

Self-Reflection Tool for Deans/Directors of Teacher Education: How is my Teacher Education Unit Doing in its Internationalization Efforts?

Report

Executive Summary

A survey was crafted and distributed by Global Teacher Education Inc. (GTEI) in partnership with the Longview Foundation and the American Association of Colleges for Teacher Education (AACTE) in 2017 asking deans/directors of teacher education programs to reflect on their efforts to internationalize. The constructs listed on the survey were derived from an in-depth literature review on internationalization of teacher education curriculum, as well as cognitive interviews with experts in higher education internationalization.

For the purposes of this survey, internationalization was defined as:

An institution's actions toward integrating an international/intercultural dimension into teaching, research, and service functions of the institution (adapted from Knight (1994)¹).

Respondents were solicited from members of GTEI, AACTE, and The Council for Academic Deans of Education Research Institutions (CADREI). They were given three months (May-August) to respond to questions about institutional characteristics, accreditation, institutional support for internationalization, as well as their unit's efforts and opportunities related to internationalization. The survey closed with questions about strategic planning and an invitation to become more involved with GTEI.

A total of 54 respondents began the survey (response rate unknown because links were sent out via listservs). Of the respondents who began the survey 62.9% (34) fully completed it while 14.8% (8) stopped on the first page (perhaps realizing they could not complete the survey in its entirety). While most respondents indicated their institutions included internationalization within their mission statements and strategic plans, fewer respondents indicated that internationalization was part of their teacher education unit's mission (38.24%) and strategic plan (52.94%).

Overarching themes included a general institution-level support for internationalization via policies and procedures, but few tangible supports or rewards in funding, professional development, or recognition. Respondents indicated a variety of activities at the teacher education unit level including a strong presence of study abroad and international field experience opportunities for their candidates as well as visits from international speakers, however a general lack of assessment and outcomes achievement related to these initiatives.

¹ References

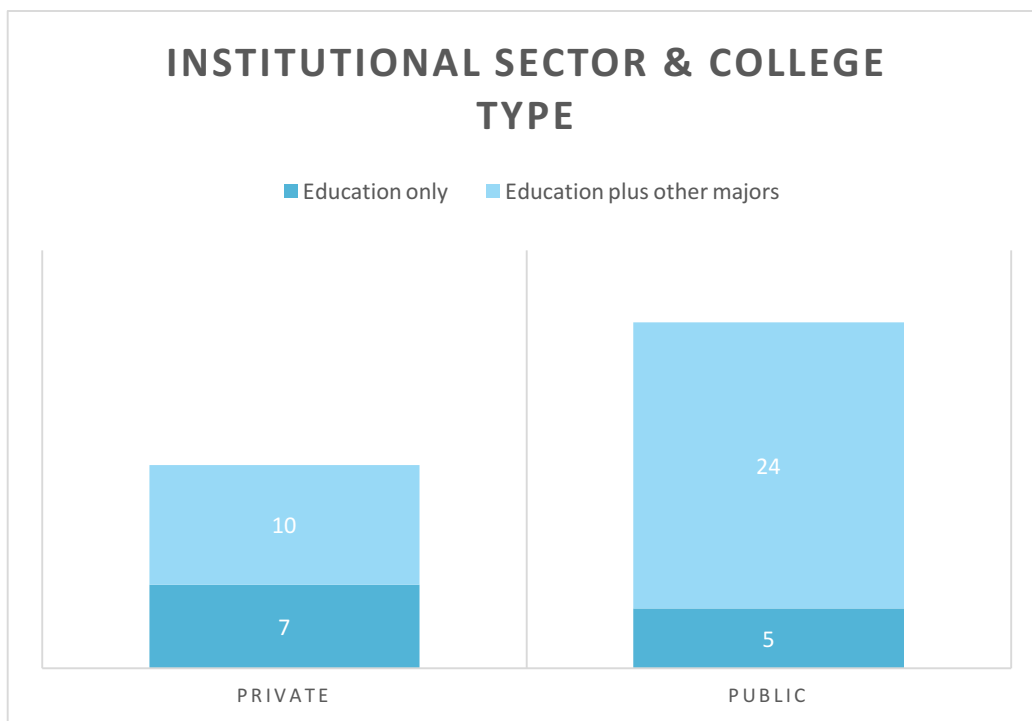
Knight, J. (1994). *Internationalisation: Elements and Checkpoints*. Ottawa: Canadian Bureau for International Education.

Demographics of Sample

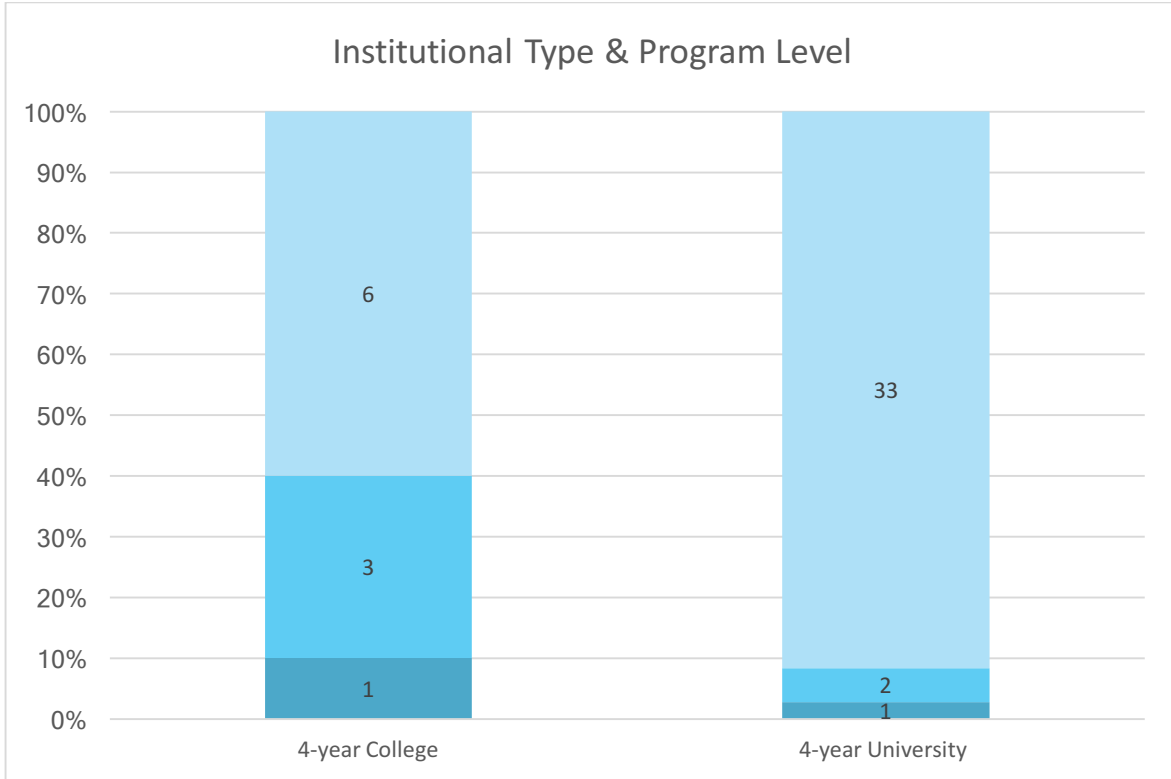
Of the 54 respondents, 25.9% were Deans and an additional 16.7% were associate or assistant deans. Approximately one third (31.5%) of the participants reported titles of Director, Chair, or Coordinator, which could encompass a variety of responsibilities depending on the institutional context. Four (7.4%) faculty members completed the survey, and remaining participants' responses (18.5%) could not be coded due to a misunderstanding of the text entry field.

Category, Title	Count
Deans	23
Dean	14
Associate Dean	8
Assistant Dean	1
Chair/Director/Coordinator	17
Director	6
Department Chair	7
Coordinator	4
Faculty	4
Could Not Code	10
Total	54

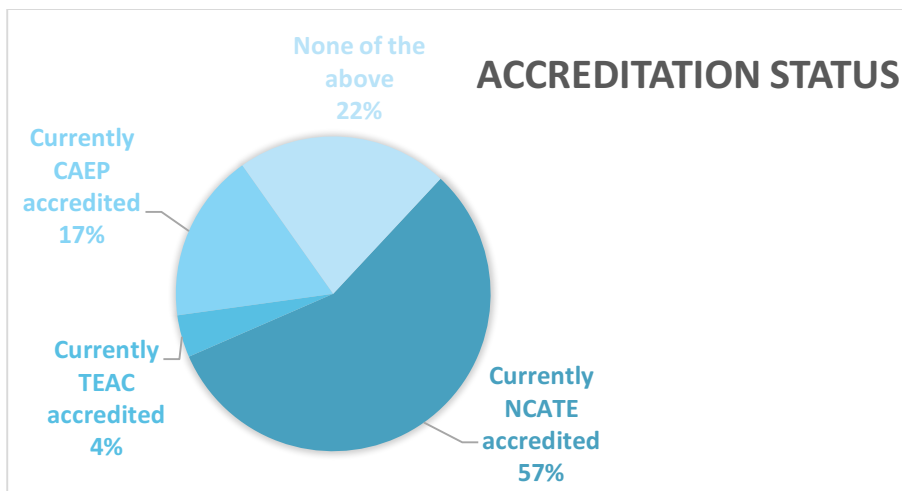
Participants were from public (63%) and private (37%) institutions, and most (73.9%) were from blended colleges (Education along with other majors).



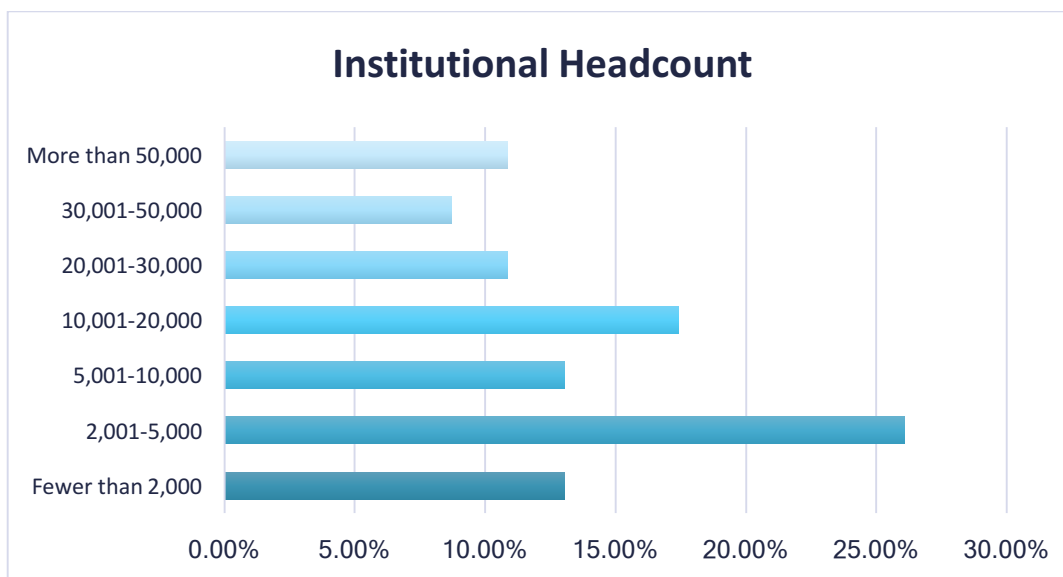
Most participants were from four-year universities (78.2%) rather than four-year colleges (21.7%). An overwhelming majority of the participants (84.7%) represented teacher education programs offered at the undergraduate *and* graduate level.



Within the participating institutions, a majority held NCATE accreditation (26 institutions), followed by CAEP (8), TEAC (2) and “None of the Above” (10).



Of the participating institutions, approximately half had 10,000 or fewer students, while the remaining institutions reported enrollments greater than 10,000.



Participants were asked to provide a more precise number for their teacher education unit—the unit with the fewest number of candidates had 15 enrolled and the unit with the highest enrollment indicated 10,000 candidates were enrolled in teacher education. The responses were influenced by one outlier, which is indicated by the mean (1374.2) being substantially higher than the median (800). Twelve institutions reported teacher education enrollment between 15 and 100, seven reported enrollment between 250 and 500, seven reported enrollment between 700 and

1,000, and 20 participants reported enrollment of 1,110-5,500.

Enrollment of Teacher Education Candidates

Minimum Response	15
1st Quartile	137.5
Mean	1374.2
3rd Quartile	1500
Maximum Response	10000
Median	800

Fast Facts

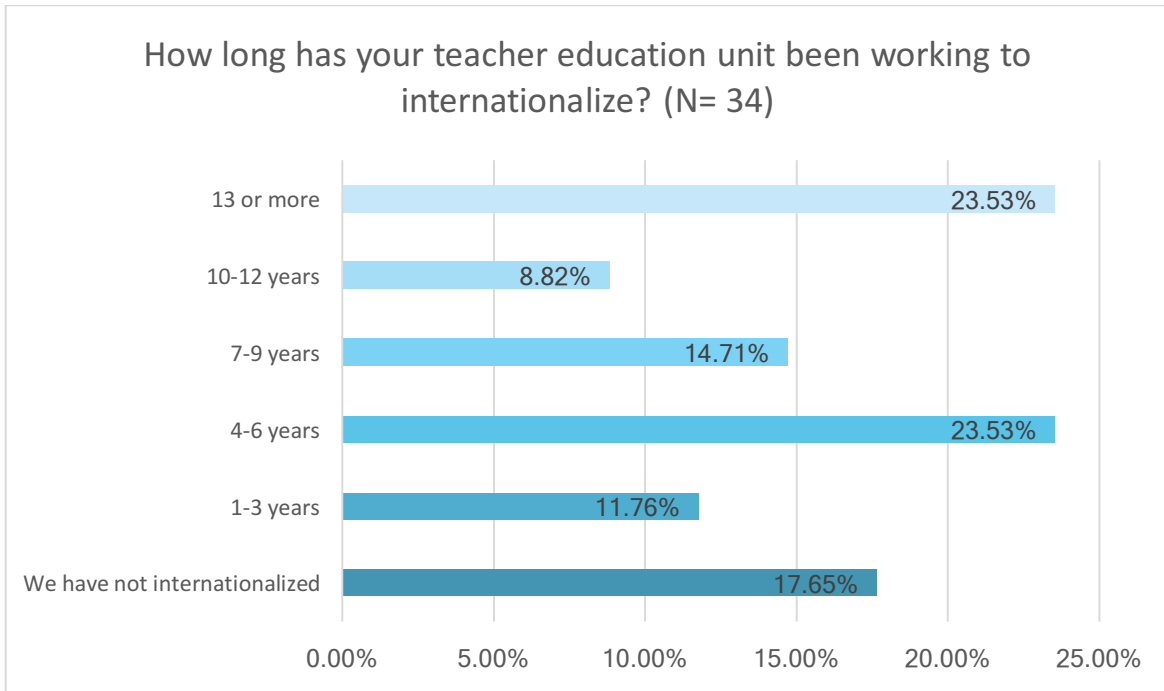
Internationalization:

69.23% of respondents (27) indicated internationalization was included in their institution's strategic plan.

52.94% of respondents (18) indicated internationalization was included in their teacher education unit's strategic plan.

Of the 16 respondents who indicate internationalization was NOT included in their teacher education unit's strategic plan, 6 (37.5%) indicated plans were underway to incorporate it.

Most teacher education programs engaged in internationalization have been working on internationalizing for 7 or more years (16 of 28 reporting efforts have occurred).



Educational Focus:

69.23% of respondents (27) indicated candidates are NOT required to meet a world language competency before or during their teacher education program.

Institutional Efforts

Participants were asked to evaluate the extent to which their institution supports elements related to internationalization; results were mixed. In a general sense, policies and procedures were viewed to be moderately conducive to internationalization, but incentives, funding, support, and professional development were rated as being under-provided. Further, 79.5% of respondents indicated recognition of internationalization work through promotion and tenure processes was not provided (41%) or provided to some extent (38.5%).

Considering internationalization at your institution... (N = 39)	To no extent	To some extent	To a moderate extent	To a great extent
The central administration supports internationalization	5.1%	23.1%	38.5%	33.3%
The institution's policies and/or procedures support internationalization	5.1%	23.1%	43.6%	28.2%
The institution provides incentives for faculty in education and faculty in other programs within the institution to collaborate in internationalizing the general education curriculum	30.8%	35.9%	25.6%	7.7%
The institution offers professional development for internationalizing the curriculum	43.6%	41.0%	5.1%	10.3%
The institution fosters collaboration between the College/School of Arts and Sciences and College/School of Education to increase the number of world language teachers	33.3%	46.2%	12.8%	7.7%
The institution provides recognition through the tenure and promotion process of faculty efforts to internationalize teaching, service, and research	41.0%	38.5%	10.3%	10.3%
The institution provides funding for research aligned with internationalizing teacher education	51.3%	35.9%	7.7%	5.1%
The institution provides support for faculty engaged in service related to internationalization (e.g. planning for study abroad)	10.3%	59.0%	12.8%	18.0%
The institution provides support for efforts to internationalize the curriculum	30.8%	38.5%	15.4%	15.4%
The institution provides staffing to facilitate internationalization	28.2%	38.5%	20.5%	12.8%
The institution promotes student interest in internationalization	7.7%	46.2%	23.1%	23.1%
The institution has international and world language themed student clubs or organizations	10.3%	38.5%	30.8%	20.5%

Teacher Education Unit Efforts

Participants were asked to provide information about their teacher education unit's strategic plan as it relates to internationalization. Most respondents indicated they were in the process of developing goals (17.4%) or having goals developed for some (34.8%) or all (8.7%) programs.

Please indicate the level of development for the items below in your unit's strategic plan (related to internationalization)... (N = 23)	No plans at this time to develop	Developing in future	In process of developing	Developed for some programs	Developed for all programs
Explicit goals, strategies, and timelines for internationalization	17.4%	21.7%	17.4%	34.8%	8.7%
Faculty engagement in the planning and implementation of the strategic plan for internationalization	21.7%	21.7%	21.7%	26.1%	8.7%
Plans for the professional development of teacher educators	21.7%	21.7%	17.4%	30.4%	8.7%
Plans for the professional development of the staff	39.1%	17.4%	26.1%	17.4%	0.0%
Resources allocated to achieve internationalization goals	21.7%	4.4%	30.4%	39.1%	4.4%
Collaboration with world language faculty to increase the number of world language teachers	34.8%	17.4%	21.7%	26.1%	0.0%
Collaboration with faculty outside teacher education unit on internationalization	26.1%	17.4%	26.1%	26.1%	4.4%
Learning outcomes focused on internationalization	26.1%	26.1%	13.0%	34.8%	0.0%
Plans for assessment of internationalization work	21.7%	30.4%	17.4%	30.4%	0.0%
Resources for assessment of internationalization work	21.7%	47.8%	4.4%	26.1%	0.0%

Faculty engagement in the planning and implementation of the strategic plan for internationalization was mixed fairly evenly across the developmental spectrum, as was collaboration with faculty *outside* of teacher education. The responses related to professional development were more mixed, with 30.4% of respondents indicating plans for the professional development of teacher educators have been developed for some or all (an additional 8.7%) but professional development plans for staff were not as developed. Professional development of teacher educators and teacher education staff is a space for GTEI to fill. While most respondents indicated internationalization outcomes had been developed (30.4%) or were in development (39.1%), assessment and resources for assessment were viewed as weaker areas by respondents, indicating a possible area of focus for GTEI.

Participants were asked to indicate the extent to which opportunities were available to their education candidates. Respondents indicated study abroad (82.1%), international field experience (61.5%), scholarships for study abroad (56.4%), and presentations by international visitors (58.6%) were implemented for some or all programs. Fewer respondents reported implementation of international student teaching abroad, required courses fostering a global perspective, and a global education track or cohort program.

Please identify the opportunities you offer to education students in your unit... (N = 39)	No Plans to Develop	Planning to Develop	Developing	Implemented for some programs	Implemented for all programs
Study abroad opportunities students	5.1%	2.6%	10.3%	53.9%	28.2%
International field experiences (abroad, at home, virtual)	15.4%	10.3%	12.8%	41.0%	20.5%
International student teaching abroad	33.3%	12.8%	10.3%	20.5%	23.1%
Scholarships for study abroad, international field experiences and/or student teaching	23.1%	10.3%	10.3%	30.8%	25.6%
Presentations by international visitors	15.4%	10.3%	15.4%	33.3%	25.6%
International students are engaged with native students for cross cultural interaction	23.1%	20.5%	10.3%	41.0%	5.1%
Elective courses focused on fostering a global perspective	15.4%	12.8%	18.0%	38.5%	15.4%
Required courses focused on fostering a global perspective	25.6%	25.6%	15.4%	30.8%	2.6%
Global education track or cohort program within the unit	53.9%	23.1%	10.3%	2.6%	10.3%

When exploring whether there was a correlation between any of the *opportunities* offered to education students and institution-level support for internationalization (calculated by summing the scores in the bank of items that started with “Considering internationalization at your institution...” 6 items were correlated above $r = .4$, although 7 were statistically significant at the .05 or .01 level as indicated below. In other words, the extent to which opportunities are offered to education students in a number of areas is moderately related to institutional support.

Correlation of Opportunities Offered to Students with total of “Considering internationalization at your institution...” item scores (N = 39)								
Study abroad opportunities students	International field experiences...	International student teaching abroad	Scholarships for study abroad....	Presentations by international visitors	International students... native students...	Elective courses... global perspective	Required courses... global perspective	Global education track or cohort...
0.455**	0.570**	0.281	0.476**	0.499**	0.334*	0.577**	0.269	0.476**

** Correlation is significant at .01 level | * Correlation is significant at .05 level

Respondents were asked to indicate success in internationalization-related activities within their teacher education units. Respondents indicated success in partnering with international institutions (50.1% reported “to a moderate” or “to a great” extent) and partnering with ELL classrooms in PK-12 settings (58.9%). Respondents indicated a lack of success in assessment and meeting internationalization goals. Respondents also indicated struggling with sustaining initiatives when leadership changes. GTEI can provide examples through case studies of how initiatives could be sustained when leadership changes.

To what extent has your teacher education unit been successful in... (N = 37 first 9 items, N = 34 remainder)	To no extent	To some extent	To a moderate extent	To a great extent	N/A
Attracting international students	40.5%	21.6%	29.7%	8.1%	0.0%
Attracting international faculty	24.3%	37.8%	24.3%	8.1%	5.4%
Providing professional development for faculty to internationalize their curriculum.	35.1%	37.8%	16.2%	8.1%	2.7%
Providing opportunities for faculty to share their internationalization-related research within the unit	16.2%	40.5%	24.3%	13.5%	5.4%
Rewarding faculty internationalization work (research, teaching, service) through the tenure and promotion process	29.7%	27.0%	24.3%	13.5%	5.4%
Modifying existing education courses to incorporate global learning outcomes, accompanying content, and assessments	27.0%	40.5%	24.3%	8.1%	0.0%
Creating new education courses to incorporate global learning outcomes, accompanying content, and assessments	40.5%	32.4%	13.5%	8.1%	5.4%
Engaging with international students or scholars through distance education technology	43.2%	29.7%	16.2%	10.8%	0.0%
Ensuring teacher candidates acquire skills to facilitate virtual student changes through technology	21.6%	37.8%	18.9%	16.2%	5.4%
Involving international visitors in the education program	20.6%	29.4%	44.1%	2.9%	2.9%
Involving members of the local community with international backgrounds in education program	29.4%	52.9%	14.7%	2.9%	0.0%
Partnering with English-language-learner classrooms in PK-12 settings locally or virtually	8.8%	29.4%	32.4%	26.5%	2.9%
Collaboration between PK-12 teachers and college faculty in developing global learning classrooms	32.4%	41.2%	14.7%	8.8%	2.9%
Partnering with international institutions	17.7%	29.4%	17.7%	32.4%	2.9%
Placing teacher candidates in international field experiences (abroad, at home, virtual)	29.4%	38.2%	23.5%	5.9%	2.9%
Placing teacher candidates in international student teaching	41.2%	35.3%	11.8%	11.8%	0.0%
Assessing internationalization goals of the unit	47.1%	17.7%	20.6%	11.8%	2.9%
Meeting internationalization goals of the unit as evidenced in assessment data	47.1%	23.5%	17.7%	8.8%	2.9%
Sustaining internationalization initiatives even when leadership changes	32.4%	26.5%	17.7%	14.7%	8.8%

Narrative Feedback

Respondents were asked to provide narrative responses to three open-ended questions. It was hoped that responses to these questions might yield insights of leaders into the internationalization of teacher education.

What do you believe is most important to your success in internationalizing the teacher education curriculum?

- State licensure rules and regulations; the focus of the minimum number of credit hours allowed for a degree by the State plus the concurrent, advanced placement and transfer credits; the performance funding formula - all these contribute to limit creativity of teacher education programs in the State.
- We work with English immersion schools abroad which improves the likelihood that our students will participate.
- Support from the university administration
- Vision from leadership
- Money and time
- More time and support.
- Faculty need support (moral and financial support) from the administrators to internationalize curriculum. If we are not on the same page, it is very difficult to help teacher candidates to develop intercultural competence.
- A critical group of faculty along with leadership to support and sustain internationalization.
- Faculty commitment to internationalization and continuing institutional support
- We have not been successful. There is little support from administration.
- The alignment with resources to teach about educational justice and cultural competency teaching in our country.
- Institutional buy-in at the highest levels.
- To consider the WHOLE curriculum (both home and abroad) through a global lens.
- Clear understanding of what we mean by this
- Creating partnerships with international universities and K-12 schools that offer classes in English to provide more options for our students.
- Building relationships across cultures
- Secure state and federal funding for our students so the higher education landscape can settle to take us away from survival mode to growth and responsive mode - moving to a different-based (competency) curriculum model to allow for more freed up curricular space for internationalization
- Increased support from the institution as a whole. Many faculty are engaged and interested but there is limited funding to support such efforts. Systemic support would help make a sustained change.
- Building community and educator awareness of the importance of understanding international and intercultural perspectives in order to support the diversity of children and families in our own communities, both local and global.
- Substantive encouragement from across campus - and resources of various kinds.
- Buy-in from the Dean.
- Finding ways to include all instead of ONLY those students and faculty who wish to participate in study abroad programming.
- The 4 international faculty-led field experiences we have created in the last 4 years (with a faculty of only 6 people): To China, Rwanda, Chile, and the Netherlands. Each has a theme (e.g., educating Muslim immigrants in Western Europe or rural school development in Rwanda), and each works closely with at least one school in the host country.
- Leadership, both at the education department and institution levels.

What is important about internationalizing the teacher education curriculum?

- Other than mobility of employment opportunities upon graduation, internationalizing the curriculum broaden the horizon of mindsets of teacher candidates to use self-as-an instrument in their chosen career of being an educator.
- Increase awareness of the global society, reduce isolationistic viewpoints within our region.
- Knowledge and skills for teaching in a global society
- In order to advocate a professional educator must be aware and have good reasoning skill
- Critical in this day and age for everyone.
- Learning activities need to infuse global perspectives or assignments should be global focused. Studying abroad or teaching abroad should not be the main focus of internationalization of an institute. Rather, we should focus on students' daily learning.
- Our 'local' population is highly international, incoming daily to the public schools, our teachers need to see beyond the domestic notion of teaching and learning in order to better help our students. Teachers are often isolated but impacted by the day to day events in the world, we have diplomatic corps, military service, high mobility in business with families moving around the world and back to us - we have to develop a more sophisticated and global view of who we serve.
- Prepares future teachers for the diverse classrooms they will face and develops understanding and empathy for other cultures
- Getting support from administration and resources to support the work.
- The relevancy between teaching educational justice and cultural competency with the internationalized curriculum.
- Remembering that our own faculty have very little international experience. They have no base from which to work in internationalization efforts. At best they have a superficial understanding of global themes and no understanding at all of the basic tenets of intercultural competence.
- Offering pre-service teachers the opportunity to reflect and grow with regard to global and international (intercultural) experiences.
- Preparing teachers to work with diverse students in their classrooms and understand their role within the global sociopolitical context
- The teacher becomes more effective by learning new strategies for student learning across cultural contexts. This also builds teaching competence through confidence.
- Breaking barriers and misperceptions
- Training individuals who understand the other and our collective interconnectedness so that they teach from such a perspective...
- True integration and not an add-on.
- It is about global citizenship. Internationalizing teacher education enables educators to cultivate their own and their students' dispositions of social responsibility within our interconnected world.
- Providing leadership and support to faculty and students to do so.
- Providing opportunities for teacher candidates to recognize the international and cultural differences that will be present in their future classrooms. After all, teacher candidates will be responsible for teaching ALL students and not just some.
- The fact that the world needs to address its issues globally.

Is there anything you would like to share about your college's internationalization initiatives? Are there questions you would like to ask? (Minor edits made for typos, repeated words.)

For many years, we offered our MAT students an opportunity to student teach abroad for 5 weeks at the end of their year. Students had the option of placements in Costa Rica, The Gambia, Slovenia, and Sweden. The students who took this opportunity benefited tremendously. However, as more and more obligations and responsibilities got transferred to our program without corresponding increases in resources, something had to go, and one of the program components we have very reluctantly suspended for now is our abroad student teaching placements.

We've had a long experience in doing this, but can always do more.

My college is trying but the results are not great because we are not going to the right direction. Also, studying abroad is an elite program which does not serve all students. Students should not pay for faculty's travels (faculty's travels should be covered by the university or the college) to cut down the cost of the program. And all students should get some financial incentives too. As a result, there will be more students who can afford to explore the world. "

I would like to know more about sustainability - how do we sustain such efforts during periods of transition?

Resources are needed. Study Abroad is one of the best experiences, but is very costly for first-generation college students.

We are in the beginning stages of leveraging telecollaboration in our teacher education program to connect our preservice teachers with preservice teachers in other countries. We completed a pilot project in Fall 2016 with a teacher education program in Macedonia and are slated to repeat that project in Fall 2017, along with a second telecollaboration via the EVALUATE project in Europe (<http://www.evaluateproject.eu>) through which we have been paired with a Teacher Education program in Israel.

We focus on internationalization beyond student teaching - we consider (multi)cultural and intercultural learning through social justice and human rights lenses. The profession (with edTPA and such) seems to be shifting to a very "technical" approach to accreditation and assessment of skills and such with the underlying commitments getting less and less attention.

It's hard to get service recognized in a R1 institution; we need to find better ways to support the internationalization of research

The university currently offers four week student teaching internships abroad. This summer, we will complete syllabus for one-semester student teaching abroad. We have a partner university that will only accept one-semester candidates.

We are woefully behind. I am glad this is anonymous b/c it is embarrassing to admit. Thanks for asking though. I know you are gathering data but it was a good exercise to remind me of the importance of this in our curriculum. Mission accomplished in that regard.

We have engaged in internationalization as a college for many years. Our teacher education programs individually are at vastly different places. Some are highly internationalized and others are minimally.

Some of your questions in this survey have some underlying assumptions that are odd in our context (e.g., having speakers from various backgrounds.) This seems to imply that the university is a homogenous (white) organization that needs to "import" some diversity for internationalization. My university is a large, diverse and inclusive place already, so this assumption seems condescending and strange.

I created a Global Conversations Committee for our COE that helps develop initiatives and ideas for our faculty and students. Our study abroad facilitators are in the process of creating a common mission for all study abroad, in addition to a common assessment.

We are developing a Minor in Global Education Studies, to be considered in Fall 2017. We have a course titled "Global Perspectives of Education," which is taught each year and was developed in 2013. We are considering a student teaching abroad partnership with a college in Ireland.

Themes from Open-Ended Questions

Open-ended responses are consistent with quantitative results

- Leadership at both the institutional and unit levels is viewed as critical for success.
- Teacher candidates will be responsible for teaching a diversity of students in an interconnected world and need the skills and dispositions to do so.
- International experiences are important but not all institutions are able to offer them and not all students can access them. Thus a more integrated approach throughout the curriculum is needed.

Implications for GTEI

GTEI has the potential to fill an important role in the internationalization of teacher education. Our mission is to provide resources and support to teacher educators. The survey results match, in many ways, the areas outlined in our strategic plan and thus strengthens our role as the only American education organization focused on internationalizing teacher preparation.

While the American Council on Education (ACE) provides direct support for internationalization to higher education at the institutional level, GTEI provides support to colleges and departments of teacher education. GTEI can help colleges/departments not only utilize the resources offered by institutions, but make the case that such resources are critical to the college-level internationalization efforts. In addition, results of this survey might be used as leverage for 1) increased collaboration between foreign language teachers and teacher educators in the preparation of world language teachers (which are in critical shortage), 2) the integration of internationalization throughout the curriculum, including general education requirements, 3) support for the development of teacher education leaders, faculty and staff, and 4) increased rewards for the hard work of internationalizing curriculum through tenure and promotion.

Many of the respondents from this survey and previous surveys have offered to provide information for case studies of their internationalization efforts. Good examples of programs at various stages of development are needed for the field to progress.