internationalizing teacher training can be developed for educational communities beyond the scope of this study.

Definitions of Key Terms

Throughout this study, reference is made to the *teacher education program*, a term which refers to both the curricular and co-curricular offerings of a college of education as it seeks to produce future teachers for the U.S. K-12 school system. It is important that co-curricular opportunities also be considered a part of teacher education as some aspects of internationalization involve teacher educators offering international activities outside of specific curricular content.

Another term that requires definition is that of *teacher educators.* For the purpose of this study, "teacher educators are identified as those educators who provide formal instruction or conduct research and development for educating prospective and practicing teachers. Teacher educators provide the professional education component of pre-service programs and the staff development component of in-service programs" (Association of Teacher Educators, 2008, p. 5). As explained later, while teacher educators are usually working with both pre-service and in-service teachers, this study merely looks at the internationalization of the pre-service component of the teacher education program.

Internationalization is another term that must be defined and explained. One purpose of this study is to uncover how teacher educators define and understand this term, but from the researcher's perspective, the model and definition that is utilized most closely resemble that offered by Knight (2015). Knight explains internationalization as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (p. 2). Her definition focuses on the evolutionary and fluid nature of internationalization and explains the importance of viewing the approach as an ongoing endeavor. Additionally, the definition provides a wide and deep understanding of the various dimensions involved in internationalization.

Finally, *faculty engagement* needs to be defined. For the purposes of this study, faculty engagement is defined by using the "Faculty Engagement in Internationalization Typology" devised by Childress (2010). This typology provides a wide explanation of the three locations (on campus, off campus –regional, and off campus – abroad) and three overarching types of engagement (teaching, research, and service) in which faculty can

be engaged in internationalization. This study also takes a wide lens to define internationalization in a variety of types of engagement both on and off campus.

Context of the Study

This study examines the College of Education (COE) at Upper Valley University (pseudonym), a small, private university located in a community of 37,000 people in the Midwest of the U.S.

The college was purposefully chosen as the study location for the following reasons:

1) Case studies are usually conducted at large, urban research institutions. The institution under examination in this study has a Carnegie classification of Master's M, a group of institutions that are not often assessed in regards to their views and attempts at internationalization.
2) The COE appeared to be representative of many of the schools of education in the country in its homogenous makeup of both educators and students (Cushner, 2009; Goodwin, 2010; Shaklee & Baily, 2012). Additionally, it appeared to be an institution that represents the historical localization of U.S. schools and teacher education programs. Data on the demographic makeup of the college is provided in Chapter Four.
3) The COE has started some very basic internationalization efforts, and with its small size the faculty members are aware of these efforts and have some basis on which to comment on the relative merits or limitations of the internationalization of teacher education.

Conceptual Framework

In analyzing the perspectives of teacher educators on the internationalization of their program, it is important to frame the study at the various levels that influence their views. Their outlooks on this topic, therefore, were collected and evaluated in the context of the individual and the institution in an attempt to understand what shapes their perceptions of an internationalized teacher education program. As Blackburn and Lawrence (1995) explain, the interaction between individual and institutional factors is something that determines the engagement of faculty in the mission and purposes of an institution. As such, studies that investigate the views of faculty in reference to their individual place in their institution provide insight into potential avenues for advancement.

On an individual level, it is important to discover how teacher educators view the internationalization process. Sanderson (2008) and Frieson (2012) both explain how very often the literature on internationalization fails to engage the faculty at the individual level and often takes a top-down, organizational view of internationalization. In an attempt to understand individual perspectives on the internationalization of teacher education, Sanderson's (2011) framework depicting seven dimensions of internationalized teaching practice is utilized. This framework helps organize teacher educators' own understanding of their ability in being able to offer an internationalized teacher education program through their teaching, scholarship, and service to the institution. These seven dimensions of the framework are explained in more detail in Chapter Two and outline a variety of individual and professional characteristics that inform an internationalized teaching outlook.

Lastly, it is important to gauge how teacher educators understand the interaction between the institution and an internationalization of the teacher education program. Specifically, it is necessary to gauge how teacher educators believe the institution is engaging their participation in internationalization. The conceptual framework, or "the 5 I's of Faculty Engagement" that Childress (2007, 2010) developed while studying faculty engagement at Duke University and the University of Richmond, helps frame teacher educators' perspectives on how the institution supports or prevents an internationalization of the teacher education program. Childress identifies the five key components of faculty engagement as "intentionality, investments, infrastructure, institutional networks, and individual support" (p. vii). This framework provides insight into how the institution's internationalization approach may support or limit the internationalization of teacher education both at the teacher-educator and discipline levels.

Delimitations

It is important to note that for the purposes of this study, teacher education refers to the preparation of pre-service teachers and not those seeking professional development or a further degree after already entering the teaching field. While it is also important to ascertain the internationalization of teacher education in a graduate setting, this study only ascertained the views of those teacher educators working with students seeking their initial teaching degree.

Conclusion

This chapter has provided an overview and introduction to the topic of the internationalization of teacher education. It included a discussion of the context for the proposed study as well as its importance. The next chapter provides a review of the

relevant literature surrounding this topic, including a discussion of the internationalization of higher education and a review of the current literature on the internationalization of teacher education. Additionally, the literature on the role of faculty in internationalization is reviewed as is the organizational culture research surrounding internationalization.

Chapter Two: Review of the Literature

Introduction

The internationalization of teacher education has become a critical issue. Whether out of concern for the diversity of students in classrooms, the economic prospects of the nation, and/or the betterment of the world, various competing forces in teacher education are inhibiting internationalization efforts and have caused teacher education departments to lag in their internationalization efforts compared to other academic disciplines (Schneider, 2003, 2004, 2007; Zhao, 2010). It is, therefore, important to understand the perspectives of the teacher educators and how they view their role and frame their understanding of the internationalization of their discipline.

In setting up a study into these perspectives, it is first important to conduct a critical analysis of the existing literature on the subject as well as to identify the gaps in understanding that currently exist. Since teacher education finds its home in the larger framework of an institution, this literature review first provides background on the internationalization of higher education, the definitions and rationales that shape it as well as organizational and leadership frameworks needed for its advancement. The second section highlights the role of faculty in the process of the internationalization of higher education and features a discussion of the barriers and potential motivators to faculty engagement. The next section provides an overview of the internationalization of teacher education, including the rationales, components, and the organizational and leadership frameworks that are explained as necessary for its success. A fourth section then analyzes the role of teacher educators in the process of internationalizing the teacher education program. A fifth section then reviews the literature on the culture of

organizations, and the final section provides a conceptual framework for organizing teacher educator perspectives on the internationalization of their program at the individual and institutional levels.

Internationalization of Higher Education

Definitions of Internationalization

Before reviewing the literature on the internationalization of teacher education and the role faculty play in that process, it is important to understand the internationalization of higher education (in general), how it is defined, and how it is conceptualized in the literature.

As a starting point to this discussion, it is of note that there is quite a lot of confusion regarding what internationalization means (Paige & Mestenhauser, 1999). As Knight (2004) explains,

> Internationalization is a term that is being used more and more to discuss the international dimension of higher education and, more widely, postsecondary education. It is a term that means different things to different people and is thus used in a variety of ways. Although it is encouraging to see the increased use and attention being given to internationalization, there is a great deal of confusion about what it means (p. 5).

Knight (2015), in her own updated definition, explains internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 2). This definition stresses an evolutionary nature of internationalization and provides a wide understanding of the various approaches and angles (namely global, intercultural, and international) that come

together to inform the process of internationalization.

Ellingboe (1998) also stresses the evolutionary nature of internationalization in her definition and explains that it is a

> process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the international dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment (p. 199).

It is important that the definition establishes the need for leadership as well as provides an explanation of the interplay between institutions and the outside world.

Rationales for Internationalization

An analysis of the varied rationales for internationalization helps to explain the aforementioned confusion regarding the lack of a universally understood definition and model for internationalization. Indeed, according to Knight (1999), "just as there are a variety of ways to describe and define internationalization, there are also a number of different rationales or motivations for wanting to integrate an international dimension into higher education" (p. 17). These different rationales, therefore, lead to different conceptualizations and end goals for an institution, its requisite parts, and its internationalization plans (de Wit, 2002).

Knight and de Wit (1995) and Knight (1999) explain that there are four major rationales for the internationalization of higher education. These rationales are academic, social/cultural, political, and economic in nature. The academic rationales for

internationalization are explained as a way to provide a well-rounded, liberal education for students and a more robust faculty that internationalize their teaching and research in an effort to widen and expand knowledge (Green & Olson, 2003). Socio-cultural rationales for internationalization stress the need to develop students' intercultural skills so that they can effectively communicate with the diverse people that they will encounter in their lives (de Wit, 2002; Knight, 1999). Political rationales are tied to the need to develop global knowledge in students so that they can operate successfully in matters of foreign policy and national security. Finally, economic rationales seek to educate students for successful careers and to support the innovation that is required for economic development (Green & Olson, 2003; Knight, 1999; National Association of State Universities and Land-Grant Colleges, 2004; Organization for Economic Co-operation and Development, 1995). A potential fifth rationale according to Knight (2012) is institutional reputation. She explains that internationalization has become a commodity and an important part of institutions' reputation and branding, and, as such, some institutions' motivation and rationale for internationalizing is tied to their interest in receiving rankings and distinctions that make them more competitive in the higher education market.

Knight (2004) contends that these rationales can be further divided into national or institutional levels. The interplay of these two levels and their rationales are, therefore, what inform and influence the internationalization of higher education. In the national-level rationales, the internationalization of higher education is seen as necessary for developing "brain power" in the future workforce so that graduates can compete on an international level and build their nation through international partnerships for trade.

These national-level rationales, for the most part, lie in the interest of economic and political gain for the nation-state.

At the institutional level, rationales for internationalization include the need to build an international reputation; to develop faculty, staff, and students with increased internationally relevant knowledge, skills, and sensitivity; and to find new revenue streams for the institution, possibly through the admission of full-paying international students (Hayward, 2000). Additionally, another rationale at the institutional level involves the need to form strategic alliances abroad in order to aid in the production of global knowledge and research, an objective that has become increasingly reliant on international and interdisciplinary collaboration in solving global, not national, problems. (Knight, 2004). All five rationales are supported at the institutional level, although depending on the institution, some rationales could command more attention than others.

Internationalization Frameworks and Components

The various rationales supporting internationalization have led to numerous frameworks and components in the internationalized institution. While internationalization in the beginning was highly associated with student mobility and piecemeal international activities, the recognition that only ten percent of self-selecting students have an academic experience abroad during their higher education career (Open Doors, 2012) has led to the understanding that internationalization initiatives need to be more substantive and far reaching (Mestenhauser, 2000; Siaya & Hayward, 2003). The Task Force on International Education of the National Association of State Universities and Land-Grant Colleges (October 2004) urged campus leaders to comprehensively internationalize their institutions by making substantial changes at all levels and moving

international activity to the mainstream of all institutional functions, including teaching and research. The NAFSA report (2010) on Assessment and Evaluation for International Educators states "internationalization of higher education must be woven into the very fabric of the institution to not only include student learning and development…, but also the internationalization of the faculty, staff, and broader institutional learning and development mission" (p.3). Mestenhauser (1998) endorses this point by explaining that true international and intercultural learning can only come about through a systematic, transformative process.

The recognition that internationalization must take a more comprehensive, institution-wide approach and rely less on mobility activities has led to other ideas and frameworks for implementing internationalization campus-wide, including the development of the concept of Internationalization-at-Home (IaH) in Europe. As defined by Wachter (2000), IaH denotes "any international activity with the exception of outbound student and staff mobility" (p. 6). IaH places great importance on the need to internationalize the curriculum and faculty as a way to influence and provide international learning to all members of an educational community. The concept of Comprehensive Internationalization developed by Hudzik (2011a, 2011b) in the U.S. mirrors the concept of IaH in its determination to influence and define all aspects of the academy and not base internationalization solely on mobility activities.

The process, however, of engaging all levels of the academy and integrating international activity in a variety of ways is not simple or easy to monitor (Mestenhauser, 2007). As such, Paige (2005) developed a series of performance indicators with which to evaluate the comprehensive internationalization of an institution. Ranging from

leadership to infrastructure for the support of internationalization, the ten indicators provide a baseline method for analyzing the presence, or lack thereof, of internationalization. While the categories do provide a template with which to evaluate comprehensive internationalization of an institution, they unfortunately lack the specificity to evaluate quality in each of the ten areas or to determine whether there is some relative ranking as to which performance indicators are most important to advancing comprehensive internationalization (Mullen, 2011).

Leadership and a Systematic Approach to Internationalization

The importance of leadership and a well-organized, systematic approach for supporting internationalization is heavily featured in the literature (Childress, 2010; Green & Olson, 2003; Green & Shoenberg, 2006; Kezar & Eckel, 2002; Mestenhauser, 2000, 2002). As Green and Olson (2003) state, "strong, sustained leadership from administrators at every level of the institution, combined with a constantly widening circle of engaged faculty, will lead to successful internationalization" (p. 78). Green and Olson's acknowledgement that leadership at all levels is important to internationalization provides further support for the need to assess faculty perspectives on internationalization, as faculty can also serve as grassroots leaders in their program and areas of influence (Kezar & Lester, 2009). Green and Shoenberg (2006) also explain "perhaps the most important role that any leader plays is to create a collective vision and generate a sense of excitement and positive energy around the vision" (p. 24). The leadership-for-change research provided by Kezar and Eckel (2002) also speaks to this point and explains that leaders hoping to bring about transformation in their organizational culture must employ five main strategies in a balanced and culturally

responsive way to the campus climate. These strategies include senior administrative support, a collaborative leadership style, a flexible vision, staff development opportunities, and forms of visible action. The authors also tie these strategies together by explaining that they all serve a purpose in making sense of the changes being advocated by the leadership when working to implement internationalization. They state,

> staff development, robust design, and collaborative leadership were all effective because they provided institutions opportunities for key participants to create a new sense of the direction and priorities of the institution, of their roles in the transforming institution, and of the ways that common notions – such as teaching, service, participation – are evolving and what they now mean (p. 314).

Leadership is so very important to internationalization efforts that reports such as the one prepared by the National Association of State Universities and Land-Grant Colleges (2004) is specifically focused on the presidential role in the internationalization of higher education, explaining the "3 A's of presidential leadership" are to articulate, advocate, and act for the internationalization of their institutions. Hudzik (2011a, 2011b) explains that it is important that the institutional leadership makes it clear to faculty and staff that internationalization is important by providing rewards and incentives for participation.

In addition to the leadership required for internationalization on campuses, the literature explains the need for a systematic, system-wide, organizational approach (Childress, 2010; Hudzik, 2011b; Mestenhauser, 2000). Green and Shoenberg (2006) explain that "if internationalization is to take root in an institution or constituent unit, …, the international thrust needs to become a formal institutional, school, or departmental

commitment, and ultimately be part of the institutional identity" (p.22). The need to form an institutional identity around internationalization matches what Mestenhauser (2000) states when he explains that an internationalized institution has a "comprehensive, multi-dimensional, and institution wide program that is system-oriented, integrated, well-conceptualized, sound from a circular point of view, and well-utilized and respected by all client groups" (p. 24).

Despite the frameworks, rationales, and essential components for internationalization that are presented in the literature, Sanderson (2011) is critical of the fact that most models and rationales originate at an organizational level. He suggests that investigations and understanding of internationalization need to concern themselves more with individual elements in the academy. Specifically, Sanderson is concerned with the absence of much discussion regarding the role that individual faculty members play in internationalization. It is from this point of view that he is critical of the models and ideas provided by Knight, which approach internationalization as a top-down process. Sanderson (2008) explains that there is "an inability of contemporary organizational definitions and concepts of internationalization to effectively guide many within-institution internationalization initiatives, most particularly in terms of assisting teachers to internationalize their personal and professional outlooks" (p. 276). As Harman (2005) states, while some studies related to the internationalization of curriculum have been conducted at an organizational level, "there is almost a complete absence of material on the active involvement of academics in internationalization, their perceptions of other cultures and people, the value they place on internationalization and their competence in speaking and reading other languages than English" (p. 131). This leads Jones and de

Wit (2012) to recommend a priority shift in future research. They explain that new inquiries need to consider faculty perspectives on internationalization and move from the dominant foci on political and economic rationales from an institutional and nation-state vantage point to a bottom-up understanding from the faculty.

Faculty Engagement in Internationalization

The importance of faculty engagement in internationalization is highlighted throughout the literature (Childress, 2010; Ellingboe, 1998; Frieson, 2012; Stohl, 2007). Childress (2010) states that "as faculty have authority over the focus of their curricula, research, and service, the development of a critical mass of faculty supporters throughout an institution enables an international dimension to be infused into an institution's ethos and activities" (p. 16). As Green and Olson (2003) note "among all the elements of an internationalized campus, the curriculum stands out as the key part of any internationalization effort if all students are to experience international learning in college" (p. 57). Likewise, as Sanderson (2011) explains, "academic staff have a role to play both as discipline experts and, in an affective way, as genuine cosmopolitan role models" to their students (p. 662). With all of this power to influence internationalization efforts at various levels of the institution, understanding faculty engagement in internationalization becomes a precursor to understanding avenues to its advancement (Green & Olson, 2003).

Despite this acknowledgement, however, very little is known about how faculty incorporate international learning into their courses. Schwietz (2006) discovered that faculty members with more international experience tend to be more involved in internationalization activities and possess more positive attitudes toward

internationalization. Her dissertation, which involved a faculty sample (n = 829) from nine different public universities in Pennsylvania, collected quantitative data via an online survey and provides evidence that faculty background does influence engagement in internationalization.

Yet there is little evidence that faculty that are more engaged or reflect a positive stance toward internationalization are actually internationalizing the curriculum more than their less-traveled peers (Schuerholz-Lehr, 2007). Green and Shoenberg (2006) provide a possible explanation for this when they explain that even when faculty members are on-board for internationalization plans, academic culture and assumptions about the role of the curriculum prevent its internationalization. They point out that "sharp distinctions between general education and the major" and that "faculty members frequently focus too much on covering a quantity of subject matter and too little on developing broad intellectual and conceptual skills" (p. 5) contribute to an academic culture that prevents internationalization of the curriculum, arguably a faculty member's most seamless arena for instituting internationalization in a higher education academic setting.

Despite this acknowledged power of faculty in the internationalization process, research into faculty engagement in internationalization remains limited. Stohl (2007) states "if we want to internationalize the university, we have to internationalize the faculty. We have to move them in the necessary directions. We thus need to consider not only how to do what needs to be done but also how what needs to be done affects the faculty and how we can mobilize their power over the process" (p. 367).

Barriers to Faculty Engagement in Internationalization

Starting in the early 1990s, studies from Goodwin and Nacht (1991) explained that greater faculty engagement in internationalization efforts must be tied to creating incentives for faculty participation as well as removing various barriers to their contributions to the process. Goodwin and Nacht (1991), in a seminal work on faculty engagement in internationalization, interviewed faculty at 37 institutions in the U.S. and outlined the various impediments to faculty participation in internationalization. They found that faculty were often not supported financially and possessed a fear of engaging scholars and participating in research in foreign environments. They also documented that academic ethnocentrism (or a belief that there was nothing to be learned outside of American higher education), left U.S. faculty less inclined to engage in international activities.

It is for such reasons that faculty engagement in internationalization lags in the U.S. Altbach and Lewis (1998) found in a comparison study of 14 countries' faculty and their engagement in internationalization activities that U.S. faculty ranked last. Indeed, only one-third of the U.S. faculty reported participation in overseas study or research. Likewise, U.S. faculty in the study reported the lowest level of scholars valuing connections with scholars in other countries.

Other more recent studies have found that there are still numerous barriers to faculty involvement in internationalization. Dewey and Duff (2009) found in their case study of faculty at The University of Oregon that a lack of communication, staff support and funding prevented faculty engagement at the operational level. Despite the inability to generalize the findings from this case study of just one institution, it is one of the few

studies that considers the faculty perspective and is another example of a study that identifies that "although internationalization is articulated as an institutional priority area, it seems to be a low priority area for institutional infrastructure support, funding, and communication efforts" (p. 501).

Childress (2010) further explains in her book the various obstacles that confine advancement of faculty engagement in internationalization and explains that it is these obstacles that prevent comprehensive internationalization of many institutions. To prove her point, she relies on case studies of Duke University and the University of Richmond, both institutions that are well known for their successful advancement of internationalization and their engagement of faculty in the process. What she discovers is that well-thought-out internationalization plans and well-formed internationalization committees are essential components to building an organizational structure to support and engage faculty in internationalization efforts. Unfortunately, Childress' reliance on the two case studies means that the findings are not necessarily generalizable to other institutional communities. Nevertheless, her research explains that a proper alignment of institutional incentives can lead to powerful engagement of faculty in internationalization.

Friesen (2012) contends that internationalization strategies from the institutional level are more likely to encourage faculty engagement if they address concerns, needs, and values of individual faculty members. Indeed, lots of the literature that discusses the barriers to faculty engagement in internationalization alludes to the fact that faculty are not always consulted or informed of the process or rationale for internationalization (Childress 2010; Friesen, 2012; Schoorman, 1999). Turner and Robson (2007) found that

this lack of communication leads to divergent views regarding the purpose of internationalization. They identified competitive, economic rationales emerging at the institutional level, while faculty-exemplified rationales related to a more cooperative, problem-solving purpose. This lack of open communication leads to both individual and institutional barriers that hamper the engagement of faculty in the internationalization process (Childress, 2010; Frieson, 2012).

Individual Barriers

Individual barriers to faculty engagement in internationalization that are provided in the literature include personal and life circumstances (Blackburn & Lawrence, 1995; Childress, 2007; Friederich, 2011; Green & Olson, 2003). Some examples of these barriers include family and other commitments outside of the institution, limited personal experience and connections internationally, and a lack of cultural and linguistic competency (Green & Olson, 2003). Additionally, personal beliefs about the value of internationalization can influence participation.

As Stohl (2007) writes, "if the faculty does not value international learning, international research, international research collaboration, international development work, or international service it will not be rewarded" (p. 368). One reason that faculty might not value these activities is academic ethnocentrism (Mestenhauser, 2001) as well as a lack of cognitive competence (Childress, 2010; Green & Olson, 2003). If faculty believe there is nothing to be gained by international activities or they do not have the cognitive ability to connect international themes with their discipline, then they are not likely to engage in internationalization.

Institutional Barriers

The institutional barriers that limit faculty engagement in internationalization are numerous. One barrier simply has to do with finances (Green & Olson, 2003). Generating funding to support faculty engagement in internationalization is "further exacerbated by the marginal status of international activities and programs on most campuses" (p. 70). In addition to financial barriers, another institutional barrier to faculty engagement in internationalization is the structure of institutions. With academic units operating in segmented departments or disciplines, there is a tendency for faculty to operate in silos. These silos require faculty allegiance to their department, the unit which is responsible for allocating teaching, research, and administrative duties as well as overseeing the curriculum (Childress, 2010; Green & Olson, 2003). "These commitments," to a discipline "can severely limit even the most enthusiastic faculty member's ability to work collaboratively in developing international courses, engaging in interdisciplinary research, or devising experiential learning opportunities" (Green & Olson, 2003, p. 71).

Another often-cited barrier to faculty engagement in internationalization at the institutional level is the failure of the academy to recognize and reward international activity by its faculty members (Childress, 2010; Green & Olson, 2003). As discovered by Blackburn and Lawrence (1995), recognition by institutions can inform faculty behavior. Despite this understanding, Childress (2007) found that "faculty participation in internationalization activities, such as integrating international perspectives into courses, applying for grants to conduct international research, and applying for fellowships to teach overseas, tend not to be recognized and rewarded" (p.84). Siaya and Hayward (2003) also note that a lack of consideration for international work and

experience in the tenure process impacts the willingness of faculty members to engage in internationalization activities.

Due to the numerous individual and institutional barriers, researchers have suggested various motivators to influence more faculty engagement in internationalization (Childress, 2010; Emmanuel, 2010; Green & Olson, 2003). Emmanuel, in fact, in his dissertation study, discovered that there are five dominant extrinsic motivational factors that have the potential to influence faculty engagement in internationalization efforts. These include funding to support students in international programs; funding to support curriculum development, funding for international on-campus and off-campus programs; recognition from peers and leaders in their department or college; and the inclusion of internationalization activities in the tenure, salary, and promotion policies of the institution.

Despite the researched need to support and create incentives for faculty participation in internationalization efforts and to breakdown the aforementioned barriers, the American Council on Education Report – Mapping Internationalization on U.S. Campuses (2012) found that only eight percent of institutions in the 2011 study have policies to recognize international activities in faculty promotion and tenure decisions. This number remains unchanged since the last report in 2006. Additionally, levels of financial support for faculty pursuing opportunities abroad stayed stagnant in comparison to the 2006 numbers. And "after increases in on-campus opportunities between 2001 and 2006, the percentage of institutions offering workshops on internationalizing the curriculum and on global learning assessments declined between 2006 and 2011, as did the percentage that provide opportunities for faculty to improve foreign language skills"

(p. 15). The lack of advancement in these areas demonstrates that despite increased rhetoric and rationales for internationalization, faculty members are not being supported financially or professionally to be more involved in internationalization efforts.

In lieu of the evidence supporting the need to reward faculty in their internationalization efforts, Cooper and Mitsunaga (2010) found that extrinsic motivators, while important in jump-starting some faculty interest in internationalization, do not have the staying power to develop deep interest in pursuing faculty collaborations internationally. Rather, through the three case studies that informed the findings of their study, they explain that beyond extrinsic motivations, mutual respect, reciprocity, and flexibility are the key characteristics that support successful international faculty partnerships. The limitation of their study, however, is its reliance on just three case studies of three faculty members, which fails to provide enough evidence to generalize that intrinsic motivation is the only way to achieve success in international faculty collaborations.

Internationalization of Teacher Education

The review of the literature on the internationalization of higher education and faculty engagement provides a background from which to investigate the internationalization of teacher education. However, despite some similarities, specific disciplines and their tendency to be closed off from the whole institution provides another realm into which some investigation of internationalization must be conducted (Childress, 2010; Green & Olson, 2003). Teacher education operates under its own codes and has strict parameters dictated to it from entities inside and outside the institution that are unique to it as a discipline.

One important reason to investigate the internationalization of teacher education is that it has a heightened ability to influence society (Longview Foundation, 2008; Shaklee & Baily, 2012). As Heyl and McCarthy (2003) explain "a key role for higher education institutions must be to graduate future K-12 teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching" (p. 3).

Indeed, Devlin-Foltz (2010) contends that there is a shortage of internationally minded educators and that this creates a critical issue in education. She continues by stating that current teachers lack "knowledge of the international dimensions of their subject matter and a range of global issues" (p. 114). She proposes and advocates that funding and training are needed to ensure that current and future educators are finding ways to become globally competent.

Arne Duncan, U.S. Secretary of Education, advocates radical change in the teacher education programs throughout the country in order to prepare teachers who can educate students for success in the global marketplace (U.S. Department of Education, 2012). Paine and Zeichner (2012) echo this sentiment when they state that "teacher education – long a very local, even provincial, part of a nation's education sector – is also now a part of a global conversation" (p. 570). Cushner (2012) explains, however, that this is a monumental challenge to teacher education programs because not only do prospective teachers need enhancement of their intercultural skills but at the same time they must learn how to transfer these skills to the students that will be in their classrooms.

Rationales for the Internationalization of Teacher Education

The rationales for the internationalization of teacher education are wide and varied (Apple, 2011; Kissock & Richardson, 2010; Longview Foundation, 2008; Wang et al., 2011; Zhao, 2010) and mirror those that are driving the internationalization of higher education in general. The rationales for the internationalization of teacher education also originate in academic, socio-cultural, political, and economic underpinnings (Knight, 1999). Wang et al. (2011) identify two divergent, but equally concerned, rationales that are driving the internationalization of teacher education. Deemed the "critical resistant perspective," Wang et al. (2011) explain that those supporting this rationale seek to use the internationalization of teacher education as a vehicle for countering the negative forces of globalization. This rationale mirrors the academic and socio-cultural rationales presented for internationalization in general and advance the expectation that education is responsible for educating youth to be socially conscious of the world and the impact that their decisions have on that world (Apple, 2011; Roberts, 2007).

Wang et al. (2011) also explain the "economic imperative perspective," a rationale that makes political and economic arguments for the internationalization of teacher education. Proponents of this rationale are interested and concerned about the specialized skills needed to be successful in the 21st century and are concerned about the U.S.'s competitive edge in the global economy as well as its national security. Advocating a standards-based education with a focus on the STEM fields and assessment of education based on international benchmarking tests, Wang et al. (2011) explain that this rationale receives the most attention in current moves to internationalize teacher education due to the practical, standards-based reform approach it advocates.

A third rationale that is driving the internationalization of teacher education is the growing diversity present in the world and in U.S. classrooms (Apple, 2011; McAllister & Irvine, 2000, 2002; Walters, Garii, & Walters, 2009). Apple (2011) provides details as to how the growing diversity in U.S. society needs to be addressed by school systems and teacher education. The U.S. Department of Education reported in 2008 that 22 percent of the students in U.S. schools have at least one foreign-born parent and that six percent of students themselves are foreign-born (Shaklee & Baily, 2012). This diversity requires a teaching corps that can be effective at educating each unique learner (Kissock & Richardson, 2010).

Barriers to Internationalization of Teacher Education

Despite these three rationales, various internal and external barriers push against efforts to internationalize teacher education. First of all, one barrier to the internationalization of teacher education lies in its environment. Zeichner (2006) explains that the internationalization of teacher education is just one example of the various agendas vying for attention in teacher education reform. He goes on to state in an address at the NAFSA: Association of International Education's Colloquium on Internationalizing Teacher Education (June 2010) that in the environment of competing agendas in teacher education reform that the internationalization of teacher education must shift its focus from explaining what is being done to justifying why the internationalization of teacher education is so important. In making his point, he alludes to the fact that much is not understood or clear about what the internationalization of teacher education means or how educators can define what a globally competent teacher might be. In the policy-laden environment of teacher education, Zeichner (2010) goes on

to explain that once these definitions are determined they need to be infused and adopted into the policies and frameworks of state educational systems and clearly conveyed to all levels of the educational network.

This directive supports what Kirby and Crawford (2012) discovered in their qualitative review of educational policies and teacher educator perspectives in Australia and the U.S. Interviewing only eight teacher educators in their study is a weakness that merits mentioning, but despite this, the authors demonstrate that there is a disconnect between educational policies and definitions related to globalization and how teacher educators interpret these policies based on their own experience. Clear definitions and directives in policy are needed to convey consistent directions to address globalization and internationalize teacher education programs.

Another environmental barrier to the internationalization of teacher education is the aforementioned homogeneity of the future teachers themselves. "The U.S. teacher population has been largely homogenous, where 88 to 90 percent of teachers, 75 percent of whom are female, descend from European origins, primarily based in a middle-class economic frame, and fewer than ten percent have fluency in another language besides English" (Shaklee & Baily, 2012, p. 4). The National Education Association has even recognized the mismatch between the backgrounds of the teachers and the students in the U.S. educational system (Shaklee & Baily, 2012). The teacher educators are no different in their homogeneity according to Goodwin (2010) and Merryfield (2000). The majority of teacher educators are stated to be "white, middle class, mostly male, fiftyish" and while these clams are not backed up by statistics, they do beg the question posed by

Merryfield (2000), "do today's teacher educators have the knowledge, skills, and commitments to teach for equity and diversity either locally or globally?" (p. 430).

The homogeneity of the teacher educators and teacher candidates is related to the localization of teacher education, another often-cited barrier in the literature. "The global reality of teacher education is that our students/prospective teachers come to us from the 60 mile (100 km) service area of our institutions, believing they will live their lives and teach young people as they were taught in the same communities" (Kissock & Richardson, 2010, p.91). Frey and Whitehead (2009) contend that education policies are also extremely localized and only serve to address local needs. Their study, which looks at K-12 education in Ohio and Indiana, identifies the fact that the local nature of educational communities influences school leaders who promote education policies that are local in nature and do not address needs at a global level, let alone a national one.

Schneider (2003, 2004, 2007), in her comprehensive studies on the internationalization of teacher education, conducted nearly 400 interviews with deans, faculty, advisors, education students, and senior administrators from a wide and representative sample of institutions throughout the country. From her studies she identifies a long list of barriers to the advancement of international learning in teacher education. Many of these barriers mirror those cited as prohibitions to the engagement of faculty in internationalization of higher education in general, and mostly allude to financial and time constraints. Cushner (2007, 2009) and Schneider (2003, 2004) both explain how a lack of funding and time become barriers to internationalization both for teacher educators and students studying to be future teachers. They explain that teacher educators, in their quest to prepare their students for standards-based teaching, are not

getting enough time to pursue professional development opportunities, and even with time, are often prevented from participating in such activities due to budget limitations.

Another barrier to the internationalization of teacher education that is often cited in the literature includes the pressures and constrictions that state licensure requirements place on various aspects of teacher training (Cushner, 2007, 2009; Schneider 2003, 2007), especially the pursuit of international placements for student teaching. Despite this strongly supported contention in the literature, Mahon (2010) claims that licensure requirements are not always the main reason that overseas student teaching possibilities are not pursued. Rather, she explains that there are only three states that prohibit student teaching outside of state lines.

Additionally, another barrier to internationalization involves the narrow goals of accreditation (Kissock & Richardson, 2010), which limit the preparation that students and teachers are doing to successfully interact with the world. Shaklee (2012), in an analysis of the National Council for the Accreditation of Teacher Education (NCATE), the accrediting body for roughly 650 teacher education institutions in the U.S., found that their standards for accreditation were quite vague in making any reference to international or global requirements for teacher education programs. According to Shaklee, NCATE, standard 4, "Diversity" comes closest to a global requirement in teacher training, but she wonders if it does not allow students and educators to rely on "U.S. historical references to race and class" (p. 240) and is not defined or featured enough to be related and understood to also include international perspectives.

The lack of distinction or definition of what NCATE means in regards to "diversity" segues to another potential barrier in the internationalization of teacher

education, namely the competition between two divisions in the academy, those of multicultural education and internationalization. These two divisions, while both interested in themes related to diversity, are noted as being competing entities in institutions at large, but specifically in the field of teacher education, where the rationale for the inclusion of multicultural education and internationalization is long standing, but has made little progress (Cole, 1984; Davis, 2013; Merryfield, 2000; Olson et al., 2007; Wells, 2008).

While similar in values and learning outcomes, multicultural education and internationalization have divergent backgrounds and places in higher education. Multicultural education often is a part of student services, whereas internationalization efforts are often centralized in academic affairs (Olson et al., 2007). In addition, the motivations of those involved in internationalization and multicultural education arise out of different end goals. The faculty, staff, and students involved in multicultural education are often "driven by a desire to reshape society, right historical wrongs, and give a voice to the underprivileged" (Olson et al., p. 20). Internationalization movements, however, are seen to be the work of white Americans interested in a study of other cultures and the development of a global vision (Olson et al., 2007).

Despite their commonalities, the fundamental differences in the development and motivations for multicultural education and internationalization, coupled with the cutthroat competition for resources and the marginality of both areas in the academy make a cooperative model a challenge (Olson et al., 2007). Researchers explain, however, that a cooperative model is necessary for positive developments in society (Schneider 2003, 2007; Zhao, 2010). As Merryfield (2000) states, "many scholars in both

multicultural education and global education believe that 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). In spite of this fact, accreditors such as NCATE do not recognize the relative strengths of both positions and merely provide obtuse requirements for "diversity" in teacher education (Shaklee & Baily, 2012).

Methods to Internationalizing Teacher Education

Despite all of the varied rationales, the literature on the process of actually internationalizing teacher education is fairly one-dimensional. An overwhelming amount of the literature regarding methods for internationalizing the teacher education program supports the need to place pre-service teachers in foreign teaching environments (Cushner & Mahon, 2002; Dantas, 2007; Kissock & Richardson, 2010; Mahon, 2007; Rodriguez, 2011; Marx & Moss, 2011; Walters, Garii, & Walters, 2009). In a study of 50 overseas student teachers, Cushner & Mahon (2002) found positive developments in the 50 pre-service teachers' beliefs about self and others and an appreciation of diversity. The authors also explain that the student teachers developed further global-mindedness that allowed them to bring what they learned about cultural difference into their own personal views on education. The authors state that the international immersion experience allowed the student teachers to "direct what they learned regarding cultural difference into a view of education and their classroom that transcended beyond the standard student teaching experience" and showed "an increase in sophistication and

flexibility, which M. J. Bennet (2003) noted is "crucial to increased cultural sensitivity" (p. 55).

Stachowski and Sparks (2007), in their study of the Cultural Immersion Projects at Indiana University School of Education, also provide positive assessment of a long-term overseas teaching program. With data from 66 participants, they conclude that overseas teaching experience aids pre-service teachers in developing a pluralistic view of the world, facilitating professional and personal growth, and allowing for greater adaptability.

While the aforementioned studies do provide support for international teaching experiences as part of the teacher education program, Gaudino, Moss, and Wilson (2012) and Cushner (2007, 2009) have been critical of what they consider to be anecdotal support coming from weakly designed studies on international clinical teaching experiences. Cordeiro (2007) is especially critical of the lack of empirical evidence and Cushner (2007) suggests that more quantitative testing should be done using validated instruments, such as the Intercultural Developmental Inventory (IDI) (Hammer, Bennett, & Wiseman, 2003), to ascertain true intercultural learning. Studies by Marx and Moss (2011) and Pieski (2012) do utilize some validated, quantitative measures, but the small number of subjects in their studies (one and six respectively) mean that very little can be ascertained empirically for the overall impact of such experiences on the intercultural development of pre-service teachers.

Most of the research surrounding international teaching experiences has also been criticized for its snapshot nature (Santoro & Major, 2012). For example, very little has been done to take a longitudinal view of how overseas teaching practice influences

teachers' practice once they return to the U.S. and assumes their professional careers in U.S. classrooms. One of the only studies to do this is cited in West (2013) and is a follow-up by Stachowski and Sparks (2007) on the Cultural Immersion Project at Indiana University School of Education. In a survey of 157 past participants who experienced an overseas teaching experience from one to 20 years ago, the authors found that those surveyed reported that their overseas experience had positively influenced them in their careers and lives. The subjects in the study explained that they had gained cross-cultural skills, increased awareness of their own culture, and teaching strategies for educating diverse learners. Despite the positive results from this one study, however, very little of the research provides long-term data regarding the lasting effect of an overseas teaching experience or how the teachers' international experiences influenced their students' worldviews.

Additionally, all of the data on immersion experiences in teaching abroad are not positive. A study by Santoro and Major (2012) presents the results of a qualitative study examining the impact of short-term study abroad experiences on pre-service teachers that did not return the same positive benefits. Interviewing 15 Australian subjects that traveled to two different overseas destinations, the authors concluded that the experiences of the student teachers were of limited value in developing the subjects' intercultural skills and ability to relate to diverse students. They state that the physical discomfort, cultural unfamiliarity, and challenge to the students' views and personal growth while overseas were all affronts to such learning. Despite this finding, it is also important to note that the authors of this study acknowledge that the preparation, support, and reflection for the overseas experiences might have been inadequate and that the

international experience was not integrated appropriately into the teacher education curriculum. This coincides with the requirement that Cushner (2012) explains is needed in international teaching experiences for teacher candidates. That is, such programs need to be "mindful and well-planned," with "intention, focus, reflection, and consistent effort throughout, from initial planning to implementation" (p. 50).

The lack of support and scaffolding for the international teaching experience in the Santoro and Major (2012) study highlights the need to focus on the other experiences that can influence and support an internationalized teacher education program. Relatively few studies in the internationalization of teacher education literature, however, break from the mold of relying on overseas teaching experiences or a single course in diversity, and very few look at a comprehensive approach to internationalizing teacher education.

Dooly and Villanueva (2006), in a study exploring the internationalization of teacher education in Europe, provide a more balanced approach to internationalizing teacher training. In addition to incorporating an immersion experience, they offered teacher candidates intercultural communication training and lessons on cultural principles as a complement to the international teaching practicum. Utilizing reflection throughout this process, the authors found that as a result of their participation the subjects "were well aware of the need for developing their own intercultural awareness and communication skills in order to better prepare themselves for future teaching" (p. 237).

Despite this attempt, very little of the literature focuses on the possibilities to internationalize teacher education on campus and without international experiences. This is surprising considering that Cushner (2012) explains that fewer than three percent of U.S. teacher education students actually go abroad for an international teaching

experience. He does explain, however, that there are other ways to engage teacher candidates in meaningful intercultural experiences that can enhance their learning, and eventually their teaching. He cites two specific examples: (1) international-domestic student partnerships on campuses in the U.S. and (2) using technology to allow teacher candidates to interact with individuals from cultures different than their own. The Longview Foundation (2008) also provides similar ideas for making sure that pre-service teachers, especially those who cannot afford the cost or time to engage in an out-of-country experience, interact with different cultures.

As Gaudino, Moss, and Wilson (2012) state, "for internationalization to truly have the desired impact of preparing global teachers, the international clinic experiences of teacher education programs must not be viewed as isolated from the rest of the program" (p. 12). Merryfield (1993) also suggests that reflection must be a part of an internationalized teacher education program. She states "perhaps the most significant role reflection plays in globally oriented teacher education programs is in helping both teachers and teacher educators to think systematically about our changing world and the perspectives that we and people different from ourselves have about its realities and issues" (p. 31).

Systematic Approach for the Internationalization of Teacher Education

Another barrier to the internationalization of teacher education is the fact that it is often not strategically or systematically implemented within the context of the teacher education program.

Some faculty may be involved in research outside the United States. Scholars from other countries may visit the campus. International students may take

> classes alongside their American peers. Courses on comparative education, multicultural education, peace education, and international topics may be available. Some students may participate in international travel or study experiences. These activities, however, are rarely connected or integrated in an overall strategy. And they seldom reach all students in a teacher preparation program. (Longview Foundation, 2008, p. 5-6)

The Longview Foundation (2008) advocates that there must be revolutionary change in the way teacher education integrates an international component and prepares future teachers for the diversity in their classrooms. As such, Shaklee and Baily (2012) explain, "U.S. teacher education programs that do promote internationalization do so with intention; they consciously integrate global, international content in all aspects of the program, from course work to clinical experiences" (p. 243).

Some teacher education programs have been making efforts to devise a systematic, comprehensive approach to internationalizing the pre-service teacher education program. The North Carolina in the World (NCIW) initiative (The Center for International Understanding, The University of North Carolina, 2006), which looks to improve K-12 student knowledge of the world, also realized that it was necessary to increase pre-service teacher knowledge and skills for the interconnected world. As such, they are promoting a program to assure that North Carolina teacher candidates come to understand the "interconnectedness of the world through systematic experience, study and assessment" (p. 2). Heyl and McCarthy (2005) and Mansilla and Jackson (2011) also recognize the need for a systematic approach that includes state governments, professional teaching associations, and institutions of higher education impacting the

reform efforts to internationalize teacher education in a comprehensive way.

Additionally, Niehaus, Koziol, O'Flahavan, Schweighofer, Greenberg, and Williams (2013) explain that they have created a systematic initiative to prepare future educators to not only address the diversity in their classrooms, but also prepare their students for the interconnected world. Their work at the University of Maryland – College Park provides a thorough overview of the variety of stakeholders that must be involved in a comprehensive approach to internationalizing teacher education. Their work, despite its relative newness, provides a road map of the way in which the teacher education discipline must transform itself to have impact on future teachers.

Teacher Educators and Internationalization

Just as in the internationalization of higher education, a systematic internationalization of teacher education requires the engagement of faculty in the process (Roberts, 2007; Shaklee, 2012; Shaklee & Baily, 2012; Zeichner, 2010). In order to serve in this important role, however, teacher educators must have the skill and knowledge to effectively prepare pre-service teachers for international and intercultural requirements. Olmedo and Harbon (2010) note that "first and foremost, teacher educators need to broaden their own education if they are to influence the way pre-service and practicing teachers improve their knowledge, skills and dispositions for teaching through a global perspective" (p. 86). Indeed, Mansilla and Jackson (2011) note, "No matter how deep their passion for developing globally competent students, teachers cannot teach what they do not know. Teachers need ongoing opportunities to develop their own global competence as well as the pedagogical capacities to foster global competence in their students" (p. 85).

While there is a dearth of studies that have specifically addressed teacher educators' role or perspectives on the internationalization of teacher education, a study by Smolen, Colville-Hall, Liang, and Donald (2006) investigated teacher educator views on diversity. Surveys were collected from 116 teacher educators at four schools of education and demonstrated that while there was a lot of stated support regarding the importance of diversity, this support did not always lend itself to action.

Buczynski, Lattimer, Inoue, and Alexandrowicz (2010) found that differing teacher educator perspectives on the process and purpose of internationalizing the teacher education program led to a contentious and ineffective approach. Analyzing the process of developing a policy to require graduate students in a teacher education program to participate in a required international experience, the authors found that teacher educators' inability to agree on program outcomes or approaches led to poorly designed and executed international experiences that did not increase the participants' capacity at internationalizing their teaching.

Another factor addressed in the literature on teacher education is the role of teacher educators and how they shape the curriculum and experiences of pre-service teachers (Lowenstein, 2009; Schneider, 2003, 2007). Research by Merryfield (2000) shows how the lived experiences of teacher educators have an impact on their intercultural development and teaching practices. In this qualitative study, Merryfield analyzed 80 teacher educators' backgrounds to identify a demographic divide between teacher educators from the dominant white culture and those from minority backgrounds.

While Merryfield (2000) discovers common themes in how the subjects approach diversity and teacher preparation, the experiences through which her subjects developed

their intercultural perspectives greatly differed. Teacher educators from minority backgrounds learned about diversity and cultural differences through experiences of discrimination and being members of a non-dominant group. Meanwhile, teacher educators from the dominant white culture acquired their intercultural understanding through spending time in another country. She, therefore, explains that it is almost impossible for homogeneous teacher educators without intercultural experiences and encounters to be effective at teaching for diversity and global-mindedness and states that "if experiential knowledge of diversity and equity is a quality needed in teacher educators, recruitment and hiring of such people is probably a much more efficient and productive strategy than trying to effect changes in current faculty" (p. 441).

In light of the fact that teacher education programs are already criticized for being highly localized and composed of individuals with homogenous backgrounds, the chance that the teacher educators and prospective teachers are having the international experiences that Merryfield (2000) discovered to be critical in developing intercultural perspectives seems unlikely.

Organizational Culture

Another important factor influencing teacher educators' engagement in the internationalization of their discipline involves the mechanics of how an organization forms its culture and determines what it values. Universities and individual departments in institutions have deeply embedded values systems that influence their work and their direction. This system of values informs how an organization and its requisite members react to external and internal change (Schein, 2004). As Schein (2010) states below,

universities are no more immune to the forces of change that come from external and internal forces than the corporate world:

> In religious, educational, social, and governmental organizations, the core mission or primary task is clearly different [from the corporation], but the logic that the mission ultimately derives from a balancing of the needs of different stakeholders is the same. The mission of a university must balance the learning needs of the students (which includes housing, feeding, and often acting *in loco parentis*), the needs of the faculty to do research and further knowledge, the needs of the community to have a repository for knowledge and skill, the needs of the financial investors to have a viable institution, and, ultimately, even the needs of society to have an institution to facilitate the transition of late adolescents into the labor market and to sort them into skill groups (p. 75).

Internationalization of the discipline is a potential external change agent to the teacher education program, which may challenge previously held beliefs and assumptions about the nature of teacher education and must be reacted to at both the individual and organizational level. This can be quite challenging according to Argyris and Schon (1978), who contend that responses to such external pressures require a cognitive shift and a willingness to adapt previously held core beliefs and values of the organization. As Schein (1992) further notes, this change will not happen unless the members are comfortable in engaging in a new direction.

Schein (2004) further explains that there is an undeniable link between an organization's culture and its leadership and these two are in constant interaction, determining future change as they both react to each other. Schein explains that a

leader's responsibility is to understand and respond to the needs and anxiety of the organization, and, therefore, create an environment in which positive organizational change and growth can occur.

Conceptual Framework

As explained in Chapter One, it is important to frame faculty perspectives on the internationalization of teacher educators at two levels: the individual and the institutional. These levels interact with each other to establish the perspectives of the teacher educators as they consider the internationalization of their discipline. As such, two frameworks are offered in this section to provide a structure for reviewing faculty perspectives at these different levels.

The individual faculty member has enormous potential to support or run counter to internationalization initiatives (Sanderson, 2008, 2011). It is, therefore, important to gauge their understanding and perspectives on internationalization (Childress, 2010; Stohl, 2007) as well as determine their own perceptions of their individual ability to provide an internationalized curriculum and internationalized activities through an internationalized teaching methodology. Sanderson (2008), citing the work of Cranton (2001) and the concept of 'authentic teaching,' explains that the self and the teacher cannot be separated in an individual and an internationalized disposition cannot be switched on and off depending upon whether an individual is teaching or not. In fact, Sanderson (2008) explains that an internationalized teacher has completed a transformational process in which their professional and personal outlook has been internationalized and cannot be separated. He determines that it is of great imperative that faculty members "need to possess certain knowledge, skills and attitudes to operate

successfully in the contemporary workplace" (p. 665). Sanderson (2011) goes on to provide a framework (see Table 1) that "can be used by university teachers and academic developers to instigate reflection and discussion around the internationalization of teaching" (p. 669). The seven dimensions in Sanderson's framework will provide a structure with which to analyze teacher educators' perspectives as to their own international outlook and ability to offer such internationalized teaching and mentoring to the learners in their program.

Table 1

Internationalized Teaching Practice

Seven Dimensions
1. Have basic knowledge of educational theory
2. Incorporate internationalized content into subject matter
3. Have a critical appreciation of one's own culture and its assumptions
4. Have some knowledge of other countries and cultures, but a preference for being open to and appreciating other world views
5. Use universal teaching strategies to enhance learning experiences of all students
6. Understand the way one's academic discipline and its related profession are structured in a range of countries
7. Understand the international labour market in relation to one's academic discipline

Note. Adopted from "Internationalisation and Teaching in Higher Education," by G. Sanderson, 2011, *Higher Education Research & Development*, *30*(5), pp. 665 – 666.

A second vantage point from which to view this study is at the institutional level. As Green and Shoenberg (2006) explain, "internationalizing the disciplines is key,"

however, “the disciplines urgings will not bear fruit unless an individual campuses’ sense of what constitutes a proper undergraduate education includes global learning” (p. 22). In order to understand the teacher educators’ perspectives, it is important to gauge the areas of convergence and divergence between their views and the institutional position on internationalization. Childress’ (2007) presentation of the 5 I’s of Faculty Engagement (see Table 2) provides a context in which to view their perspectives on this matter. Devised as part of Childress’ study on faculty engagement in internationalization at Duke University and the University of Richmond, the 5 I’s provides a benchmark for how an institution intentionally articulates their goals in internationalization, how they provide investment for faculty engagement, how they develop an infrastructure and institutional networks for the support of internationalization, and how they offer individual support to faculty to connect their scholarly work with institutional goals (Childress, 2008).

Table 2

Faculty Engagement in Internationalization

Categories
1. Intentionality
2. Investments
3. Infrastructure
4. Institutional Networks
5. Individual Support

Note. Adopted from The Twenty-first Century University: Developing Faculty Engagement in Internationalization by L. K. Childress, 2010, pp. 139 – 142. Copyright by Peter Lang.

Conclusion

A review of the literature on the internationalization of higher education and teacher education leads to some compelling findings. First, it is clear that a variety of rationales have emerged supporting internationalization and that these rationales have resulted in increased rhetoric from institutions supporting the need to comprehensively internationalize. In light of the increased rhetoric, however, faculty engagement, which is seen as vital to the process, is not at the optimal level required for success. Studies investigating faculty engagement provide evidence that there are a variety of barriers, both individual and institutional, that limit faculty participation in the process and make comprehensive internationalization impossible. As such, the literature suggests that more needs to be learned regarding faculty perspectives on their role and needs related to internationalization goals. The purpose of this study, therefore, is to address this gap in the literature, specifically in the realm of teacher education given that this discipline has far-reaching potential to influence the international learning not only of the future teaching corps, but of the K-12 students receiving an education in classrooms throughout the country.

Chapter Three: Methodology and Methods

Introduction

The purpose of this study is to understand the perspectives of teacher educators on the internationalization of their discipline. After a review of the literature in Chapter Two, it is evident that while there is an abundance of literature on the importance of internationalization of teacher education, very little has been ascertained as to the perspectives of the teacher educators about their understanding and perceived role in the process. This study, therefore, intends to close this gap, and the following chapter provides an overview and rationale for the methodology and research design. This chapter also offers a basic overview and description of the research sample, details on the data collection and analysis process, and a discussion of the potential limitations of the findings.

Methodology and Research Design

Considering the potential for a wide variety of interpretations and understandings of internationalization by the teacher educators, as well as the dearth of literature considering this topic, this study employs a qualitative approach that takes a constructivist view and incorporates multiple participant meanings. This allows for an inductive interpretation of these views in light of the topic being studied (Creswell, 2009). As Creswell states, "qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). The following research questions for this study lend themselves to this type of inquiry:

1. How do teacher educators conceptualize the internationalization of teacher education?
2. What barriers do teacher educators experience when internationalizing teacher education?
3. What support do teacher educators experience in the implementation of the internationalization of teacher education?

Methods

This investigation utilizes an exploratory case study approach as it satisfies the interest of the researcher to explore "a contemporary phenomenon in-depth and within its real-life context" (Yin, 2009, p. 18). As Yin further states, it is important that case studies provide a rich description and a systematic approach to data collection and analysis. Such systematization is needed to provide rigor and robustness to the findings and because case studies, despite increased usage in research, often suffer from traditional criticisms of lacking rigor and being full of fragmented and disorganized data. Yin (2009) further explains that critics of case studies are concerned about the potential bias of case study researchers and the potential for their views to influence the focus and direction of the study, resulting in a lack of validity to the findings. Approaches for mitigating these potential shortcomings are discussed in a later section of this chapter. A last criticism leveraged against case studies explains their limited ability to create generalizable findings. However, the intent of this study is not to draw generalizations about every teacher education program in the United States. Rather, the purpose of this study is to examine themes present in one particular institution that may be transferable to other situations. Therefore, the thematic revelations from this study may travel even if

the findings cannot be immediately applicable in all situations. As Yin stated, "case studies, like experiments, are generalizable to theoretical propositions and not to populations or universes" (p. 15).

Setting

Although this case study utilizes a variety of data sources (including both qualitative and quantitative), the most in-depth information comes from qualitative interviews and observations of case dynamics. In qualitative research, the setting or subject to be studied is often purposefully chosen as opposed to being generated through random sampling (Merriman, 1998). This allows for the researcher to engage with a community that will aid in the understanding of the problem and an answering of the research questions (Creswell, 2009). In this study, a particular college of education was chosen because it represents a specific theme that may be present across the United States. The site (to be explained in detail later) is a small university that trains teachers who will predominately work in the same geographic area. This university's demographics match those of many small universities in the U.S. – its teaching force is predominately white, female, and professionally guided by U.S. accreditation standards for teacher education. The research site represents a program for training teachers that is localized and homogeneous in nature (Heyl & McCarthy, 2003; Goodwin, 2010; Longview, 2008; Zhao, 2010). The faculty, staff, and students in the college under investigation were expected to have similar cultural backgrounds. The demographic makeup of the setting and subjects is submitted as the first set of research findings in the following chapter.

Additionally, the college of education that is the focus of the study typified the historical localization of American schools and teacher education programs, with a majority of students coming to campus from the local community and many of the teacher educators receiving their terminal (or most advanced) degree from institutions also in the local area. Furthermore, the mission of the college, to prepare "caring, competent, reflective and highly qualified professionals" (quoted from College of Education website) and its usage of state-based standards for the goals of its program provide additional evidence that the training program is focused on a localized approach to teacher training.

An additional rationale for choosing this setting for the study is that it represents a type of institution that is not traditionally researched in regards to its internationalization efforts. As an educational organization with a Carnegie classification of Master's M, this study has the potential to provide insight into an institution that may have very different priorities and resources in enacting internationalization intiatives. This is of value to the literature as most studies of internationalization have occurred within different types of institutions.

Study Methods

The main source of data for this study came from semi-structured interviews with ten teacher educators in an undergraduate, pre-service teacher education program. Semi-structured interviews feature a number of open-ended questions that allow the participants and researcher some control over the direction of the conversation (Merriman, 1998). Structured interviews were not used in this study as they were too restrictive and did not offer the flexibility in questions and responses to capture the whole

picture of the perspectives being presented (Merriman, 1998). Additionally, considering the previous relationships between researcher and interviewees, which are described below, the interviews needed to be fluid instead of highly structured to allow for naturalistic communication. Unstructured interviews were also considered, but they were not chosen since they provide little opportunity for comparison between participants' responses (Merriman, 1998).

A short survey was distributed to all interview participants prior to the interviews to efficiently collect data on the subjects' background experiences and to build some additional context for the data collected in the interviews (Creswell, 2009). This survey did not provide a way to distinguish the participants' views on internationalization, and, therefore, served to provide an aggregated understanding as to how the total subject group views internationalization.

Document analysis provided a third source of data. Public documents readily available from the college of education and the institution were examined to understand more about how internationalization is understood and represented within the learning community. This provided a point of comparison between the teacher educators' perspectives and the information gained through the interviews and surveys.

Participant Selection

The participants in this study are delimited to the teacher educators working with undergraduate, pre-service teachers in the college of education. The term teacher educator was broadened to not only include those teaching content in classrooms, but also to those individuals responsible for coordinating the practicum experience for the pre-service teachers. As explained in the literature review, much of the research on the

internationalization of teacher education has focused on efforts to provide international teaching experiences as a means of internationalizing the pre-service teacher's experience (Kissock & Richardson, 2010; Mahon, 2007; Cushner & Mahon, 2002; Marx & Moss, 2011). As such, it was determined that those involved in the organization of practicum experiences were also a valuable voice in better understanding the topic of the study.

As a means of selecting participants, the dean of the college determined a list of potential teacher educators for the study. A letter of invitation was sent by the researcher to all potential participants (see Appendix A). Upon hearing back from the prospective participants, the interviews were scheduled and the surveys were distributed. There was no need to provide a reminder for responses as all of the invited participants agreed to participate upon receiving the initial invitation.

Data Collection

Recognizing that a researcher's presence may bias subject's responses and that the interviews were conducted outside of the teacher educators' natural setting of the classroom, an interview protocol (see Appendix C) was developed for the interviews with a relatively neutral lead off question used to build rapport with the participants (Creswell, 2009). Following that question, more in-depth and research-focused questions (Merriman, 1998) and topics were addressed. In addition to making a digital recording of the interviews, field notes were utilized to document interesting content or observations (Creswell, 2009) during the interviews. It is important to note that the questions in the semi-structured interviews were tested first with members from the same institution of the study, but with teacher educators whose main responsibility was teaching in the graduate program (an excluded population for this study because the main task was not

teacher preparation in the graduate program). The responses of these faculty members are not included in the findings, but the use of a pilot focus group was important for several reasons. First, pilot interviews helped to develop the researcher's interview skills as well as the reworking of confusing questions. Second, pilot interviews helped to rationalize the rejection of questions that produced less valuable information. Finally, pilot interviews aided in the discovery of other important questions that were not previously considered (Merriman, 1998).

The survey was sent to all participants a week before the interviews began. Each interview lasted approximately an hour. The period of interviewing and surveying took place during a six-week span in the fall semester, from October 30 – November 15, 2015.

Over the course of the study, a variety of documents were examined for content that may help explain the findings of this study. The documents examined for the study included the mission and goals of the college, which provided some understanding of the position of the department towards internationalization. Integrated Postsecondary Education Data System (IPEDS) data and accreditation reports were utilized to understand the demographics of the college as well as to identity any internationalization-related matters discussed in the accreditation process for the college. The curriculum analysis was conducted to identify course work that addressed international themes. Lastly, a visual inspection of the college's public display boards, offices, and classrooms provided an overall spatial context to the study and provided opportunities to identify certain areas of the building that were referenced by the subjects in the interviews. Notes from these analyses provided data to compare and support the findings of the interviews and surveys.

Data Analysis

Creswell (2009) explains that the data analysis process within qualitative research includes "following steps from the specific to the general and as involving multiple levels of analysis" (p. 184). The following description outlines the process that was used to accomplish this. First, the interviews were digitally recorded and then transcribed by an outside transcription service (rev.com). While transcribing the interview recordings may have been a better way to engage with data, utilizing a transcription service provided a more efficient pathway to actually analyzing the data. Data gathered through the surveys were tabulated in the Qualtrics software program and notes from the document analysis were organized into themes. Open coding (Flick, 2009) was utilized to analyze the transcript data as well as university document text. Codes were developed based on emergent themes in the existing literature, items that were surprising and not expected, topics that were unusual and of interest, and responses that spoke to larger theoretical underpinnings in the research and literature (Creswell, 2009). Once the coding of the interview data and documents was completed, results from the three data sources were triangulated and the researcher began the process of writing a robust and detail-driven picture of the perspectives of the teacher educators.

Trustworthiness

As Creswell (2009) explains, "in the entire qualitative research process, the researcher keeps a focus on learning the meaning the participants hold about a problem or issue, not the meaning the researchers bring to the research or writers express in the literature" (p. 175). In order to achieve this and to make sure that the research findings

were trustworthy, the researcher carefully documented and provided the analysis procedures of the study so there was study-wide consistency (Yin, 2009).

Several other measures were employed to make sure that the data was reliable and derived in a consistent and dependable manner. An interview protocol provided a consistent structure throughout all of the interviews. Additionally, transcripts were double-checked against the recording to make sure that there were no errors made during transcription. Finally, a codebook to aid in the analysis of the data was developed based on themes in literature and unique to the setting. Using the codes consistently and regularly when evaluating the data was an attempt to limit a drift from the original code (Creswell, 2009).

In order to improve the validity of the findings of the study, two main strategies were utilized. First, the collected data were triangulated between the different sources to further bolster the establishment of overlapping and reinforced themes. Second, the study utilized "rich, thick description" in the reporting of the results. Such descriptions are provided to help readers better imagine the context from which the results of the study originated (Creswell, 2009).

Summary

This chapter has laid the groundwork for the methodology and methods used in this study. Interested in providing an explanation of the views of teacher educators on the internationalization of their discipline, this study takes an inductive, exploratory approach that uses qualitative methods to better understand the breadth and depth of perspectives that are held by the teacher educators. By understanding the views of teacher educators within the natural context of the chosen setting, indications of opportunities to advance the internationalization of teacher education programs may become clear.

Chapter Four: Research Findings

Introduction

Findings from an investigation of teacher educators and their views on the internationalization of their discipline are presented in the following chapter. Conducted at Upper Valley University in the Midwest (pseudonym), data for the study were collected from March to May 2015. The interview portion of the study involved ten participants, all of whom are individuals who work in the undergraduate teacher education program at the institution. Two of the interviewed participants were administrators in the program who are responsible for either the field placement of student teachers or for the overall program administration, while the remaining eight were classroom faculty. In addition to the semi-structured interviews, eight of the ten participants completed a survey on the internationalization of teacher education. This survey provided a snapshot of their basic views on the topic, while the interviews provided a more in-depth view of their understandings. These data helped to provide multiple and concurrent ways in which to understand the subjects' beliefs while aiding in understanding the group's overall aggregate perspectives on some of the main themes related to the topic. The researcher also conducted a document and setting analysis. This involved a physical evaluation of the college building, the office corridor and bulletin boards as well as a review of the website and other college literature. The document and setting analysis provided further contextual data to frame the study findings.

This chapter is organized around the major themes or findings that are presented in the data and addresses the following research questions:

1. How do teacher educators conceptualize the internationalization of teacher education?
2. What barriers do teacher educators experience when internationalizing teacher education?
3. What support do teacher educators experience in the implementation of the internationalization of teacher education?

Prior to a discussion of the findings, a description of the setting as well as the participants in the study is provided.

Setting

The College of Education (COE) at Upper Valley University, a small, private university located in a community of 37,000 people in the Midwest of the U.S. is the setting for this study. Established in the late 1800s, the institution's founding was a collaborative effort between the citizens of the city and a local religious denomination. During the 2016-2017 academic year the institution had an undergraduate enrollment of 2,737 and a graduate enrollment of 1,391 students. Sixty undergraduate majors are distributed among six colleges, with a growing focus on pre-professional programs, especially in the health professions.

The COE works with approximately 185 undergraduate students each year. Education is one of the top five majors at the institution in terms of enrollment. Students can earn a bachelor of arts degree in the following programs: early childhood, intervention specialist, middle childhood, adolescents and young adult, and multi-age. At the graduate level, the College offers master of education degree options with seven possible strands (Educational Administration, Educational Technology, Children's

Literature, Curriculum and Teaching, Human Resource Development, Science Education, and Reading). For the purpose of this study, undergraduate training was the focus of investigation because the immediate goal of the baccalaureate degree program was to place graduates into classrooms. Programs are also offered for principal and superintendent licensure as well as a variety of other educational endorsements. A Doctor of Education degree is also available. According to the Professional Education Data System report (2013), during the 2011-2012 academic year, the COE granted 258 license endorsements and degrees at both the graduate and undergraduate level. The National Council for Accreditation of Teacher Education (NCATE) accredits the College and its programs, with its initial accreditation in 1988. The Council for the Accreditation of Educator Preparation (CAEP) will likely accredit the institution with its next review scheduled for 2020. The last review of their programs by NCATE was in 2013. In the final report, it was noted that the COE "has 100 percent white faculty in the ADV [Advanced Preparation] programs and 93 percent white faculty in the ITP [Initial Teacher Preparation] programs," which reflects the typical homogenous makeup of teacher educators (Shaklee & Baily, 2012). The report goes on to state that three white faculty members were hired over the last few years, and while some efforts were made to recruit diverse candidates for these positions, there was "not enough evidence to show a good-faith effort to recruit ethnically/racially diverse faculty" (NCATE Board of Examiners Report, 2013, p. 19). The institution itself is accredited by the Higher Learning Commission and completed its last review in the 2013-2014 academic year. Action items as a result of this accreditation process mirror the results of NCATE's review of the COE; specifically, the institution needs to invest in improving the diversity of its faculty

and staff.

As mentioned previously, the setting for this study is representative of many schools of education in its homogeneity and gender breakdown (Cushner, 2009; Goodwin, 2010; Shaklee & Baily, 2012). Table 3 shows the demographic breakdown among undergraduate students and Table 4 shows the demographic breakdown of faculty.

Table 3

Demographic Information for the Full-Time, Undergraduate Population in the College of Education for the 2011-2012 Academic Year

	Male	Female
Hispanic/Latino	1	3
American Indian or Alaska Native	1	0
Asian	0	0
Black or African American	3	2
Native Hawaiian or Other Pacific Islander	0	0
White	57	114
Two or more races	0	0
Nonresident Alien	1	2
Unknown	1	0
Total	64	121

(Professional Education Data System Report, 2013)

The overall student body at the institution tends to mirror the demographics of the COE except in regards to international students. The institution hosts a significant number of international students that make up roughly 14 percent of the overall student body. International students are enrolled in all areas of the institution, with significant numbers in the intensive English program and a variety of graduate programs, including education.

Table 4

Demographic Information for the Faculty in the College of Education for the 2011-2012 Academic Year

	Male	Female
Hispanic/Latino	0	0
American Indian or Alaska Native	1	0
Asian	0	0
Black or African American	0	0
Native Hawaiian or Other Pacific Islander	0	1
White	3	12
Two or more races	0	0
Nonresident Alien	0	0
Unknown	0	0
Total	4	13

(Professional Education Data System Report, 2013)

The faculty in the COE consist of a majority of female teacher educators, with very little racial, ethnic, country of origin, or gender diversity. The gender breakdown and diversity representation in the COE at Upper Valley University has similarities to the gender breakdown and diversity present in education departments at five other area colleges and universities. The institution being studied also has similar demographics to other homogenous and localized teacher educator programs in the U.S. that are illuminated in the literature (Cushner, 2009; Goodwin, 2010; Shaklee & Baily, 2012).

Description of the Study Participants

Of the ten participants in the study, 90 percent are female and ten percent are male. Seventy percent of the participants hold a terminal degree, while 30 percent do not. Of the seven participants who received their Ph.D. degrees, all seven received their degrees from a public institution in the Midwest. Two of the three teacher educators who do not have their terminal degrees received their most advanced degrees from public institutions in the Midwest. In total, nine of the ten participants in the study received their most advanced degree from seven different public institutions in the Midwest. While there was diversity in the universities from which faculty were educated and received their degrees, there was less diversity in the geographic dispersion of their professional schools (i.e., most were educated in the Midwest). Additionally, nine of the ten participants participated in K-12 teaching prior to or interspersed with their teaching in a higher education teacher preparation program (Shaklee & Baily, 2012).

The majority of the participants have backgrounds that reflect regionalism, which aligns with Zhao's (2010) conception of 'localization' of teacher education. Through the interviews, it was determined that seven of the study participants grew up in the rural

Midwest, one participant grew up in the urban Midwest, one participant grew up in the South, and one participant was born and raised outside of the United States. Six of the study participants grew up within 100 miles of the institution in which they now teach, further documenting Zhao's (2010) conceptualization of regionalism.

The study participants' areas of expertise are quite varied. Within the group of ten participants, there are two special education teachers, two reading teachers, and one participant from each of the following areas: math, science, social studies, early childhood, technology, and human resource development. The international experience of the participants gathered both through the survey and the interview data demonstrated that only one participant, the participant born and raised in an international setting, has significant international experience. This participant not only grew up in an international setting, but also started her professional career in another country. There are no other participants in the study that have experienced living or working abroad, including study abroad opportunities. The self-reported international experiences by most participants were for a month or less and involved a variety of leisure experiences.

In addition, two of the participants reported no international experience. Eight of the ten participants reported participation in international professional activities as part of their experience. These included international site visits to partner institutions, leadership of students on short-term exchange programs, and participation in workshops comparing educational systems. For the five of the eight individuals with international experiences, the events occurred exclusively while they have been teacher educators at Upper Valley University. Table 5 provides an overview of teachers' backgrounds and international experiences.

Table 5

Teacher Educators' International Experience

Participant	Birth	Leisure	Professional	>1 month
A	No	Yes (Europe)	Yes (Africa)	No
B	No	Yes (Europe)	Yes (Asia)	No
C	Yes	Yes (Various)	Yes (Caribbean)	Yes
D	No	No	Yes (Various)	No
E	No	Yes (Europe)	Yes (Asia)	No
F	No	Yes (Europe)	Yes (Asia)	Yes
G	No	Yes (Europe)	Yes (Asia)	No
H	No	Yes (Europe)	Yes (Asia)	No
I	No	No	No	No
J	No	No	No	No

Upper Valley University as well as the study participants are representative of the homogeneity and localization so often noted in teacher education programs (Cushner, 2009; Goodwin, 2010; Shaklee & Baily, 2012; Zhao, 2010). This setting forms a valuable backdrop for analyzing teacher educators' views and experiences associated with the internationalization of their discipline.

Findings

Research Question 1: How do teacher educators conceptualize the internationalization of teacher education?

Teacher educators who participated in the study expressed a belief in the value of an internationalization of the teacher education program. According to participants, changing demographics due to increased mobility and increases in technology are the reasons why their discipline needs to internationalize. As teacher educator 'I' explains, "mobility, technology, things are bringing people closer so now there's a push to internationalize so that people are ready to encounter that" (p. 5).

Teacher educators value an internationalization of teacher education

Findings from the survey that was collected prior to the interviews resulted in 100-percent agreement that such an approach is of value (see Table 6).

Table 6

The Internationalization of Teacher Education is of Value.

Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses	Mean
0	0	3	5	8	3.63

Discussions about the value of internationalization of their discipline during the interviews mostly centered on study participants' perception that such an approach aids future teachers in working with diverse students. Teacher educator 'B' explained that an internationalized teacher education program would allow future teachers to "know more about their culture, they would know more about how that student lives, and I think, therefore, they could prepare lessons that would mean more to that student. They're better prepared" (B, p. 7). Teacher educator 'B' further explained that an internationalized

teacher education program would further widen the area in which graduates of the teacher education program could be successful. When asked what the benefit is of having an internationalized teacher education preparation program, she remarked,

> I don't know if I can really say it in words. I know I would feel as though our students, if we could offer it, that our students would be better prepared to go anywhere to teach. I'm not saying overseas or anything, but I'm saying anywhere they go…because they have had more experience ('B', p. 7).

Teacher educator 'H' further explains,

> I think that there's so much learning our teachers could do that when they're put in a situation where they don't know the language, or they don't know the culture, and they have to learn that, then they start to think about the students in their own classroom (p. 4).

These findings align with recent literature that explains the need to work with diverse students as one of the main rationales for an internationalized program (Apple, 2011; Cushner, 2009; Goodwin, 2010).

In addition to being able to work with diverse students, the impact that an internationalized teacher education program could potentially have on society was also described by several of the teacher educators in the study. Several educators saw an internationalized teacher education program as a way to generate a more tolerant and accepting society. This very much echoes the sentiments expressed by the critical resistant perspective, or the idea that an internationalized teacher education program can help society understand the forces of globalization (Apple, 2011; Longview, 2008; Wang et al., 2011). As one teacher educator explained,

> I think it's going to make a better citizenry because… I think that the trickle out is going to be the more you understand people, the more you understand their origins, their belief systems, how they learn, who they are, I think there's going to be less war. Now, will we see it in yours and my lifetime … No, maybe not, but I think that's the hope, that the more we understand one another and are tolerant and accepting and learning from one another and our differences the better we are going to make each other as people. ('E')

Another teacher educator commented that an internationalized teacher education program would make "more of a tolerant society, like a group of people that can work together and get along and do something good" ('I'). Still another explained that,

> Whether you have a different culture or not, we all have gifts and strengths, and I just guess that that's what I would like to see, is that instead of looking at them and seeing what it is different, we see them as unique. ('G')

While the data from the interviews suggest that teacher educators value an internationalized teacher education program to increase future teachers' ability to work with diverse students, and while they see the potential of building a more tolerant citizenry, *none* of the teacher educators explained that an internationalized teacher education program could help future teachers develop global skills. The teacher educators appeared not to see a link between preparing teachers in an internationalized program and how that would translate to the development of essential skills for the students they would educate in their future classrooms. This finding represents a disjuncture between teacher educators' rationales for internationalized programs and a main theme in recent literature regarding the globalization of K-12 education. Arne

Duncan (U.S. Secretary of Education, 2009-2016) explained that radical change in teacher education programs throughout the country is needed in order to prepare teachers who can educate students for success in the global marketplace (U.S. Department of Education, 2012). This need to rethink teacher education as preparing teachers for the global as opposed to the local is echoed by Paine and Zeichner (2012) who state that "teacher education – long a very local, even provincial, part of a nation's education sector – is also now a part of a global conversation" (p. 570). When considering the value of an internationalized teacher education program, teacher educators in this study did not identify the need to prepare teachers and students for global competiveness, which further aligns with Zhao's (2010) notion of the regionalization of teacher education. Exploring how the teacher educators' views have been shaped in regards to this topic provides some understanding as to why this is not a part of their discussion in relation to the internationalization of their discipline.

Teacher educators' views are shaped by increased mobility and technology

Teacher educators stated that they valued internationalized programming to support future teachers in negotiating diversity. Such an approach demonstrates a reactivity of teacher educators to changing demographics rather than a proactive approach as outlined by Duncan (U.S. Department of Education, 2012) and Zhao (2010). The teacher educators explained that internationalization can help teachers react to a diversity of students that arrive in the classroom. Interview data indicated that the teacher educators wished to pursue internationalization of their program in order to remain relevant and effective amidst the increased diversity of local classrooms. As teacher educator 'A' explains,

> I think it's because of technology. I think we've become a world that's much closer together than we ever were when I was, did my undergraduate work. You can turn on the television and see what's happening in live time anywhere in the world right now. I think we also have more travel and we have more students from other countries who are coming to the United States and we have more immigrants.

Coming from a similar perspective as participant 'A', teacher educator 'I' further explained that the shift in the demographics of the U.S. are a rationale for internationalization. She stated that demographic shifts have resulted in a need to address the training provided to future teachers. She explained,

> There's a demographic switch right now occurring in K-12. First of all, there's always been a gap. Our teachers are like 90 percent white, female, whereas our kids are not. This whole cultural relevant integrity setup, we expect the kids to come in and use our lens.

Teacher educator 'H' explained that "we've become, as a society, more global, and therefore, schools are a reflection of society," thus teacher education needed to internationalize.

The focus on educating individual students that was raised in the interview responses is further confirmed in how the teacher educators evaluated their own program and its focus on certain skills related to internationalization. There appeared to be much more confidence in the program (as it currently existed at the time of the study) in helping future teachers work with diverse students versus the possibility of developing global skills in the students. Table 7 (next page) represents the difference between

'diversity reactive' skills reported by teachers and 'global skills' reported in the literature by Apple (2011); Kissock and Richardson (2010); the Longview Foundation (2008); Wang et al. (2011); and Zhao (2010).

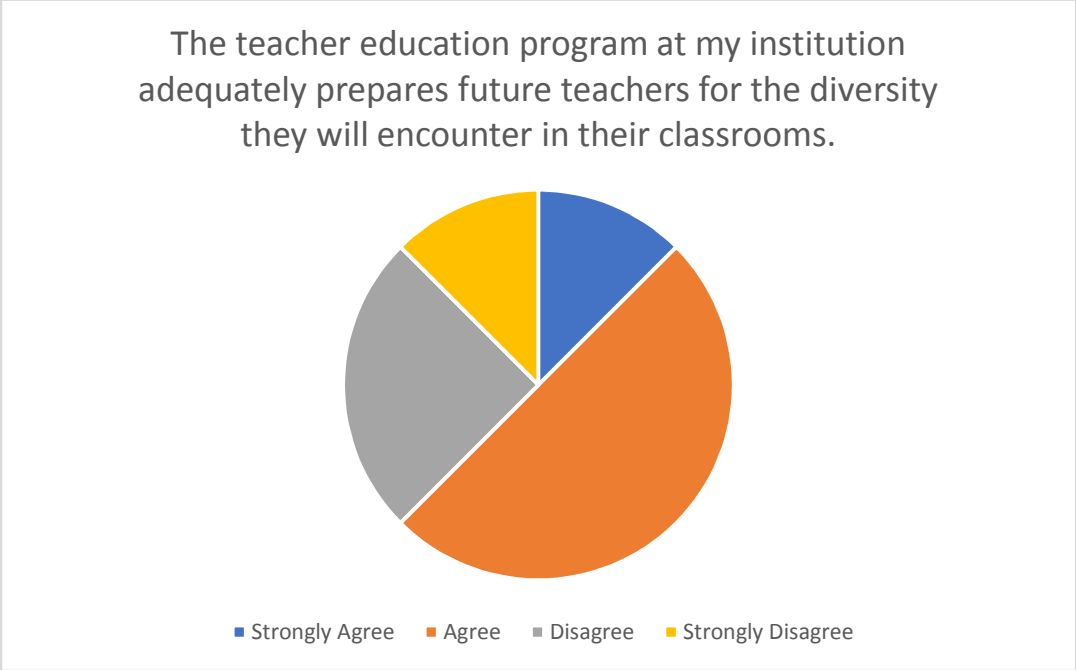
Table 7

Diversity Reactive Skills (study participants) versus Global Skills (literature)

Diversity Reactive Skills	Global Skills (see sources above)
Understanding other people	Focus on intersectional identity
Helping immigrants learn	Understanding cultural hegemony
Culturally relevant classrooms	Leveraging diversity
Adapting to a new world	Co-constructing a new world

Results from the survey (Figure 1 & Figure 2) further echo the interview data. There appears to be less confidence that the teacher education program aids in developing the global skills of its students. These findings align with qualitative findings that indicate that the teacher educators of this study may understand the value of an internationalized program as helping future teachers work with diverse students rather than developing global skills.

Figure 1: Survey Results Related to Diversity and Internationalization

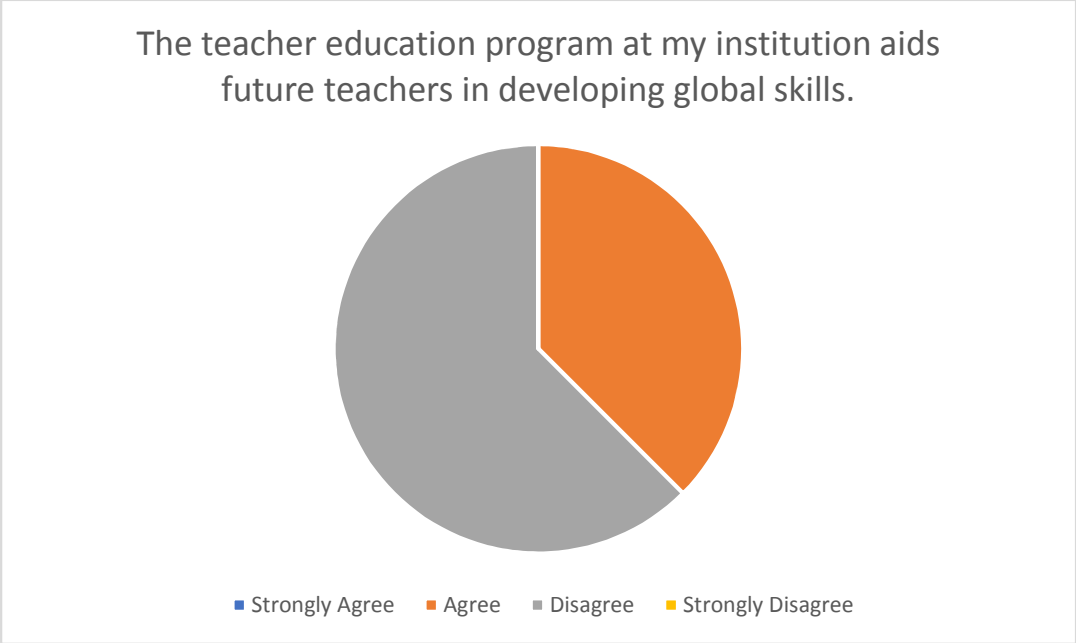


Teacher Educators' Frame of Reference

There seems to be a variety of reasons why the teacher educators have more confidence in educating future teachers to work with the diversity in their classrooms. For one, several of the teacher educators explained how their specialty lends itself to working to educate each individual student. Teacher educators in the fields of special education and literacy training explained that their fields have a firm focus on educating the individual child, and teachers need to be able to meet students where they are to be truly effective. These fields, which focus on individualized interventions, often reference diversity as an indicator of difference which requires special attention. Teacher educator 'I' states, "I understand disabilities and how that affects learning and what we have to do to make that better and how do we educate people to understand that and teach what we need to teach." As such, some of the teacher educators appear to utilize their own experiences with difference in a variety of forms, specifically disabilities, as a way to

segue into understanding the difference that students with international backgrounds might bring to the classroom.

Figure 2: Survey Results Related to Global Skills



Secondly, participants seem to focus more readily on emergent matters in their field that are directly visible. The presence of international students in their classes and in the building of the teacher education program appears to spark an interest in working with international students. For example, teacher educator 'I' stated, "Yeah, I've really come to have an interest in working with the international students. I will have to say, I have a gentleman in my teaching of a profession class. He is such delight and he's from Ghana. I love to learn about their culture and what teaching is like in his country."

As noted above, the teacher educators interviewed are a largely homogeneous group with similar, but limited international experience. The localization of teacher education (Zhao, 2010) and the teacher educators' relative lack of international experience may be a mediating factor in their understandings of diversity and global

skills. Therefore, because diversity is a relatively new and novel experience, teachers may be reacting to, rather than anticipating, diversity. The lack of diversity in the local area likely may create a scenario where globally-oriented goals are much harder to see and to address in the teacher preparation program. As teacher educator 'A' states,

> We don't have a lot of diversity within this community. That's something that, I think, all of the programs who have accreditation have had to deal with is that we don't have a huge diversity here. We've had diverse faculty who have come here, who have not stayed because there wasn't a community for them.

Research Question 2: What barriers do teacher educators experience when internationalizing teacher education?

The teacher educators pointed out a variety of barriers that limit the possibility to internationalize teacher education. These range from professional to personal barriers as well as include institutional and environmental barriers that mirror much of what is noted about this issue in the literature.

Professional Barriers

The teacher educators pointed out a variety of professional barriers that limit or influence the internationalization of their discipline. The teacher educators at Upper Valley University reported that the procedures and process of achieving accreditation may be preventing the advancement of international learning in their program. Teacher educator 'A' explained that

> all the requirement and the standards that we're required to meet by these professional organizations. The accreditation agencies, they want diversity of faculty and they want diversity of the student body but they don't talk about ...

> When we talk about training our students for that diversity, that almost doesn't count with NCATE [National Council for Accreditation of Teacher Education] particularly. So, that's part of it.

The potential for accreditation standards and requirements to stall internationalization efforts is also supported in the literature (Cushner, 2007, 2009; Schneider 2003, 2007). Teacher educator 'H' explains that in

> CAEP [Council for the Accreditation of Educator Preparation], there are things about diversity, but there's nothing in there about internationalization or globalization of education. They talk about it and they always use comparisons of Finland and Singapore and we should be more like this, but they don't put that in the standards, that should be part of your program.

Teacher educator 'A' further explains that the curriculum allows for little time to explore other topics,

> Another part of it is we recognize the need and we've added these courses but one course really isn't enough, we know that, but the programs are so tight. We don't have the flexibility right now to add the next level of a course that will help with the next piece.

Teacher educator 'H' explained how the inflexible curriculum as well may cause a gap in what U.S. students need to know,

> It almost makes me feel, in the United States, like, it makes me sad that we don't know other languages. I think there, because of the proximity, even when you go to France and Switzerland, there's a, like, a French side and a, I think so to speak German. So, depending on what part of Switzerland we were in, all of these

> people can speak three or four languages. It just makes you feel incompetent. I wish that, in the United States, but I think it's because of our proximity. I mean there are some Spanish speaking cultures, but I wish that we embraced languages more. I think there's so much to learn from that. But, we just don't value that, I don't think in our education system.

In fact, there was concern that accreditation and licensure requirements are actually *preventing* a more developed, educational approach to teacher preparation,

> It seems like we're doing things more for compliance or accreditation purposes but not because it's the right thing and the best thing to do for us and for our students and for the classroom where our students will eventually be teaching. It's driven more by accreditation and meeting the criteria than having a passion for learning and growing and developing and changing not only as a teacher but as a person. (Teacher educator 'E')

Another barrier that was often mentioned included the localization of the teacher education profession. As teacher educator 'E' explained,

> I think there's a historical precedence… When you are teaching kids in one of your schoolhouses, you're teaching kids that are neighborhood kids and you're teaching them whatever the minister's wife or the matron of the community wants to teach them. The alphabet, Bible, et cetera. We still are on an agrarian calendar. We haven't gone very far, have we? Education hasn't changed. It just hasn't. I don't care whether you've had industrialization occurring back in the early 1900s. It still hasn't changed. We still base everything around an athletic schedule and a farm schedule. We don't look at our year-round schooling. We

> don't look at how things have changed, how communities have changed. I think it's because of comfort.

Teacher educator 'B' further remarked on the localization of the teacher education program stating, "the students…they're in that little bitty world of theirs. They don't even want to go someplace else and teach. If they can't get a job around here, then they'll do something else until they can." This tendency toward localization also features heavily in the literature. Frey and Whitehead (2009) contend that education policies are extremely localized and only serve to address local needs.

Teacher educator 'D' explained that this localization also lends itself to homogeneity, another oft-cited barrier to internationalization of the profession (Kissock & Richardson, 2010). She states, "unfortunately, in education, the great majority of the students are white women." Teacher educator 'J' explains this point, "our teachers' are like 90 percent white, female, whereas our kids are not. This whole cultural relevant integrity setup, we expect the kids to come in and use our lens." And teacher educator 'H' explained the revolving door-type setup of teacher education. This participant identified the cyclical nature and the limited power for change due to the homogenous makeup of the teacher educators. "It's also a self-repeating process, right? I think you said at one point here, who's training us? ... We spit out the same kind of people."

Teacher educator 'G' sees the homogeneity of the teaching corps as a problem but also wondered how to address the issue when the local community surrounding the institution is so homogeneous.

> Even though we have more international students in our programs, it's like, all right, so how do we give our kids international experiences or how do we

> internationalize them, when in [Upper Valley City] schools there's one person of color, and in [Upper Valley County] there's one teacher of color. Then we go outside, it's going to be even worse, so we've got to truck them up to Timber Falls. You truck them up to Timber Falls, and that's a good thing because at least they get to rub shoulders with people, but it's not like they're there. It's like they don't understand it, and it's too far to go, so it's like we're almost landlocked.

The homogeneity of the area and the teacher education program itself is something that causes confusion for the teacher educators, and they do not see a clear fix. Teacher educator 'G' expressed confusion about how to possibly support more diverse and international members of the program. "I don't know if it's probably like chicken and egg. I don't know which comes first, like if you bring in more of these kids, would more diverse faculty follow or vice-versa? I don't know, but I think that."

Regardless of their backgrounds and homogeneity, several of the teacher educators were quite critical of the members of their profession, especially in regards to their reluctance to adapt and change their lenses as they work to change the process of preparing teachers for new realities. This emerged as a point not readily identified in the literature in its specific assessment of the discipline. There is some mention of this in regards to internationalization of institutions in an overall sense, but not in relation to teacher education. As teacher educator 'E' put it,

> I think teachers are the least malleable individuals that I think I've ever known. That should not be. Teachers should be ... We talk about flexibility and resilience, but I don't believe we are. I think we find comfort in the same old, same old.

Another teacher educator explained that the colleagues in the department are "scared" and "insecure" (teacher educator 'B') when they are asked to work with international students. Teacher educator 'E' introduced the concept of "TLC" or "Teaching Learning Complacency," which further explains how some of the teacher educators view the inflexibility of other individuals in their profession. This concept is explained in the following manner,

> What I mean by that is many of the teacher prep faculty have been teaching for a number of years. They have the perception that I'm very successful or I wouldn't be teaching others. They're probably not as open or receptive to learning or changing what they feel has been successful for them in the past. It's almost like doctors make the worst patients. I think that applies here. It's like I'm a faculty member, I'm a full professor, tenured. I've reached my pinnacle of that piece and so there's not much more I can learn to enhance my effectiveness. I think there's this illusion of competence I think that often exists.

Teacher educator 'H' explained how the process of becoming an educator involved no discussions of diversity or international learning.

> I think it's interesting to think about my own education. That this wasn't even an issue. This never came up. I mean no one talked about it with me. They were just starting to look at diversity and it was just not even on the radar, I don't think, from what I remember.

Lack of background in their own training, as well as the aforementioned concept of "Teacher Learner Complacency," encouraged some teacher educators to suggest that the only way to overcome the barrier of complacency and fear is to mandate the change.

As teacher educator 'B' explained it, "if they're told to come, they'll come. If they have the choice to come, they won't." Teacher educator 'G' pointed out the lack of engagement by the College in this area, "I don't think we engage. I don't think our college engages in things on campus. I mean I don't see people doing a lot of things, you know?" There appears to be concern from the teacher educators that this lack of engagement in internationalization or in other areas of their program might be the most important barrier to consider and perhaps the most difficult to overcome.

The literature on faculty engagement in internationalization supports this concern as the faculty's engagement is essential to have far-reaching impact on the institution. As Childress (2010) stated, "as faculty have authority over the focus of their curricula, research, and service, the development of a critical mass of faculty supporters throughout an institution enables an international dimension to be infused into an institution's ethos and activities" (p. 16). Table 8 (below) provides further quantitative evidence of teacher educators' concern about institutional engagement around issues of internationalization, diversity, and the teaching profession. Only three of eight participants agreed that they had the support necessary to offer an internationalized teacher education experience.

Table 8
Teacher Educators' Responses to Survey Question 5 on Support

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have the necessary support to offer an internationalized teacher education program.	0	5	3	0

Some of the aforementioned lack of engagement reported by the teacher educators appears to stem from the institution's position on internationalization. Teacher educator 'H' speaks about how the institution's support for international learning is not quite where it needs to be:

> Why aren't we building it into the curriculum of every program? I don't see that built into our program assessment for the university... There's nothing to prove that we're doing something international. Maybe having something like that to make sure that every program is ensuring every student has those experiences.

This teacher educator, who also serves in a role as an administrator in the COE, is concerned about the institutional commitment to internationalization. She continued by explaining the lack of institutional resources dedicated to professional development. She stated, "We already have low funding to support faculty with research and publications" ('H', p. 13). This teacher educator further explained that since very little money is available for basic research domestically, there seems to be very little support to aid in the development of international activities. In fact, it was further explained that only one specific committee in the faculty senate awards financial resources for faculty and their international activities. It was noted that the annual budget of this committee is only $4,000. This example illustrates a lack of financial incentives to encourage faculty participation in international initiatives at the institutional level. Such resource shortfalls are not unique to Upper Valley University. Dewey and Duff (2009), for example, found in their case study of faculty at The University of Oregon that a lack of communication, staff support, and funding prevented faculty engagement at the operational level. Indeed,

as Friesen (2012) explained, "institutional internationalization strategies are likely to be more effective in engaging faculty members if they are informed by and address concerns related to the practical needs and personal values of faculty members" (p. 223). Findings from Upper Valley University align with what is known about university-level internationalization, but they add additional information regarding specific, discipline-level barriers in the teacher education field. According to teacher educators, institutional support is lacking, but internationalization is also constrained by external factors such as the teacher education accreditation processes.

Recruitment Barriers

Another barrier which is not commonly cited in the literature was also mentioned. There was concern among participants that a requirement to have international experiences as part of the teacher education program could result in recruitment implications for the college and the institution at large. Upper Valley University is a tuition-driven institution and the need to recruit full cohorts of students is a fiscal necessity for the program and the institution at-large. While discussing possible approaches to internationalizing the teacher education program, teacher educator 'H' explained how a requirement to study abroad could hamper recruitment efforts for the college of education.

> But if we said, you will have an abroad experience, that, I think, could be attractive for some students. But we'd have to have some education pieces with that because it also may scare some students who come from small towns.

Once again, it appears that the localization of the program, including the interest of prospective students, could be something that hampers rather than supports an internationalization of the teacher education program.

Personal Barriers

The most often-cited barrier to internationalization of teacher education systems, however, appears to be the teacher educators themselves. The teacher educators cited personal barriers that could affect the uptake of the activities of an internationalized teacher educations program. Teacher educators often understood internationalization to mean international travel. To that end, family commitments seemed to form a barrier to participation. As teacher educator 'H' explained,

> I think some of the barriers for faculty going away, with the young faculty it's because they have children. So, they don't want to be gone. Most of these trips are typically two weeks, so they don't want to be gone for two weeks. Then I also have the other end of the spectrum where I have very much older faculty who have aging parents, and they can't be gone for two weeks.

The background and personal development of the teacher educators illuminates a variety of ways in which the individual teachers feel possibly ill-prepared to offer an internationalized teacher education program. Data from the survey demonstrated that the teacher educators have some comfort with teaching students about the diverse world. They feel that they can share information about the world with their students, but they are less confident actively teaching with an internationalized focus. As a whole, the group expressed ambivalence about their backgrounds, both educational and personal, in relation to their capacity to provide an internationalized program. Such ambivalence was

demonstrated by the centrality of responses ("agree/disagree") on surveys rather than strong agreement or disagreement. Table 9, below, demonstrates survey responses.

Table 9

Teacher Educators' Responses to Survey Questions 6 - 8 on Background

Question	Strongly agree	Agree	Disagree	Strongly Disagree
I am capable of teaching my students about the diverse world.	1	6	1	0
My personal background enables me to teach with an internationalized focus.	1	4	3	0
My educational background enables me to teach with an internationalized focus.	1	3	4	0

As teacher educator 'I' explained, "I, was born and raised" here and "left to go to college …30 miles north of here and returned back here to pursue my Masters." Another participant explains that through her growing up she was provided with no other lenses with which to view the world and diverse others. "I grew up a white suburban kid, Christian, Republican, conservative family, all the way through high school. Same value system, belief system, etc., view of people, objectives" (teacher educator 'J'). Teacher educator 'F' further explains the limits of her experiences while growing up.

> On my behalf. I mean, I didn't seek out opportunities to interact and engage with students from diverse backgrounds or what have you. I formed relationships with like individuals, individuals who are white, grew up in a small farm community and what have you.

There is recognition among the study participants about their need for further development in regards to internationalization and international learning. Teacher educator 'I' who grew up, was educated, and taught in the local school system before becoming a teacher educator remarked, **"**I've never really been out of the country. Unfortunately, I don't have any experiences that way. I would say most of my cultural experiences have been here at this institution." And teacher educator 'G' explained, "You cannot teach what you don't know. If we don't have that experience and we don't have that expertise, then how can we pass that on to our students? I would think that we can't unless we too have a better understanding of it." She continued by explaining that "I think those of us in teacher prep have to have some kind of professional development that ... I think mine has come more through trial and error. It's come through these experiences that the international education office provides." As teacher educator 'H' explained, "You read about other programs, but to be able to see the structure of what's happening in Singapore, what's happening in Finland, what's happening in China. I would want that first-hand knowledge is very valuable. I think, for me, it would be understanding and seeing that in motion, and then how we can then bring students and faculty onboard getting that same experience".

There is also an acknowledgement by some of the teacher educators that they don't know how to proceed forward in the internationalization process. Teacher educator 'I' stated that:

> We need to integrate diversity much more than we are right now. Maybe sometimes we just don't know how. Maybe we're struggling because we're not really sure how because we don't really have the tools and the resources and the things available to us to make that happen.

Indeed, a majority of the teacher educators have found their time at Upper Valley University to be the moment that has most awakened them to the international learning potential that exists. Teacher educator 'F' explains the moment when an experience with international students in the classroom influenced a change in mindset and pedagogical approach:

> It really wasn't until I arrived at [Upper Valley University] as an MBA professor and taught my first graduate course that was offered in the daytime where a majority of my students were essentially international students. In the past, I might have had one or two international students or students from other countries.

This experience became an eye-opening experience for this educator who further remarks,

> When I had a classroom of international students and when I'm teaching in a way where I've been successful throughout my life and I had a bunch of blank stares and no interaction, no engagement. After that experience, I immediately went to a colleague, … and said, "Why do my international students hate me?" because I assumed that they did not like me, did not like … I don't know. I made all these

> assumptions about why they were just sitting there staring at me. That was probably to the point where again I started making a conscious effort not only to develop myself but to also change the way that I was teaching to where I was unintentionally excluding individuals who are not, number one, native English speakers but, number two, students where they didn't have the same cultural context as domestic students.

This understanding of the value of such interactive experiences leads many of the educators to suggest ways they need to further develop. Teacher educator 'B' was critical of herself in trying to learn about diverse others and stated, "I need to get up off my butt and get out. Go up to the Atrium and maybe sit down with some and talk. Have more conversation with them (international students) when they're in the hallway to see somebody."

Others saw a gap in their knowledge and a need to better understand education in other countries and cultures. Teacher educator 'D' stated, "I need to understand Japanese education, Chinese education, and Saudi education in particular better because those are the students that I'm working with and they're going to be going back and teaching in their home countries the majority of them." This educator further explained how this could also help the domestic students in the program:

> I could help my international students be better prepared for what they're going back to, and I could help them feel more welcome in this class, and I could help my domestic students understand the commonalities and the differences between education in other countries and then, maybe even because they're all convinced

> in a way and this is kind of normal, that what they teach is going to be like how they were taught, right?

This teacher educator demonstrated a recognition that how teachers are trained may be how they will eventually teach.

Other teacher educators spoke of international education experiences they had while employed at the institution. For the most part, these opportunities were seen as an offering from the international education office on campus. Teacher educator 'F' remarked,

> The trip to Korea and Japan, as an adult, some of the ways that I think it changed me is that, again, for the first time, I thought about being in a country where I was a minority…Just the uncomfortable feeling I had, not only in terms of language but the different foods and even the way that I interacted or engaged with individuals from Korea for example to some of their social norms and customs that I wasn't familiar with. At the time, seemed strange until I was able to debrief, and reflect, and think about some of those differences.

As teacher educator 'B' stated,

> Korea helped me a bunch. You just don't know what that trip did to me. I did things. I ate things that I would never have eaten, and probably never will, but that was way out of my comfort zone. I think everybody ought to be put out of their comfort zone at one point.

Not only have the teacher educators cited the aforementioned experiences as growth experiences, but some of the teacher educators even explained this study's interview as a developmental opportunity to further reflect on the importance of the

internationalization of their program. As stated by teacher educator 'D', "I would say that this discussion has forced me to think about things that I haven't thought about." Teacher educator 'I' also explained that "I've enjoyed talking about this. … It helped me to really sit down and think about this…. Well, you've given me things to think about."

The interviews and the subsequent analysis of the data shows that the teacher educators are experiencing their own development of thoughts and approaches to the internationalization of their discipline. They are reacting to new and emerging experiences in their workplace, and this remains a major barrier to the advancement of an internationalized teacher education program. The teacher educators' experiences both on campus and internationally afforded them novel opportunities and caused some reflection on their own worldviews. These experiences, however, did not appear to facilitate substantive change in their classroom teaching.

In summary, teacher educators expressed interest in the process of internationalization but described two major limitations. The first major limitation was their own personal lack of global experience. All teacher educators except for one described their somewhat limited experience internationally and even domestically. Some of these limitations were circumvented by campus-based travel programs, but in general teacher educators noted their own lack of experience with diversity and global engagement.

The second perceived limitation was the accreditation process to which all teacher education institutions must adhere. According to the teacher educators, the strict curricular guidelines limited their ability to infuse international experiences into students' training. Although not all universities and educational systems are equally limited by

such requirements, such as Indiana University's "immersion programs" (http://education.indiana.edu/undergraduate/immersion/) and the North Carolina at Home in the World (NCIW) initiative (https://ncsu.edu/sa/ahitw/index.html), the combination of personal inexperience with rigid curricular requirements were deemed as significantly limiting by teacher educators.

Research Question 3: What support do teacher educators experience in the implementation of the internationalization of teacher education?

While the teacher educators could cite a variety of professional, institutional, and personal barriers to an internationalized teacher education program, there seem to be a variety of factors and activities which lend some support to the internationalization of their college and discipline.

First, several of the teacher educators noted how experience with persons who they believed had different cultural identities (than the teacher educators' own) have led to a better understanding and have helped them to segue into thoughts about international education in their discipline. This seems to have especially focused the teacher educators on seeing the need to prepare future teachers to be effective educators for diverse students in their classrooms. As teacher educator 'G' noted,

> My background of course is in deaf and hard of hearing. That's a whole other culture in and of itself. My brother is profoundly deaf, so I've been working with that as well for most of my life in one way or another, either as a teacher or as a sibling. That too is a place where you see people, a culture that's trying to preserve itself as a culture that sees itself as typical with the exception they don't hear like you and I.

The presence of international students on the campus and in the same building of the COE seems to encourage many of the teacher educators to see a need and a potential to personally develop in their international learning. Several of the teacher educators referred in the interview to a lounge area within their academic building where international students in the Intensive English Program congregate. The lounge was visited during the setting analysis, and it was confirmed as a location with notable international student traffic. The visibility of these international students appears to remind the teacher educators that the world is not so very far away and is, in fact, present even on the small campus, within the small town in which the institution is located. The international presence on campus seems to be of particular importance to those teacher educators who were born and raised in the local community and have spent most of their lives and careers within in an environment with limited amounts of visible diversity. As teacher educator 'I' stated,

> I think working here and being around the international students more, I've changed my views a little bit and my thinking. More accepting, I guess. It's more of a ... I'm not educated. I wasn't educated in that multicultural setting. As I've been here and have had the exposure to working with these great students, it's been really exciting. We need to do more of that. I really learned a lot that way just here.

Another teacher educator explained how the presence of international students in their classroom has influenced her. The educator explained how this experience has become an interesting challenge and growth experience for her own development. "I

think I'm a lot more cognizant of trying to relate more when I have international students in my classes, trying to bring them into the discussion, their perspective."

Assistance of the international education office on campus is also seen as a support to the internationalization of the COE. Teacher educator 'F' explained that "support comes primarily by specific areas within the institution. I don't know the correct office but the intercultural studies office provides opportunities on campus to engage and interact and learn about differences and also provides opportunities for travel" (teacher educator 'F'). Several of the teacher educators mentioned initiatives organized by the international education office as being "instrumental in getting us connected" (teacher educator 'G').

These initiatives included short-term exchange programs in the College as well as faculty site visits to international partners' campuses. Teacher educator 'H' referred to a short-term exchange program with an institution in Korea as a way of cultivating interest in international education in the students. She noted, "I think the Daegu experience even opened that up from a global perspective because we have more and more students interested in doing that experience in Korea, student teaching in Korea." This same educator explained how this short-term program has broadened the pool of students that the COE students interact with,

> I think because of the Ambassador Program, our [UVOSEA], which is our student education association, they've become so inclusive to the fact that they invite international students to their student education meetings. They're not education majors, so you go there and there are international students there. Having a great time with our students. I think it's opened them up.

This same teacher educator continued to explain that even organized and targeted interaction with international visitors while they are visiting the Upper Valley University campus can have great impact on the students in the COE. She explained that,

> Every Ambassador student who's gotten to know one of those students from South Korea, it just opened up the world to them, even though they didn't travel. That experience and exchange that they had and they realized how similar they were and continued to be in contact with one another, it was just heartwarming to see the change in the students (teacher educator 'H').

The teacher educators provide numerous other examples of how short-term exchanges have influenced their students in the teacher education program. Even though short in nature, teacher educators believed these programs had impact in expanding future teachers' world views and their career paths.

> I look at those two kids going to Korea, and knowing where they're from, rural, rural, rural, just like me, America, Ohio, and listening to how one of them just like a duck to water and continues to look at that, was then no longer afraid, so went to South Korea. Absolutely loved it, loved engaging, was very curious, wanted to experience different things, try different things. Another one, much more reluctant and maybe still to this day, but both of those kids ended up in urban areas, teaching. I don't know that that would have happened if they had not had that experience (teacher educator 'G').

In addition to being able to cite positive benefits of their students participating in short-term international education programs, the teacher educators also discussed the development of individual students that ventured out for longer international experiences

and how these experiences brought about marked changes in their students as future educators. Teacher educator 'H' explains how one student who completed her student teaching abroad showed signs of growth:

> I'm thinking of Sheila Johnson (pseudonym) because I think, my perception of her was that she was introverted and very quiet and was actually shocked when I found out that she wanted to go to Daegu. Then I went to a few of her presentations, and was blown away with how much she had learned, how much more extroverted she became. And that what she learned about her own teaching and how we teach students to be student centered, to get down at eye level with the students.

Another student who was mentioned more than once showed a similar transformation from the perspective of the teacher educators. As teacher educator 'B' explained,

> She was a quiet little girl around here that you rarely even knew she was around. Then she came back and she was willing to speak in front of hundreds of people… I think it built up her self-esteem…I think it made her a stronger person altogether.

Another teacher educator saw some of these longer-term experiences as truly transformative in the sense that they generated courage and the ability to take risks among the students. She explained,

> That just made me think too, the Japanese experience that some of the students had. They talked about the fear that they had and now, they're okay. And they're

> not afraid to take risks. I think that is a huge value to a program like that, is that they're willing to go out and look for those (teacher educator 'H').

The teacher educators do not appear to have any trouble identifying tangible, positive development of student confidence for their students who participate in international activities and programs. In fact, they valued the confidence and widening perspectives that these experiences seem to create for their students. This, however, still fails to identify the global skills development that might have occurred for the students. In essence, the teacher educators seem to be framing the positive outcomes, namely self-confidence and extroversion, in general and not global terms.

In addition to the support that the students' experiences provide for uplifting an internationalized teacher education program, the teacher educators feel that the leadership within their program is keen to adopt more of an internationalized program. This is stated with the caveat that the institutional support needs to also be present. As teacher educator 'B' stated,

> Well, you know how I feel about Yvonne (pseudonym)... If she could find a way to do it, I think she would, and if she had the funds to do it. What she could do, I don't know, but I think whatever it would be, she would. She would be open to anything, I believe.

In addition to the support of the leadership, the teacher educators expressed that the local community has gotten more diverse and is more supportive of domestic diversity. "It's not really an international perspective but it's accepting of other cultures and race and all of that" (teacher educator 'H'). While this quotation shows some awareness of an emerging diversity in the community, the aggregating of different

cultures and races into one grouping, shows that this individual may view all cultural difference as the same. Nevertheless, it is thought by teacher educator 'H' that these community developments might help to support international initiatives in the future.

Despite all of the barriers mentioned in the previous section, the teacher educators were quite capable of identifying a variety of ways in which they felt supported in their efforts to develop an internationalized program. These areas of support come from personal experiences with international students in their program and on campus. They noted that interactions with these individuals have helped aid their own development and understanding of others. They also pointed to the success of the students in their program that have engaged in international mobility and internationalization-at-home activities. Teacher educators noted positive outcomes related to these experiences such as increased confidence in their students.

At the same time, it was unclear whether or not personal experiences made any impact on the global-ready teaching practices of the teacher educators. They described personal transformation and highlighted the confidence that students gained through international travel. It was unclear, however, if travel experiences facilitated substantive change in professional practice. Further, it was unclear whether students were developing skills as a result of international efforts that were not identified by teacher educators. Such skills may be the focus of future research.

Summary of Findings

Teacher educators at Upper Valley University value and understand the need to internationalize the teacher education program. Beliefs in internationalization and positive experiences, however, did not necessarily foster significant change in how

teachers thought about the field of education and teacher development. The teacher educators saw the value and observed the successes of their peers and students that have engaged international opportunities, but they also still recognize that they lack the self-efficacy to proceed in calling for change in their program and for taking on the variety of barriers that limit the potential for an internationalization of their discipline. Because many of the teacher educators are still experiencing their own international and intercultural development, it is likely that they lack the ability to transfer knowledge to their students. In fact, it appears that the teacher educators' development in regards to international education has occurred, for the most part, during their time as teacher educators, not from their backgrounds or previous work experiences. It is from this viewpoint and understanding that the teacher educators are, for the most part, still experimenting with the internationalization of teacher education and using these constructs as frameworks for reacting to increasing diversity and uncertainty in their own classrooms.

Overall, there was neither resistance or suspicion on the part of Upper Valley University teacher educators to the role and value of internationalization in teacher education. However, the narratives found in the internationalization literature (Apple, 2011; Longview, 2008; Wang et al., 2011) related to leveraging diversity, developing cross-cultural skills, and understanding the interconnectedness of the world were not addressed by teacher educators. Rather, teacher educators in this homogenous environment appeared to be gaining comfort with notions of diversity and a changing world – a world that is still tightly controlled by the perceived limitations of external accreditation agencies and licensing requirements. To this end, internationalization was

not a strategy to open up new curricular opportunities in a highly-interconnected world, but it was a helpful tool for understanding themselves in an increasingly complex world.

Chapter Five: Implications and Conclusions

Introduction

The internationalization of teacher education in the U.S. is receiving more attention from researchers and practitioners (Longview Foundation, 2008; Shaklee & Baily, 2012). The teacher educators that served as the subjects for this study expressed a particular understanding of the importance of international education to their discipline. They were able to identify some of the forces that have shaped the need to internationalize, and they recognized the support of others, notably the international education office and international students on campus, for aiding in achieving some level of internationalization in their program. This acknowledgement, however, exists outside of themselves and their own backgrounds and education and leaves them lacking the self-efficacy needed to put forward a systematic, internationalized teacher education program. It is this stumbling block, a lack of experience and confidence, that may prevent the educators from finding solutions to the barriers confronting the internationalization of their discipline.

An analysis of the findings of the study is provided in this chapter. In addition, a variety of possible approaches are discussed for helping teacher educators and their programs gain the needed efficacy to develop their own internationalized academic-selves (Sanderson, 2011) and to achieve a level of confidence whereby they can transfer this knowledge and skill, as well as mentor, a new group of future teachers that can enter the teaching field with their own internationalized mindset.

As a starting point in any institution, it is essential to better understand teacher educators' views on the internationalization of their discipline. The teacher educators in

this study universally uplifted the importance of the internationalization of their discipline. Their explanations as to why such a need had arisen mostly alluded to changing demographics as a result of increased mobility of people throughout the world. Often cited also was the rise in technology and how events throughout the world no longer seem far away, but that the news cycle keeps everyone informed of world events. The forces shaping the views of the teacher educators in the study are more than likely being felt on other campuses and in other environments.

While this position and stance appears to result from changing demographics and increased global mobility, the teacher educators seem to understand the internationalization of their discipline from a reactive vantage point. This mirrors the literature that explains the demographic mismatch in the teaching corps and the students in their classrooms as a critical issue in K-12 education (Apple, 2011; Cushner 2009; Goodwin 2010), and it characterizes shifting demographics as an uncomfortable change that requires reaction. This approach, however, is limited in that the development of global skills is not considered an accepted norm of societal cosmopolitanism, and is, therefore, not acknowledged as another required goal of teacher education programs.

Despite this oversight, the reactive approach to addressing emerging diversity and the smaller, more connected world can serve as a good starting basis for becoming more proactive in the future. The teacher educators saw global forces as influencing their discipline and its practice. It is possible that this awareness will allow them to become better anticipators of global changes rather than reactionary to them in the future. Other teacher educator programs would do well to assess and discuss the impact that changing demographics and the influences of technology have on their programs as beginning

conversations about internationalization. In the setting of this study, local changes in demographics, especially in regards to the prevalence of international students on campus and in some of their classrooms, prompted the teacher educators to further understand that growing diversity in the educational environment is not a reality for only larger, more urban and diverse environments; the diversity of the world has come to them both on campus and in the surrounding community. Leaders of teacher educator programs would also do well to highlight any shifts in campus and community demographics as well as to feature global changes, especially in the field of education, to serve as a precursor to a discussion of an internationalized teacher education program. This demonstrated relevance is a key piece to helping teacher educators who were not exposed to an internationalized training and background to understand the value of such an approach. The teacher educators that have had a chance to participate in some initial international exchanges and programs were even more convinced of the need to internationalize as they possessed concrete experiences on which to base their beliefs that the world was near and that there was something to be gained by engaging it.

It is important to understand the teacher educators' views on internationalization because as Schwietz (2006) found, "faculty with more favorable attitudes about internationalization are likely to have higher levels of involvement in internationalization" (2006, p. 124). It is also important to understand that this supportive attitude toward internationalization can be an impetus for more participation and involvement in international activities. It is from this position that the subjects in this study show a positive disposition to embrace more international education. Despite the teacher educators' favorable views of the internationalization of teacher education,

however, more information is needed to overcome the barriers that they identified.

Barriers

The barriers to internationalization of teacher education identified in the study reflect the barriers most oft-cited in the literature. They include issues with accreditation and licensure, an inflexible curriculum, homogeneity, localization, and a lack of resources (Cushner, 2007, 2009; Kissock & Richardson, 2010; Schneider, 2003, 2004). The teacher educators in this study are quick to point out these barriers, which they felt resided in their disciplinary and campus communities. In fact, despite their valuing of the internationalization of their discipline, the teacher educators seemed quite quick to use a variety of barriers as a rationale for not moving to internationalize their program. They often complained about the lack of institutional and community support, but despite this were still comfortable in supporting the need for internationalization. This stance is probably similar in other teacher education programs, especially where institutional internationalization is also still lagging.

Despite all of the criticism of external factors limiting the internationalization of the program, perhaps most compelling was the teacher educators' establishment of themselves as a major barrier to advancement of an internationalized teacher education program. As teacher educator 'I' noted, "I need to educate myself more. Therefore, I can educate my students more. I need to develop more than I am right now" (p. 9). Additionally, because faculty were insecure about their own international and intercultural development, they were slow to move on to new initiatives that would support their growth. The teacher educators quickly shared their own inability to understand how to offer an internationalized program and cited their limited backgrounds

as part of the reason for this. Considering the criticism in the literature that teacher educators tend be homogenous and focused locally, it is possible that teacher educators in other programs also reflect this lack of confidence.

The participants were not devoid of international experience entirely. They self-reported international experiences, but most of these were for three weeks or less and involved leisure experiences. As noted by Vande Berg, Paige, and Lou (2012), guided, critical reflection before, during, and after international experiences contributes to intercultural learning and transformation in individuals. Unfortunately, the leisure experiences most cited by the teacher educators more than likely suffered from a dearth of such reflective activities.

When asked to discuss next steps in their development, most of the teacher educators alluded to needing more exposure, either through international experiences or through creating dialogue, with international others and learning more about other systems of education throughout the world. The teacher educators identified these personal and professional needs to further develop and to recognize that their involvement in the internationalization process is essential. The importance of faculty involvement in internationalization is featured in much of the literature (Childress, 2010; Green & Olson, 2003; Sanderson, 2011), but very little research seems to identify the faculty themselves and their international experience as a barrier to advancement. This study provides evidence to the body of literature that this is indeed a matter of great importance to furthering the internationalization of the discipline.

While there was a tendency in the comments of the teacher educators to identify structural barriers, their own ability and confidence to support an internationalized

program seemed to trump all others. Indeed, findings from this study indicated that in order to proceed in the development of an internationalized teacher education program, much of the focus needs to be placed on the teacher educators and their own acceptance and active action in the process. The teacher educators recognized that their control over the curriculum and the co-curricular offerings of their program must be shaped by a more internationalized mindset, but for the most part, the teacher educators in this study do not possess the self-efficacy to proceed in such a manner. This may be something unique to the teacher educator field. Perhaps due to the localization and homogeneity of the discipline, there is a higher likelihood that the educators will be able to cite their need for development. In other fields, this may not be the case and perhaps provides more compelling support to the idea that training of the teacher educators is greatly needed. The ability for teacher educators to understand their need for development does provide a fertile ground from which to develop their international experience to help them start to be better prepared to offer an internationalized program to their students.

In addition, internationalization may be stimulated if accreditation bodies provide more concrete requirements in terms of the internationalization of teacher education. More work by these professional groups is needed to define and clarify the needs for international education in the field of teacher education. Unfortunately, very little in the current standards clarify clearly between diversity and international education, and while there are some overlaps in these areas, there are also some clear differences that are lost in the overly general accreditation standards.

Support

With all of the explicitly stated barriers from the teacher educators, the role of support is crucial. The teacher educators that informed this study described some support in their development. They noted that they do not feel alone and other offices on campus are present to help support their development. They also saw the opportunity to work with international students as an advantage of working at their institution and something that is impacting their intercultural and international development. The teacher educators could cite development opportunities from working with international students on campus, something that had been absent from their own education and previous professional experiences. Day-to-day interpersonal connections seemed to be one of the most oft-cited reasons that the teacher educators were becoming interested in the internationalization of their discipline. This is a very critical point as teacher educator departments will need to leverage the approaches that seem to most excite and engage the teacher educators. Personal and professional experiences with others considered 'diverse' seems to provide a much better return on investment than more academic approaches, such as conference attendance internationally. Leadership in teacher education programs should ensure that their teacher educator colleagues are coming into contact with all forms of diversity, but especially individuals from international backgrounds. This may, in essence, prime the pump to enhance teacher educators' interest in developing themselves, so long as reflective opportunities accompany these interactions (Vande Berg et al., 2012).

The teacher educators also drew on domestic students' experiences and transformation internationally to support their thoughts that an internationalized program

is of benefit. The teacher educators could readily identify the growth of individual students participating in both short-term (two weeks) and longer term (one semester) international experiences. Increased self-confidence as well as a more mature understanding of the teaching profession were identified in the students that had engaged in these international experiences.

This evidence, coupled with the presence of more international individuals within the campus community, support and form the teacher educators' rationale that more needs to be done to internationalize their discipline. They have hope for the "life-changing" potential of international engagement, but as was discussed in the previous section, still lack the efficacy which does not allow them to overcome the oft-cited barriers to an internationalized teacher education program.

Additionally, the teacher educators in this study were able to identify that there are resources on campus, namely the international education office that support them and their development. In fact, many of the growth experiences cited by the teacher educators are a result of the international education office and its ability to support the programs for the COE. This realization is helpful among the teacher educators as it lends support to the fact that they are not alone as they seek and process through development experiences in international learning. All teacher education programs have potential to engage the other areas and offices on campus that can assist them with making in-roads internationally. There is no need for these departments to start from scratch as many other bodies on campus should be willing and able to assist them in getting started.

Implications

The study confirms what has already been widely discussed in the internationalization literature – that faculty are a "cornerstone" to the process (Green & Olson, 2003). The teacher educators' perceptions and understanding of the concept as well as their concern over numerous barriers confirms their central role. The in-depth nature of this study, however, provides further evidence to better surmise faculty members' understanding of their role in the process of internationalization (Altbach & Lewis, 1998; Dewey & Duff, 2009) beyond just recognizing their role in the process. The subjective experience of the teacher educators in relation to their insecurities and self-perceived notions of readiness provide context for the field that has otherwise recognized the role of faculty in general ways. Such an understanding of the development of the faculty members in becoming comfortable actors and advocates in internationalization is crucial to institutional development. This understanding is especially germane within the field of teacher education, where a large part of the learning of students in a teacher education program comes from the mentorship and leadership that their teachers provide for them (Ketterman, Phillips, King, & Hilber, 2009) and where the curriculum is highly focused on teaching in U.S. schools. Support of teacher educators to model an internationalized mindset will have a heightened ability to influence their students prior to them assuming roles as teachers in a variety of K-12 school systems.

Building Relevance and Rationales

The teacher educator program that informed this study highlighted that demonstrated relevance to the teacher educators, such as a visible link between

internationalization and their program, is key to the development of an interest in internationalization. The presence of international students in their own classrooms illuminated the need to internationalize for many of them. While this is not the stopping point, the relative isolation of the institution studied means that visible examples may be more limited than in more cosmopolitan institutions. In this case, the COE was more motivated to make changes and develop their programs in an internationalized way because they convinced themselves and their constituents (students, parents, local school boards) of the reality of changing demographics and the need to adjust accordingly.

What was missing in the teacher educators' construction of relevance was the recognition and the engagement with the diversity present in its community as well as in the region. Teacher educators saw the direct connection between internationalization and working with the international students present on the campus, but they did not see the connection of global initiatives to engage with diversity in the community. The theoretical importance of visibility was an important distinction in this study. Teacher educators, for example, were not engaged in work that focused on diverse students in the local school systems or the growing number of transitory groups in the region who are part of the agricultural sector. In short, internationalization was deemed important, but primarily for reasons of being responsive to international students in the teacher education programs. The distinction between international and connecting the global and local are important for the field of internationalization, which is still trying to define its core purpose (Knight & de Wit, 1995). Teacher education, for example, has a core goal of preparing future teachers for success in the local environment. Teachers framed internationalization of the curriculum as more of a call to help diverse students that may

be appearing in local schools, but not as a commitment to aiding future teachers with the skills necessary to teach their students global and intercultural skills essential for success in the world. This distinction is important for leaders of internationalization who may be prioritizing focal areas for programming. In general, the current program and teacher educators provide a narrow rationale for internationalization and omit rationales focused on creating teachers that can provide educational opportunities to develop global and intercultural skills necessary for success in today's global society (Childress, 2010). In this study, most of the educators were more comfortable talking about how to equip their students for working with diverse students. This is understandable, but it focuses on responding to diversity rather than the other important aspect of an internationalized teacher education program, which is focused on developing intercultural skills and global awareness.

Developing the Self-Efficacy of the Teacher Educators

The value and importance of international education is understood at a basic level by the teacher educators in this study, but not necessarily at a level that is transferable to pre-service teachers. To this end, similar to other social models that are framed developmentally (Bennett & Bennett, 2003, 2004), there appears to be a developmental trajectory for teacher educators in relation to internationalization of teacher education. For the most part, teacher educators see and understand some of the value of internationalization, but some are still not in a place where they have the self-efficacy and confidence to overcome the multitude of barriers that prevent the internationalization of the teacher education program. Based on teacher educators' responses, the researcher proposes that a developmental model of the Internationalized Teacher Educator be

created to exemplify the characteristics and activities of teacher educators at various levels of development in this study (see Table 10 below).

Level One, or the Localized Teacher Educator, represents teacher educators who uplift the localized, homogenous, and cyclical nature of teacher education so often cited in the literature. Preparation of future teachers is ensconced in the local. There is very little to no valuing of a more global mindset and there is a denial about the need to educate teachers to work with diverse students and to prepare these students for the global community. This might occur because there is a lack of diversity in the local community or there may be a denial of the emerging diversity. There is also an apparent lack of international experience, especially non-leisure international experience that requires reflection and spurs on growth. The study participants interviewed reflected this stage earlier in their careers and before they started to have experiences with diverse others as part of their professional experience in higher education.

Level two represents the Experimenting Teacher Educator. These individuals have witnessed the value of international interaction and in many ways are challenging their personal and professional backgrounds that were limited by experimenting with the diversity and international exposure that can be afforded to them from the wider campus community. This might involve interaction with international students, either informally or in classes, or might involve short exchange program and site visits internationally. What results from these experience is not just interest and the valuing of potential for an internationalized program, but also an understanding and awareness that they have much more development to do in these areas if they are to be able to transfer knowledge to their students. As such, they focus very much on their own experimentation and development.

In and of itself this is not a problem, but it means that the teacher educators lack the ability to overcome the variety of barriers that have made teacher education the least internationalized discipline of the academy (Schneider, 2003, 2004; Zhao, 2010).

Level Three, the Internationalized Teacher Educator, describes a teacher educator who has found ways to overcome the variety of personal and systematic barriers facing the internationalization of the discipline. They work continually and systematically to infuse international education within their teaching, research, and service to the institution and their students. This individual is intrinsically motivated to offer such learning and develops a variety of programs to help transfer their knowledge and passion for international learning to the future teachers in their program. This educator also still works to develop their own international understanding, and as Sanderson (2008) explains they cannot switch off their internationalized disposition whether they are teaching or not. Essentially, the Internationalized Teacher Educator exudes internationalization in everything they do.

Table 10

Three Levels of an Internationalized Teacher Educator

Level 1 *The Localized Teacher Educator*	*Level 2* *The Experimenting Teacher Educator*	*Level 3* *The Internationalized Teacher Educator*
Attitudes		
Focuses on training future teachers for the local community	Still has a limited background, but is developing some interest in international activities	Is capable of overcoming barriers to an internationalized teacher education program
Lacks the capacity to overcome the perceived barriers to an internationalized teacher education program (e.g., accreditation)	Focus is on personal development, and any transfer to students is usually anecdotal and not systematic	Can identify the unique challenges and opportunities for international education in teacher preparation
	Still unable to combat the discipline and institutional barriers to an internationalized program	Focus has shifted to a development of students' international mindset as future educators
Dispositions		
Unreactive to global trends, unaware of the need to internationalize	Sees some value in an internationalized teacher education program	Sees an internationalized teacher education program as essential
	Reactive in nature	Proactive
Represents a localized mindset informed by a localized personal and educational background		Understands the need to develop a systematic and comprehensive approach
Actions		
Needs non-threatening exposure to diverse others	Needs more challenging exposure to others	Continues to develop own self as a means to further international-mindset development
Needs to be shown growing diversity in the local community as evidence of emerging needs	Can identify the success of peers and students participating in international activities	Spearheads programs for students and peers in both curricular and extra-curricular offerings
	Utilizes on-campus resources	
	Utilizes specialty areas in education to segue to international education	

Breaking the Cycle

The key to using this three-stage model, then, is to make programmatic decisions that are tailored to reflect the developmental level inhabited by the faculty in relation to internationalization. Leadership within international education and teacher training has much work to do in challenging the existing localized goals of teacher education. In order to break the cycle, it may be necessary for a program to focus on the levels outlined above, which may help to conceptualize a teacher educator's development toward internationalization. Building on Sanderson's theory of the "internationalized self" (2011), leaders in the field of international education will need to conceptualize a program that is gradually accepted and understood by individual faculty members. As such, programs would be wise to invest further in advancing the professional development of teacher educators who are starting to show interest in such initiatives. It would make sense if this investment also zeroed in on the regions and cultures from which the international students in their classrooms are coming. By doing so, the teacher educators will more likely realize what they see as the power and understanding to transfer international knowledge and cultural experience to the domestic students in their classrooms.

Forays into reflection on diversity and internationalization were likely informed in this study by the positionality of the faculty members. Such positionality may also inform how international education leaders design faculty development and programming. Merryfield (2000) explains that teacher educators from the dominant white culture acquire their intercultural understanding through spending time in another country. She further adds that it is almost impossible for homogeneous teacher educators

without such experiences and encounters to be effective at teaching for diversity and global-mindedness. She states that "if experiential knowledge of diversity and equity is a quality needed in teacher educators, recruitment and hiring of such people is probably a much more efficient and productive strategy than trying to effect changes in current faculty" (p.441). The findings from this study seem to support this idea.

Merryfield's findings have resource implications. If development of teacher educators who are proactively engaged in globally focused curriculum development is dependent on experiential learning, resources for such activities may be needed. Development of faculty can be provided by making sure that international grants and financial support are available (Paige, 2005). Simply showing that there is money for international activity, even if it is not a lot, will send a message to the faculty as to the value that the leadership places on such experiences. Furthermore, providing paid time off for faculty to collaborate on international research or internationalize their courses is another way to provide some incentive (Paige, 2005). These various approaches can clearly convey the message. Also, as Knight and de Wit (1995) explain, the development of a culture which supports internationalization provides various ways to reward faculty who engage in internationalization efforts. Recognition for such activities in evaluations as well as in the promotion and tenure process further validate the message that internationalization is important to the educational program.

In addition to the resources needed to support the development of individual teacher educators, there is also a need for the institutional and departmental levels to create frameworks that dictate a direction for the internationalization of teacher education. Programs, such as the one investigated in this study, would do well to look at

other programs throughout the country that have been able to create a culture that attempts comprehensively to move beyond environmental and resource challenges. The University of Minnesota Morris is one such program. Their Global Student Teacher Program provides two avenues, student teaching and practicum experiences for its students "to gain classroom experience with diverse populations in a global setting." Another program that works to drive a more department level internationalization is Indiana University's Global Gateway for Teachers Program. The establishment of these types of programs provides a platform and capacity from which to generate the direction of not only students, but teacher educators and drives the whole program towards a more comprehensive internationalized teacher education program.

Leading Beyond the Barriers

While the barriers to internationalized teacher education are well documented in the literature and the findings of this study, not much is discussed in regard to how to overcome some of these barriers. Indeed, there is not so much in the literature that considers the importance and role of leadership in the internationalization of teacher education.

In general, the internationalization literature explains that "the most important role that any leader plays is to create a collective vision and generate a sense of excitement and positive energy around the vision" (Green & Shoenberg, 2006, p. 24). In fact, it seems that what is most essential is the need to convince the key leaders in a higher education institution to take a more transformative approach (Northouse, 2013). Leaders in teacher education programs that wait, however, until the resources and support regarding international education are in place will always be waiting. Northouse

explains that, “transformative leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership” (p. 185).

Indeed, this is an important time for the leaders of teacher education programs to show their support for internationalization. Participatory leadership is also needed in order for the leaders to speak to the benefits and value of internationalization for the program and to show an openness for input in regards to how to proceed (Northouse, 2013). In addition, senior level leaders’ participation in internationalization will allow for legitimizing the recognition for faculty and staff that are involved in international activities.

Perhaps most important, however, is the leadership for change approach provided by Fullan (2013). He explains that change in any organization and its culture will be messy, but that a true leader will be able to gauge appropriate steps and impact the individuals in the system. Teacher education programs are very entrenched in a status quo mentality and so it is important that the leadership is strategic in building in small, but impactful steps towards an overall change that defies the existing barriers.

Part of this change leadership, especially in regards to the subjects in this case study, is the need for the college of education’s leadership to help in bridging the confidence gap. As teacher educator ‘I’ stated, “yeah, yeah. I mean, it would have to start at the top. Somebody trying to pull this together” (p. 12). The teacher educators identified that they need help from their immediate supervisor, essentially the dean, to clarify the purpose and goals of an internationalization of the discipline (Knight & de Wit, 1995) as well as to provide the agency for its efforts. They also need the mentorship

that their college's top leadership can provide in enhancing their self-efficacy for being able to deliver an internationalized program. With the department being very important to faculty involvement in internationalization (Childress, 2010), it makes sense that departmental leadership leads the charge. This allows for a more tailored approach to offering the best practices for supporting an internationalization of teacher education.

Systematic Approach

In addition to the leadership required for the internationalization of campuses and departments, the literature explains the need for a systematic, organizational approach (Childress, 2010; Hudzik, 2011b; Mestenhauser, 2000). The teacher educators in this study also recognized the need to have an approach that does not treat internationalization as a side offering. As teacher educator 'J' explained,

> I think it's multifaceted. I think it's the experience that that teacher education program incorporates into their program. The international students who were here, how do they interact with them? How is that incorporated in the curriculum? How is it part of the teaching? How is it represented in the faculty, the experiences with the faculty, with the students? Is that internationalized? Because a lot of people here are predominantly white, rural, working class, middle class (p. 7).

There is certainly a concern that there needs to be more intentionality in what the program does to incorporate an international dimension into the training of future teachers. This meshes with the comments of Shaklee (2012) who explains, "U.S. teacher education programs that do promote internationalization do so with intention; they

consciously integrate global, international content in all aspects of the program, from course work to clinical experiences" (p. 243).

In the case of this university, the internationalization of the academic self is a complex and barrier-laden journey. At the same time, such internationalization is not an activity that takes place in isolation. Teacher development through experiences, supported by visionary and targeted resources may support teachers in this journey. In the case of Upper Valley University, the developmental stage of the majority of the faculty provides a pathway for furthering the teacher educators and their self-efficacy for offering an internationalized teacher education program.

Limitations

Conducting a case study of one institution is a limitation of this research. The data and information collected are specific to the institution and the participants of the study. As such, it is inappropriate to expect that the findings are attributable to other institutions with their own unique individuals, institutional cultures, and organizational makeup. That being said, the findings of this study may have some transferability to other teacher education programs and the findings may also contribute to the larger discussion of the internationalizing of teacher education.

A second limitation of this study is the value assumptions of the author. It is the belief of the author that the internationalization of teacher education is much needed in the U.S. and that the current movement to do so is in some ways failing. It is from this basis that the author was hoping to collect information and data that support the further internationalizing of teacher education programs.

Another potential limitation of the study was the small number of subjects (n =10). Since the purpose of this study was not focused on the statistical significance of findings – but to demonstrate a rich, detailed description of the perspectives of the subjects on the topics of investigation – the number of subjects was sufficient for providing in-depth data. It is also important to note that the ten subjects interviewed represent the whole population under study and so provide a comprehensive stratum of the breadth and depth of perspectives present in the population under examination.

Additionally, this study took a snapshot of the teacher educators. It provided a view into perceptions of the teacher educators at a specific point in time. While it tried to incorporate the background of the teacher educators, it was not possible to fully incorporate all experiences that might have informed the teacher educators' views; it did not provide a mechanism for viewing teacher educators' evolution over time.

A final potential limitation of the study involves the possibility that the data obtained may have been incomplete or less than candid. This could have been as a result of concerns by subjects for their anonymity, the deficiency of the interview questions or interviewer skills, or could have been as a result of the subjects knowing the researcher and his role in the institution prior to the conducting of the interviews. There likewise could have been issues of social desirability when subjects represented their perspectives in the ways they believed they should and not in the ways they truly felt. Approaches to mitigate these potential issues were discussed in Chapter Three.

Future Studies

This study has raised the need to pursue research in a variety of other ways related to this topic. For one, future studies may trace the development of teacher educators in a

longitudinal way. Such an investigation could help to uncover the exposure and educational experiences that can develop teacher educators and their ability to internationalize the curriculum and offerings of a teacher education program.

In addition, more robust and less anecdotal (Cordeiro, 2007; Cushner, 2007; Gaudino, Moss, &Wilson, 2012) studies are needed to truly gauge the impact of an internationalized teacher education program. This study was principally explorative and therefore more needs to be done to gauge impact.

Furthermore, additional research is needed to understand more about various methods for internationalizing the training of pre-service teachers. Mobility exercises, such as student teaching abroad, are not the only activities that can be used to aid the internationalization of teacher education. Future research needs to consider the internationalization-at-home and curricular elements that are effective at promoting an internationalized teacher education program.

Lastly, future studies may focus on how an internationalized teacher education program influences future teachers once they assume roles in a classroom. It is important to identify effective strategies that lead to actual benefits for the teacher-in-training. So far, few studies have been able to trace and understand the development of internationalized teachers and to gauge how experiences in teacher education influence programmatic change.

Conclusion and Way Forward

The Longview Foundation (2008) states that there must be an international component integrated into teacher education, which forms the basis for a revolution in the way future educators are prepared for the classroom. Indeed, the internationalization of

teacher education is very important as it has a heightened ability to influence society (Longview Foundation, 2008; Shaklee & Baily, 2012). As Heyl and McCarthy explain, "a key role for higher education institutions must be to graduate future K-12 teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching" (p. 3).

The question, however, comes back: with all of this power to influence society, do we understand enough about internationalization, and especially, the teacher educators' role in the process? (Green & Olson, 2003). Likewise, Sanderson (2011) asks if teacher educators are prepared to play the role of "discipline experts and, in an affective way, as genuine cosmopolitan role models" to their students (Sanderson, 2011, p. 662). This study has discovered that in a variety of ways teacher educators, even through their own self-reflection, are not quite ready to provide the education needed to transform pre-service teachers to not only work with diverse students but to imbue them with the global skills necessary for success in the world.

It is to this end that teacher educators need more exposure to the necessity for an internationalizing revolution in teacher education. Teacher education programs need to hire new faculty that are ready to serve and support internationalization efforts. If this is not possible and such individuals are not available, then programs need to do all they can to create transformational experiences for their faculty. They need to move them beyond their own growth and development in international learning so that they can mentor future teachers in their teacher education program. All of this, then, needs to be couched in a systematic approach that inserts international elements into the whole teacher education program and not just a side offering for those choosing to participate.

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Appendix A: Invitation Letter Sent to Teacher Educator Subjects

Dear (name of teacher educator):

The internationalization of higher education and teacher education has received increasing attention in the literature as of late. This research often alludes to the rationale and methods for internationalizing teacher education and uplifts the value of faculty in general to the internationalization process. Despite these acknowledgements, however, the literature has failed to investigate some of the most important stakeholders in the process of internationalization of teacher education, the teacher educators.

As such, my dissertation research will examine the perspectives of teacher educators on the internationalization of their discipline. These findings will hopefully aid in the identification of possible approaches and strategies to further the advancement of the internationalization of teacher education.

The purpose of this letter is to ask you to join in this study through your participation in an interview and survey. An additional data collection method used in the study will include document review, but this will not require any additional input from you.

The total amount of time you will be asked to volunteer for this study is one and one-half hours. Around one hour and fifteen minutes will be spent on the interview with the additional fifteen minutes being spent on the survey. Additionally, if need be, there may be a follow-up to the interview conducted roughly three weeks after the initial interview. This follow-up will be brief and will only be used to clarify points made in the earlier interview.

If you are interested in participating in this study, please respond to this letter within the next several weeks. You can email me at sippe035@umn.edu or call 419-672-9849 to confirm your interest in participating and to schedule the interview.

If you require additional information about the study or have any other questions, please feel to contact me.

Thank you in advance for your kind consideration of this request. I look forward to speaking with you soon.

Best regards,

Christopher Sippel
Doctoral Candidate
Department of Organizational Leadership, Policy, and Development
College of Education and Human Development
University of Minnesota – Twin Cities, Minneapolis, Minnesota

Appendix B: Consent Form for Participation in Surveys and Interviews

DESCRIPTION OF THE RESEARCH:

The purpose of this research is to generate data that will inform my doctoral dissertation and aid in a better understanding of the internationalization of teacher education. Principally, the internationalization of higher education and teacher education has received increasing attention in the literature as of late. This research often alludes to the rationale and methods for internationalizing teacher education and uplifts the value of faculty in general to the internationalization process. Despite these acknowledgements, however, the literature has failed to investigate some of the most important stakeholders in the process of internationalization of teacher education, the teacher educators.

As such, my dissertation research will examine the perspectives of teacher educators on the internationalization of their discipline. These findings will hopefully aid in the identification of possible approaches and strategies to further the advancement of the internationalization of teacher education.

RISKS AND BENEFITS:

Participation in this study may cause some discomfort and self-consciousness as there may be concern for confidentiality, but every precaution will be taken to protect participants' identities. More information on these measures can be found in the next section.

The benefits to you individually as a participant in this study will probably be minimal, but you may at the least have the opportunity to reflect on your teaching, your discipline, and your institution's treatment of internationalization. Your involvement in the study, however, might result in a better understanding of the internationalization of teacher education and may produce meaningful knowledge regarding ways to enhance efforts in this area.

DATA STORAGE TO PROTECT CONFIDENTIALITY:

Transcripts derived from the audio recording of the interviews and data collected through surveys will be kept confidential and no names or personal information will appear in the transcripts or survey results. The raw data and the subsequent transcripts and reports will be kept in a locked drawer with access restricted to the researcher. When the study is concluded, the original raw data (audio recordings and survey results) will be destroyed.

TIME INVOLVEMENT:

The individual interview and survey are expected to take between 60 – 90 minutes, with the possibility of a short follow-up interview several weeks after the preliminary interview to last no more than 15 minutes. There should be no additional time requirements for study participants.

PARTICIPANT'S RIGHTS:

- I understand that my participation in this research study is voluntary and that I may refuse or withdraw my participation at any time without any jeopardy to myself.

- If at any time I have questions regarding the research, I may contact the investigator, Christopher Sippel, at sippe035@umn.edu or 419-672-9849.

- If at any time I have concerns or questions regarding the conduct of the researcher or my rights as a participant in the research study, I should contact the University of Minnesota Institutional Review Board (IRB) at 612-626-5654.

- I will receive a copy of this consent form.

PARTICIPANT'S ACKNOWLEDGEMENT:

By signing this document below, I am signifying my understanding of the information contained within this document, and I am acknowledging that the researcher listed below has discussed with me the study, its risks and potential benefits, as well as my rights as a subject of this study. I have had all of my questions regarding this study answered and my signature below indicates my willingness to participate in this research with the understanding that I may withdraw at any time for any reason.

Principal Investigator: Christopher Sippel

Teacher Educator Perspectives on the Internationalization of Teacher Education

Participant's name (printed): _____

Participant's signature: _____

Date: _____

Appendix C: Interview Protocol

Teacher Educator Perspectives on the Internationalization of Teacher Education
Christopher Sippel

Introductory Statement:

Welcome and thank you so very much for taking time out of your busy schedule to participate in this study. As was shared with you earlier, this study is part of my doctoral dissertation work at the University of Minnesota and focuses on the internationalization of teacher education.

You have been selected to be a participant in this study as your main role at your institution is to prepare future teachers for the K-12 system. During this semi-structured interview you will be asked to answer a number of questions regarding your perspectives on the internationalization of your discipline. I encourage you to be candid and to freely express your opinions.

Please note that your participation in this study is voluntary and that you are free to decline to answer any of the questions or to withdraw from this study at any time. Your participation in the study will not affect your current or future relationship with your institution or college and the digital recording and transcript will be solely controlled by the researcher and will be locked securely in a place that only he can access.

Once again, thank you for participating in this study. Do you have any questions? If not, let us begin.

Interview Questions:

Please introduce yourself by providing your name and area of expertise in the training of future teachers.

Ice Breaker Question

- Tell me about some of your formative experience.
- Tell me about your experiences with difference…
- Please tell me a bit about an intercultural experience that you have had and how it may have influenced you and your teaching.
- Please tell me a bit about an international experience that you have had and how it may have influenced you and your teaching.

Internationalization, Meaning and Value

- How do you define the internationalization of teacher education?
- How do you understand the internationalization of teacher education?
- What value, if any, does internationalization have to the teacher education process?

- To what extent do you believe that internationalization should be a part of the teacher education program?
- What do you believe is the role of faculty in the internationalization of teacher education?

Support for Internationalizing Teacher Education

- In what ways do you feel supported to offer an internationalized teacher education program
  - by your institution?
  - by your discipline?
  - by your college?
- Could you provide an example of a successful internationalization event/activity that was generated by the aforementioned support?

Barriers to Internationalizing Teacher Education

- What barriers do you believe exist in the support of an internationalized teacher education program
  - at your institution?
  - in your discipline?
  - in your college?
- Could you provide an example of a lost opportunity at internationalization that was caused by these barriers?

Background in Internationalization

- From your perspective, what would make you personally more capable of offering an internationalized teacher education program?
- From your perspective, what could your institution do to make you more capable of offering an internationalized teacher education program?
- From your perspective, what could your discipline do to make you more capable of offering an internationalized teacher education program?
- From your perspective, what could your college do to make you more capable of offering an internationalized teacher education program?

Wrap up Question

- Is there anything else you would like to share in regards to the internationalization of teacher education?

Thank You Statement:

I thank you so much for your time and for sharing your perspectives on the issue of the internationalization of teacher education. This is a topic that is receiving more attention in the literature, and your contributions will aid in furthering the understanding of this important topic.

Appendix D: Notes Template for Interviews

Question	Notes/Observations	Time of interesting statement

Appendix E: Survey

Please respond to the following statements by placing an 'x' in the box that indicates your level of agreement or disagreement (0= I don't know; 1= strongly disagree; 2= disagree; 3= agree; 4= strongly agree).

	Don't Know (0)	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
My **institution** is interested in having a strong international focus.					
My **college** is interested in having a strong international focus.					
My **discipline** is interested in having a strong international focus.					
The students in our program are interested in international education.					
The classrooms of today require future teachers to have more ability in working with students of diverse backgrounds.					
The classrooms of today require future teachers to be able to prepare students for the interconnected world.					
It is important for the faculty in my discipline to have an internationalized focus in their **teaching.**					
It is important for the faculty in my discipline to have an internationalized focus in their **research.**					
My fellow teacher educators need **more training** to be effective in internationalizing the teacher education program.					
I need **more training** to be effective in internationalizing the teacher education program.					

My fellow teacher educators need **international experience** to be effective in internationalizing the teacher education program.
I need **international experiences** to be effective in internationalizing the teacher education program.

Background Information:

1) Gender: Female Male

2) When were you born?

1930 – 1939 1940 – 1949 1950 – 1959 1960 – 1969

1970 – 1979 1980 – 1989

3) How long have you worked for the institution?

0 – 4 years 5 – 10 years 11 – 15 years More than 15 years

4) What is your faculty rank?

Instructor Assistant Professor Associate Professor

Professor Other _____

6) Have you had any international experiences (beyond 2 weeks)? Yes No

If yes, please describe the experience (duration, location, and nature of the experience).

7) Have you had any training that you feel has aided you in offering an internationalized teacher education program? Yes No

If yes, please describe the training.

Thank you for your time in answering this survey!

Appendix F: Observational Notes Template

Date	Physical Observations	Document Analysis