Expanding World Views and Supporting Intercultural Competence:

A Model for Understanding, Assessment and Growth for Teacher

Educators

North American Community: Uniting for Equity

Journal of Interdisciplinary Education

Shauna M. Adams, Ed.D.
Rochonda L. Nenonene, Ph.D.
Pamela Cross Young, Ph.D.
Novea McIntosh, Ph.D.
University of Dayton

Abstract

Intentional efforts for teacher education candidates to expand their worldview throughout their program of study can lead to growth in their intercultural development as measured by the Intercultural Development Inventory (IDI) (Hammer & Bennett, 1998). This study examines the impact of utilizing the Inter-Cultural Action Plan (ICAP), a results-guided self-designed action plan, on the developmental orientation (Bennett, 2011) of the candidate's intercultural development as measured by the IDI. Significant impact on a candidate's developmental orientation is identified when candidates take ownership of their experiences in the form of an action plan that includes coursework and out of class opportunities.

The changing demographics of American schools continues to bring focus to the pedagogical imperative that teachers be culturally competent and able to address persistent inequities that exist in the process of schooling (King, 2016). Pressure to demonstrate student academic success is particularly demanding for teachers in schools serving students in diverse urban and high poverty areas. Frequently, the academic achievement gap has been identified as an indicator of student progress or failure. Yet, Ladson-Billings (2006) reminds us that factors other than poverty, race and ethnicity also have an impact on student success. These omnipresent institutional factors being so significant and impactful that she labels them the "education debt" (p. 3). Continuing to identify the debts that impact student achievement, Irvine (2010) offers that other gaps are at fault including:

- the teacher quality gap

- the teacher training gap

- the challenging curriculum gap

- the school funding gap

- the digital divide gap

- the wealth and income gap

- the employment opportunity gap

- the affordable housing gap

- the health care gap

- the nutrition gap

- the school integration gap

- the quality childcare gap. (p. xii).

From both Ladson-Billings' (2006) and Irvine's (2010) perspective, when we address the myriad of debts and gaps that structurally and systemically exist in the educational process, student achievement results will be able to improve. While the gaps are many, the need for teacher education programs to address these areas of concern, and prepare candidates to respond to them is paramount.

The educator preparation program described in this article has identified culturally responsive teaching (CRT) (Hammond, 2015; Ladson-Billings, 2006) as a necessary component to close achievement gaps and pay down the accumulating education debt that currently exists. CRT, widely accepted as integral to understanding one's own intercultural development and worldview (Gay, 2000; Paris, 2012; Paris & Alim, 2014) has been embedded into the curriculum for all licensure programs as a means of assisting in the development of candidates' intercultural competence. Because intercultural competence develops over time and is based on diverse experiences and opportunities to reflect on those experiences, this teacher preparation program has been intentional in how experiences and opportunities to reflect are embedded throughout the program. This article also describes the assessment system that was designed to evaluate the progress of teacher licensure candidates to become more interculturally competent.

Statement of the Problem

During a time when the demographics of American schools have become increasingly diverse, the racial and socioeconomic demographic characteristics of teachers in the U.S. are drastically different from the students that they teach. According to Burchinal, Friedman, Pianta, Crosnoe, and Steinberg (2011) and the National Center for Educational Statistics (2013), by 2050, the nation's racial and ethnic mix will look quite different than it does now. Non-Hispanic whites, who made up 67% of the population in 2005, will be 47% in 2050. Hispanics will rise

from 14% of the population in 2005 to 29% in 2050. Blacks were 13% of the population in 2005 and will be roughly the same proportion in 2050. Asians, who were 5% of the population in 2005, will be 9% in 2050. Additionally, the number of adults living in middle-income households is falling with 50% being identified as in the middle class in 2015 compared to 61% in 1971. Likewise, the number of adults in lower and lowest income categories has risen from 25% in 1971 to 29% in 2015 (Pew Research Center, 2015). While the diversity of the student population is changing, those who teach continue to be "white European-American females from middle class families who have little or no experience with minority groups, and who prefer to teach students with whom they identify racially and culturally" (Lowery, Hardin, & Sinclair, 2001, p. 17).

Based on federal estimates, public school teacher hiring increased 45% from 2011 to 2016, while enrollments in teacher preparation programs fell 35% between 2009 and 2014. A teacher shortage is expected to negatively impact the ability for urban centers to find quality teachers who reflect the students that are served (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). While the Obama Administration attempted to address the teacher shortage with a program to train 100,000 new math and science teachers, some argue that more rookie teachers are the wrong solution and that teaching shortages would disappear entirely if we could convince more veteran teachers to stay in the field. The loss of 28,000 math and science teachers alone suggests that teacher attrition in the U.S. has the potential to nullify the results of new teacher recruitment efforts (Ingersoll & May, 2012).

If, as Ingersoll suggests, the problem is that we are not retaining enough of the teachers we already have, what contributes to the mass exodus of teachers from the field? Teacher attrition is a concern throughout American communities, but it is of particular concern to our

urban centers, where the impacts of poverty and poorly-resourced schools are added challenges that impact the job satisfaction of teachers. At a recent round table discussion at the U.S. Capitol, panelists, including educators, educational leaders, teacher trainers and legislators stated, "Too many new teachers are unprepared for the classroom and especially lack experiences working with diverse, low-income students and the trauma that can impact students from those backgrounds" (Mader, 2015, para. 1). School leaders are faced with the reality that all schools need teachers that are interculturally competent at a time when the vast majority of teachers, both in-service and preservice, are white and middle class. How then do school leaders ensure that their staff is equipped with the skills needed to maintain high job satisfaction while providing culturally responsive instruction needed by a growing number of students?

<div align="center">The Importance of Educational Expectations</div>

Members from all racial groups benefit from quality teaching. Both black and white students can make comparable academic progress when they have access to effective teachers. However, cultural differences influence teaching efficacy and the reality is that when black teachers teach black students, black students achieve more than when taught by white teachers (Porter, 2010). According to a recent study at Johns Hopkins University (see Table 1), white teachers have lower expectations of black and brown students. The study found that when a black teacher and a white teacher evaluate the same black student, the white teacher is about 30% less likely to predict the student will complete a four-year college degree (Gershenson, Holt & Papagearoge, 2016). The same is true when it comes to high school graduation.

Table 1.

Key Findings from the Johns Hopkins University Longitudinal Study

1. White and other non-black teachers were 12% more likely than black teachers to predict black students would not finish high school.

2. Non-black teachers were 5% more likely to predict their black boy students would not graduate high school than their black girls.

3. Black female teachers are significantly more optimistic about the ability of black boys to complete high school than teachers of any other demographic group. They were 20% less likely than white teachers to predict their student would not graduate high school, and 30% less likely to say that than black male teachers.

4. White male teachers are 10 to 20% more likely to have low expectations for black female students.

5. Math teachers were significantly more likely to have low expectations for female students.

6. For black students, particularly black boys, having a non-black teacher in a 10th grade subject made them much less likely to pursue that subject by enrolling in similar classes. This suggests biased expectations by teachers have long-term effects on student outcomes, the researchers said.

Note: Adapted from Gershenson, Holt, & Papageorge (2016).

Heeding the call of scholars, such as Nieto (2003, 2006), Cochran-Smith (1995, 2004), Banks (2007), and Ladson-Billings (1994, 1995), teacher education programs increasingly offer content and coursework that seek to deepen prospective teachers' sociological and historical understandings of inequality. A goal in this endeavor is to develop educators who can deepen the critical consciousness of their students. We assert that urban educators who are able to most effectively raise the critical consciousness of their students will be those who are able to recognize and begin to reconcile the divergent perceptions of the opportunity structure held by teachers and students. In other words, raising the critical consciousness of urban teenagers about inequality and other social justice issues requires an understanding of the ways in which

individuals from different backgrounds and at different points in their life conceive of inequality and opportunity (Seider & Hugualey, 2009).

The Importance of Culturally Responsive Teachers

Today's teacher is called to make decisions about curriculum and instruction that are informed, in part, by an understanding of students' family and community culture (Coffey & Farinde-Wu, 2016; Copple & Bredecamp, 2009; Hammond, 2015). Unfortunately, teachers who lack experience with diverse cultures are challenged to be inclusive with students who have a worldview that is different from their own. Davis and Whitener-Lepanto (1994) acknowledged the importance of understanding attitudes and beliefs when they stated:

> Teachers play an important role in the development of children in the classroom. Therefore, they must consider the concerns of other cultures. A positive attitude toward cultures different from the teacher's and an acceptance of cultures different from the teacher's is a necessity. Teachers can intentionally or unintentionally pass their attitudes and values to children. (p. 5)

Developing Intercultural Competence in Pre-service Teachers

The preservice teacher population continues to be comprised of white, European American females from middle class families who have limited experience with minority groups, and have a preference for teaching students with whom they can identify, racially and culturally (Darling-Hammond, 2015; Milner, 2010). Research suggests that the decision-making process used to determine the career path of most teachers is based on comfort level and experience. That is, researchers such as Bollin and Finkel (2006) concluded that preservice teachers are unwilling to teach in an educational setting that is culturally unfamiliar or that could possibly cause them discomfort because of their inability to relate to the students and their families. As a result of

75

their unfamiliarity with urban settings, many preservice teachers make a conscious decision to stay away from urban placements and, as Aaronsohn, Carter and Howell (1995) indicated, when preservice teachers participated in field experiences, they frequently stereotyped students by race and social class and manifested these biases in their interactions with students. They concluded that preservice teachers "tended to assume their own intellectual, social, family and moral life to be the norm and that their task as teachers would be to socialize the next generation of children to that norm" (p. 5).

This issue of unfamiliarity that leads to stereotyping among preservice teachers presents a significant problem for education since the present demographic make-up of students continues to evidence a growing minority population that is not being compositionally reflected in the teaching profession. Recognizing that this picture is the current and future state of education, it becomes critical for schools of education to develop courses and clinical placements that can provide insight, experience, and support to preservice teachers that enable them to acquire a realistic understanding of students and families who are different from themselves before they enter into their own classrooms. Program additions such as these are necessary so that preservice teachers will feel confident and comfortable enough to consider themselves capable of creating inclusive classrooms, and, more importantly, so they can begin to evaluate their own attitudes and beliefs regarding racial and cultural differences. Specifically, they need to know how their perceptions affect their expectations of what students can accomplish, as well as how best to shape the instruction and assessment of students. As Cartledge and Loe (2001) observed, "beliefs are extremely important…they influence teacher expectation and judgments about student's abilities, effort and progress in school" (p. 4). Schultz, Neyhart, Reck and Easter (1996) maintained that, "failure to acknowledge these attitudes and beliefs perpetuates many of the

problems that plague teacher preparation…. Reliance on a theoretical-prescriptive approach alone ignores the driving force behind effective teaching, namely teachers' beliefs and attitudes" (p. 2).

Therefore, it is imperative that programs should actively engage their preservice teachers in activities that promote reflection and require them to question their preexisting perceptions regarding the community and students they will serve. This idea of confronting long-held beliefs and the impact of deficit thinking is not a new concept in teacher preparation. Lasley (1980) argued that the attitudes and beliefs that preservice teachers bring with them to a teacher education program do not change unless they are intentionally or explicitly challenged. Helping preservice teachers to address and work toward resolving their feelings about a diverse student body has become an integral part of the teacher preparation process for the 21st century, especially given the dynamic demographic changes.

For preservice candidates, becoming culturally competent focuses on defining cultural competence; understanding the impact of race, ethnicity, and culture on schools; identifying strategies that can help them become culturally competent; and providing insight into how those who are in cultures different from one's own view the world, schools, and their positionality therein. Moule (2012) asserted the following:

> … moving toward cultural competence is an emotionally demanding process that
> does not occur overnight or with a single course or workshop…. Developing
> cultural competence requires looking at the pain and suffering racism has caused as
> well as looking at one's own attitudes and beliefs. Gaining cultural competence can
> also provide enormous personal growth in the form of increased self-awareness,
> cultural sensitivity, nonjudgmental thinking and broadened consciousness. (p. 27)

The development of cultural competence from Moule's (2012) viewpoint is seen as a necessity for educators because, "becoming a culturally competent teacher is quickly becoming a professional imperative and will increasingly become a basis for hiring. Increasingly, teachers will find themselves working with colleagues and students who are culturally different" (p. 27). Furthermore, as stated by Moule, "it is a developmental process that depends on the continual acquisition of knowledge, the development of new and more advanced skills, and the ongoing reflective self-evaluation of progress" (p. 13).

A University's Response

Intercultural competence develops over time and is based on diverse experiences and opportunities to reflect on those experiences. Many colleges and universities offer students opportunities to engage with other cultures, whether through study abroad programs or diversity programs offered on campus. Students may or may not take advantage of these opportunities, and rarely are these opportunities incorporated systematically into the students' programs. The CAEP Commission Recommendations to the CAEP Board of Directors (Council for Accreditation of Educator Preparation, 2015) included the following:

Accreditation requirements for teacher education programs state that,

Diversity must be a pervasive characteristic of any quality preparation

program. The Commission expects responsible providers to ensure that

candidates develop proficiencies in specific aspects of diversity that appear in

the Commission's recommended standards and to embed diversity issues

throughout all aspects of preparation courses and experiences. (p. 21)

Because of a commitment to serving all students, this study focuses on how one teacher preparation program sought to ensure that all students had diverse experiences throughout their

program. To this end, program faculty developed a system of experiences and corresponding assessments designed to inform program design decisions, while also providing progress data on teacher licensure candidates.

Research Questions:

1. Did the implementation of the Intercultural Action Plan (ICAP) positively impact the scores of Early Childhood students on the Intercultural Development Inventory (IDI)?

2. Did early childhood students who implemented the ICAP outperform students in other licensure programs who did not implement the ICAP?

Methodology

Research Design

This quantitative study examined the impact of an intervention using pretest and posttest scores of participants in three teacher licensure areas across two cohort groups.

Setting

The study took place in a mid-sized private university in a mid-sized Midwestern city. The campus is located in an urban area with ample access to schools serving racially and socio-economically diverse student populations. Because the University has a strong commitment to educating students to value social justice and have skills and dispositions to work in a global society, the Office of Student Development offers a wide range of opportunities for students to learn about, experience and become immersed in diverse experiences designed to support the development of intercultural competence across the continuum. The campus community for undergraduate students is largely residential and offers living and learning communities that support intercultural development as well as a broad range of summer and semester study abroad program options. The University serves approximately 6,600 full-time undergraduate students

and 2,870 graduate students (1,770 of the graduate students are enrolled in the School of Education and Health Sciences).

Participants

Participants in this study included two cohorts of teacher licensure students who were administered the Intercultural Development Inventory (IDI) as a pretest during their sophomore year and as a posttest during their senior year student teaching experience. Cohort 1 consisted of students from three teacher licensure programs including Adolescent and Young Adult (AYA), Middle Childhood (MC) and Early Childhood (EC) who started in the 2011 cohort (see Table 2). None of the students in Cohort 1 completed the Intercultural Competence Action Plan (ICAP) assignment.

Table 2.

Number of Participants in Cohort 1 by Licensure Area

	AYA	MC	EC	TOTAL
Pretest N	30	15	50	95
Posttest N	27	24	55	106

Cohort 2 consisted of students from the same four licensure programs (AYA, MC and EC) who started in the 2012 cohort (see Table 3). Cohort 2 included early childhood licensure students who completed the Intercultural Competence Action Plan (ICAP). Students in AYA and MC did not complete the ICAP.

Table 3.

Number of Participants in Cohort 2 by Licensure Area

	AYA	MC	EC	TOTAL
Pretest N	31	26	55	112

Posttest N	35	19	59	113

Intervention

Early childhood teacher licensure students in Cohort 2 were required to complete the Intercultural Competence Action Plan (ICAP) (see sample in Figure 1). The ICAP was developed based on the work of Bennett (2011) that identified six characteristics of experiences that lead to intercultural competence.

1. Intentional and developmentally sequenced program design

2. Balancing challenge and support; anxiety reduction

3. Facilitating learning before, during, and after intercultural experiences

4. Depth of intercultural experiences, language immersion

5. Intercultural competence training

6. Cultivating curiosity and cognitive flexibility

The ICAP requires students to examine their program of coursework and clinical experiences which provide opportunities to learn, apply and reflect upon the principles of intercultural competence. The experiences build on each other and provide opportunities to differentiate content depending on the student's developmental level of intercultural sensitivity. It takes into consideration the life experience students have before coming to the university and builds on that foundation as they matriculate. The progression of experiences encourages students to become immersed in new experiences while challenging them to grow within a

structure of support. Students are required to develop a personal plan of experiences designed to meet their individual needs and personal interests. Intercultural competence training is embedded throughout the program with in-class simulations and clinical experiences designed to cultivate curiosity and cognitive flexibility. Students are asked to reflect on their experiences and their personal growth throughout their program which culminates in a student teaching capstone experience.

Figure 1 shows a sample ICAP that illustrates how a sophomore level early childhood student reflected on his program including the required coursework with related interculturally competence content and clinical experiences. This student constructed a plan of experiences designed to augment the required coursework and also meet his personal goals. One purpose of the ICAP is to make sophomore level students aware of the intercultural experiences available through the university and community opportunities at school and at home. These action plans are kept in the students' electronic files and students are required to review and reflect on their progress during second term junior year and during the student teaching experience. In addition to updating the ICAP, program faculty planned opportunities for students to reflect on their intercultural experiences during EDT 313: Developmentally Appropriate Practice for Preschool; EDT 413: Social Studies Methods for Kindergarten and the Primary Grades; and during the Student Teaching Capstone course.

Figure 1.

Sample Intercultural Competence Action Plan (ICAP)

Program Focus and Intercultural Competence Action Plan (ICAP)
Student:_____Sample ICAP_____
Year of entry to the early childhood program: _2012_ Entered as a _X_ sophomore or ___junior

Revised 4 Year Plan is developed using Degreeworks Planning Tool and is attached**:** Initial

Focus area/s declared: (check all that apply)

_____Prekindergarten Special Needs   _____Infant Toddler Certificate

_X__Early Childhood 4th/5th Grade Generalist Endorse _____Urban Teacher Academy

_____American Sign Language _____Young Catechetical Leader

_____Spanish _____Early Childhood Leadership and Advocacy.

_____Other or no focus area declared. Explain: _____

I have read and understand the ECE Philosophy on Lab/Clinical Experiences and will do my part to supplement these experiences to meet my personal goals as an early childhood educator and to develop intercultural competence by expanding my worldview. I realize that this means that I may need to plan additional experiences with a specific age group or population in order to fully explore my personal interests. My personal plan is included below:

Signed: _____   Date: _____

Options for Personalized Intercultural Experiences
- Choose a focus area or areas that involve work with diverse children and families   - Become involved in a student organization that involves work with persons from other cultures (i.e. International Student Club, Diversity Discussion Group, St. Vincent DePaul Society, Dakota Center Club…)   - Become involved in a Service Learning opportunity (i.e. volunteer at the Kroc Center, Dakota Center, Habitat for Humanity….)   - Participate in a Study Abroad experience   - Participate in programs sponsored by the University of Dayton Center for Social Concern   - Plunge Retreats- (i.e. Rural Plunge, Workers Rights Plunge, Homelessness Plunge, Health Care Plunge, Life Issues Plunge)   - Break-Outs (Alternative Break Trips)   - Table of Plenty lunch discussion   - Martin Luther King Jr. Retreat   - UD Summer Appalachia Program   - Summer Cross-cultural Immersion Trips   - Other- identify/explain

Experiences	**Anticipated Outcomes**
Describe the experiences that you plan to include (required **and** optional) in your 4 year program in order to expand your worldview.	What do you expect to get out of this experience?

Year 1: Tuesday Night Lights (Football) **(TNL)** Christmas on Campus **(COC)** Summer – Worked at Brenda Cowen Center **(BCC)** EDT 110 + L MUS 104 REL 103 PHL 103	**TNL**- Worked with the intercity youth of Dayton through football and interacted with them to learn about their lives. **COC**- Spent a festive evening with a child who may not have the opportunities that many can afford and give him the time of his life. **BCC**- Worked with preschoolers and toddlers, most of Hispanic heritage. I learned some Spanish and about cultural differences. **EDT**- Learned about the teaching profession in class and in the lab. I learned how the students in a public school go about their days and how their surroundings affect their learning processes. I benefited from seeing many cultures in one class. **MUS**- Learn about different cultures through music that could be used to teach my future students. **REL + PHL**- Learned about philosophical and religious differences of the world.
Year 2: Tuesday Night Lights (Football) **(TNL)** Summer and Winter – Worked at Bethel Early Learning Center **(BELC)** EDT 211 + L EDT 212 + L EDT 305 SWK 325	**TNL**- Worked with the intercity youth of Dayton through football and interacted with them to learn about their lives. **BELC**- Worked with school age children of diverse economic backgrounds, cultures, and learned how they interacted every day with peers and adults. **EDT 211**- Learn the influences of early childhood development from birth to school age. Experience included time watching the emotional, social, physical, aesthetic, and intellectual growths of pre-school aged children. **EDT 212**- Learn the theory behind early childhood teachings as well as learn practices done by the best. This included the impact of toxic stress and poverty on development. **EDT 305**- Learn the philosophy and history behind education in America and how this now affects the profession and field. **SWK 325**- Child Abuse, learned about the long term impact of child abuse on development and what, as a teacher, I can do to help.

Year 3:	TNL- Worked with the intercity youth of Dayton through football and interacted with them to learn about their lives.
Tuesday Night Lights (Football) **(TNL)** Summer and Winter – Worked at Bethel Early Learning Center **(BELC)** Christmas on Campus **(COC)** Assistant Basketball Coach (Little Brother's Team) **(BBall)** EDT 341 + L EDT 350 EDT 450 EDT 313 + L EDT 453 EDT 340 + L	**BELC**- Worked with school age children of diverse economic backgrounds, cultures, and learn how they interact everyday with their peers and adults. **COC**- Spent a festive evening with a child who may not have the opportunities that many can afford and give him the time of his life. **BBall**- Help coach my little brother's basketball team in a private league where most of the children come from wealthy backgrounds. This may show me the other spectrum of how their children interact as well as their parents. Shows how the children respond in a competitive atmosphere as well. **EDT (341, 350, 450, 453)**- Learning the "in and outs" of grammar and vocabulary to be able to teach reading and English. This is mainly about literacy and I'm sure it will be used to help teach students where English is their Second Language. **EDT 313**- Work with children in a preschool setting, children that are culturally different and children that have different levels of development. **EDT 340**- Especially stresses the work with diverse students. This is important and imperative to becoming a teacher now with the growth of immigration. Help teach diverse students and their cultural differences.

Year 4:	TNL- Worked with the intercity youth of Dayton through football and interacted with them to learn about their lives.
Tuesday Night Lights (Football) **(TNL)** Summer and Winter – Worked at Bethel Early Learning Center **(BELC)** Christmas on Campus **(COC)** Assistant Basketball Coach (Little Brother's Team) **(BBall)** Church Mission Trip **(Church)** EDT 415 + L ED 473	**BELC**- Worked with school age children of diverse economic backgrounds, cultures, and learn how they interact every day with their peers and adults. **COC**- Spent a festive evening with a child who may not have the opportunities that many can afford and give him the time of his life. **BBall**- Help coach my little brother's basketball team in a private league where most of the children come from wealthy backgrounds. This may show me the other spectrum of how their children interact as well as their parents. **Church**- Help witness to people in need and show them how religion can link our nations. Observe the cultural differences but also see how this can impact my own life. **EDT 415**- Other than learning in the field internship there will be working with students with mild and moderate disabilities. This will be very helpful in observing how to properly help these students and will be beneficial in the future; for it's important to help these children succeed as well. **EDT 473**- Student teaching; basically putting everything I've learned to good use and setting up a foundation for my future career as an early childhood educator.

Data Collection

Intercultural Development Inventory (IDI)

The Intercultural Development Inventory (IDI) is based on the Developmental Model of Intercultural Sensitivity (Bennett, 1993) and has been used in academic and other settings with one identified use being program evaluation. The IDI is a 50-item questionnaire available online that can be completed in 15–20 minutes and assesses intercultural competence "which is the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities" (Hammer & Bennett, 1998, p. 4). The IDI is a measure of an individual's or

group's capability to exercise intercultural competence (Hammer, Bennett & Wiseman, 2003) that has been rigorously tested in three phases and found to possess high cross-cultural validity and reliability using both content and construct validity analyses. (Hammer, Bennett & Wiseman, 2003; Hammer, 2011; Wiley, 2016).

During their sophomore year, candidates completed the pretest using the online version of the IDI which served as a baseline. These scores were maintained in Department of Teacher Education data management system, Chalk and Wire, and could be compared to the posttest which was administered during senior year using the same instrument. Scores were entered by cohort with students being separated by licensure area. The Chalk and Wire database was maintained by a data specialist who removed student identifiers and disaggregated scores by cohort and licensure area. Pretest and posttest scores were analyzed using SPSS to determine statistical significance at the 0.05 level.

Limitations

The limitations of the study include the small sample size and the limited number of cohorts. Because these data were collected for continuous program improvement as part of the national accreditation process, program decisions were made after the second cohort that changed the variables so that further analysis could not be made.
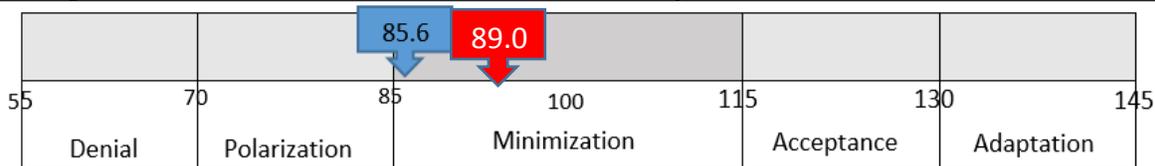
Results

Data from the Intercultural Development Inventory (IDI)

The Developmental Orientation (DO) on the IDI refers to the actual intercultural development level on a continuum of intercultural sensitivity (Hammer & Bennett, 1998). Cohorts 1 and 2 were assessed during their sophomore year in their child and/or adolescent development courses and during their senior year during student teaching. This study focused on

87

the Developmental Orientation (DO) scores which indicate the students' primary orientation toward cultural differences and commonalities along the Continuum of Intercultural Development. "The DO is the perspective student's most likely use in those situations where cultural differences and commonalities need to be bridged. Developmental Orientation can be identified on a continuum which includes Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation" (Hammer & Bennett, 1998, p. 5). Mean pretest scores for both cohorts (highlighted in blue in Tables 4 and 5) were in the low end of "minimization," reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions and behaviors. Mean posttest scores for Cohort 1 (highlighted in red) showed very little movement in the groups' developmental orientation scores which remained soundly within the minimization range and only increased by 3.4 points (see Table 4) by the end of their program.

Table 4.

Developmental Orientation Scores Cohort 1 – All Programs

| 85.6	89.0					
55	70	85	100	115	130	145
Denial	Polarization		Minimization	Acceptance		Adaptation

Note: Adapted from Hammer and Bennett, 1998

The results for Cohort 2 (see table 5) included the scores from early childhood program candidates who participated in the intervention. Change in mean scores was somewhat improved showing an increase of 6.2 points. This increase moved the cohort from a starting point at the high end of polarization to a slightly higher score in minimization. Polarization is characterized by an evaluative mindset that views cultural differences from an "us versus them" perspective. Deeper understanding of these findings are better seen in Table 7 which disaggregates the data

by licensure program and takes into account the impact of the intervention with the early childhood licensure students in Cohort 2.

Table 5.

Developmental Orientation Scores for Cohort 2 – All Programs
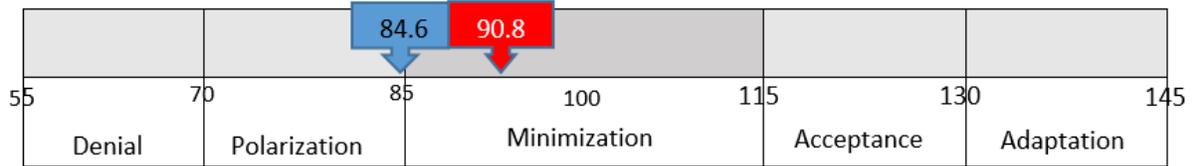
Note: Adapted from Hammer and Bennett, 1998

Table 6 shows the pre and posttest scores by cohort for Developmental Orientation and also includes the number of participants in each cohort for the pretest and posttest administrations.

Table 6.

Pretest and Posttest Scores by Cohort for Development Orientation (DO)

	Pre Test DO		Posttest DO		
Cohort	Mean	N	Mean	N	Difference
1 (2011-2012)	85.6	113	89.0	132	3.4
2 (2012-2013)	84.6	135	90.8	135	6.2

Note: Statistical significance (p=0.05) was not reached with cohort scores.

Table 7 provides mean Developmental Orientation pretest and posttest scores disaggregated by licensure program. This table serves as a basis of comparison between programs and includes progress made between the sophomore year pretest and senior year posttest. The 2011 Cohort shows scores for all programs before the ICAP intervention was implemented. The programs include Adolescent and Young Adult (AYA) for teaching in grades 7 through 12; Middle Childhood (MC) for teaching in grades 4 through 9; and Early Childhood

(EC) for teaching in grades pre-kindergarten through 4. While the scores for the MC and EC programs remained static, there was a significant (p=0.001) increase in scores for AYA.

Table 7.

2011 Cohort 1 Developmental Orientation Pretest and Posttest Scores by Program

Program	Pretest	Posttest	Difference
AYA	N 30	N 27	
	83	94	11*
MC	N 15	N 24	
	82	87	2
EC	N 50	N 55	
	87	93	6
TOTAL	N 113	N 132	
	85	89	4

Note: This cohort did not implement the ICAP
*p=0.05

Table 8 provides Developmental Orientation (DO) pretest and posttest scores disaggregated by licensure program after the ICAP was implemented for EC majors only. This table serves as a basis of comparison between programs and includes progress made between the sophomore year pretest and senior year posttest. After implementation of the ICAP, mean pretest and posttest scores for EC majors showed a significant increase (P=0.05). The AYA cohort had a more balanced number of majors (science, social studies, math and English language arts) than was present in the 2011cohort. The scores for the 2012 cohort show an increase in Development Orientation for the EC majors who participated in the ICAP intervention. AYA and MC majors did not participate in the ICAP intervention and their scores remain static.

Table 8.

2012 Cohort 2 Developmental Orientation Pretest and Posttest Scores by Program

Program	Pretest	Posttest	Difference
AYA	N 31	N 35	
	87	89	2
MC	N 26	N 19	
	82	86	4
EC	N 55	N 59	
	84	94*	10*
TOTAL	N 112	N 113	
	84.3	89.7	5.4

*p=0.05

Discussion

Implications for Teacher Preparation Programs

While statistical differences were found in the increased posttest scores for EC majors who implemented the ICAP in the 2012 cohort, it must be noted that AYA majors in the 2011 cohort had similarly improved posttest scores without implementing the ICAP. These results were puzzling at first. Upon further investigation, it was discovered that an unusually high number of social studies majors comprised the AYA candidates in the 2012 cohort. Social study majors tend to participate in study abroad and immersion programs at greater numbers and also take coursework related to global cultures, social justice and diversity. It could be that candidates who chose to pursue social studies as a discipline were more likely to seek out experiences that impacted their world view and in turn their DO. Because not all teacher licensure candidates

have the disposition to expand their world view, which appears to be the case with the 2012 cohort of AYA students, a more intentional and systematic effort might be needed in order to train candidates to be culturally responsive teachers.

Because the inclusion of the ICAP for Early Childhood teacher licensure students was shown to have a significant impact on the IDI post test scores (p=0.05), the Teacher Education faculty decided to adopt a similar tool, the Intercultural Effectiveness Scale (IES) (Kozai Group, no date). The IES requires students to respond to a personal intercultural effectiveness report and develop a personal action plan. The IES is a proprietary, norm referenced, valid and reliable tool (Chen & Starosta, 2000) that assesses dispositions related to diversity and results in an action plan for each candidate. The faculty determined that second year students would take the IES and develop an action plan similar to the ICAP. Both the ICAP and the IES were designed to expand the students' worldview by guiding them through a process of planning their program to include intercultural experiences and opportunities for reflection, which has been shown to improve intercultural development. The benefit of switching to the IES from the ICAP is that the pretest data from the IES result in a personal report of intercultural effectiveness that could be used to inform the development of the Action Plan. Because the action plan is part of the IES, the pretest and posttest scores align the goals of the action plan with the assessments. Another benefit of the IES is that data are more easily managed and reported. This was an important consideration as the number of the students involved in the intervention grew to include candidates from the other programs.

Conclusion

The first research question focused on the impact of the implementation of the ICAP on the IDI scores of early childhood majors. While more research is needed, the impact of the ICAP

intervention on this one cohort of EC majors appears to have had a positive impact on their DO scores on the IDI.

The second research questions asked for a comparison of DO scores on the IDI between programs that implemented the ICAP (EC) and programs that did not (AYA and MC). While it appears that early childhood majors in the 2012 cohort outperformed candidates from the other licensure areas, the results from cohort 2011 must also be considered. AYA candidates in the 2011 cohort did not participate in the ICAP intervention but had a significant increase in pretest to posttest scores. This might be explained by the unusually high number of social studies majors in the 2011 AYA cohort. This possibility is consistent with Moule (2012) who describes cultural responsiveness as, "the continual acquisition of knowledge, the development of new and more advanced skills, and the ongoing reflective self-evaluation of progress" (p. 13). It is likely that candidates who have chosen to major in social studies are more likely to be interested in diverse cultures that candidates in other majors. It is possible that some candidates have interests and prior life experiences that make them more open to being culturally responsive. However, teacher preparation programs must ensure that all candidates be required to develop the knowledge, skills and dispositions to be culturally responsive.

Culturally responsive teaching skills are imperative for teachers in an increasingly diverse population. Intentional efforts requiring candidates to expand their worldview throughout their program of study can lead to growth in their intercultural development as measured by the Intercultural Development Inventory (Hammer & Bennett, 1998). When programs provide opportunities for majors to expand their world view by planning a variety of experiences with diverse cultures, by holding students accountable for plan follow-through, and by including opportunities for reflection, the impact can be significant.

References

Aaronsohn, E., Carter, C. J., & Howell, M. (1995). Preparing monocultural teachers for a multicultural world: Attitudes toward inner-city schools. *Equity & Excellence in Education, 28*(1), 5-9.

Banks, J. A. (2007). *Educating citizens in a multicultural society*. New York: Teachers College Press.

Bennett, J. (2011, February) *Developing intercultural competence for international education faculty and staff facilitator.* Presented to the Association of International Education Administrators: San Francisco, CA.

Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 21-71). Yarmouth, ME: Intercultural Press.

Bollin, G. & Finkel, J. (2006). White racial identity as a barrier to understanding diversity: A study of preservice teachers. *Equity & Excellence in Education, 28*(1), 25-30.

Burchinal, M., Friedman, S., Pianta, R., Crosnoe, R., and Steinberg, L. (2011)Examining the Black White achievement gap among low-income children using the NICHD study of early child care and youth development. *Child Development, 82*(5), 1404– 1420.

Cartledge, G. & Loe, S. A. (2001) Cultural diversity and social skill instruction, *Exceptionality*, *9*(1/2), 33-46.

Chen, G. M., & Starosta, W. J. (2000). The development and validation of the intercultural sensitivity scale. *Human Communication*, *3*, 1-15.

Cochran-Smith, M. (1995). Uncertain allies: Understanding the boundaries of race and teaching. *Harvard Educational Review*, *65*(4), 541–569.

Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education.* New York: Teachers College Press.

Coffey, H. & Farinde-Wu, A. (2016). Navigating the journey to culturally responsive teaching: Lessons from the success and struggles of one first-year, Black female teacher of Black students in an urban school. *Teaching and Teacher Education, 60*(11), 24-33.

Council for Accreditation of Educator Preparation (2015). CAEP Commission recommendations to the CAEP Board of Directors. *CAEP Accreditation Standards.* Washington DC: Author.

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington DC: National Association for the Education of Young Children.

Darling-Hammond, L. (2015). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.

Davis, L. E., & Whitener-Lepanto, V. (1994, November). *Preservice teachers and culturally diverse families: How do they perceive one another?* Presented at the Annual Meeting of the Mid-South Educational Research Association, Nashville, TN.

Gay, G. (2000). *Culturally responsive teaching theory, research, and practice.* New York: Teachers College Press.

Gershenson, S., Holt, S. B., & Papageorge, N. S. (2016). Who believes in me? The effect of student-teacher demographic match on teacher expectations. *Economics of Education Review, 52*, 209-224.

Hammer, M. R., & Bennett, M. J. (1998). *The Intercultural Development Inventory (IDI) manual.* Portland, OR: The Intercultural Communication Institute.

Hammer, M.R., Bennett, M.J. & Wiseman, R. (2003). The Intercultural Development Inventory: A measure of intercultural sensitivity. *International Journal of Intercultural Relations*, *27*, 421-443

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Thousand Oaks, CA: Corwin Press.

Ingersoll, R. M. & May, H. (2012). The magnitude, destinations, and determinants of mathematics and science teacher turnover. *Education Evaluation and Policy, 34*(4), 435-464.

Irvine, J. J. (2010). Foreword. In H.R. Milner's (Ed.). *Culture, curriculum, and identity in education*. New York: Palgrave Macmillan.

King, J. B. (2016). *Stronger together: Why our budget supports voluntary, community-led efforts to increase diversity.* Washington DC: U.S. Department of Education.

Kozai Group (no date). *Intercultural Effectiveness Scale*. Chesterfield, MO: Author.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American students*. San Francisco: Jossey Bass.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, *32*(3), 465–491.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. Schools. *Educational Researcher*, *35*(7), 3-12.

Lasley, T. (1980). Preservice teacher beliefs about teaching. *Journal of Teacher Education, 31*(4), 38-41.

Lowery, B. S., Hardin, C. D., & Sinclair, S. (2001). Social influence effects on automatic racial

      prejudice. *Journal of Personality and Social Psychology*, *81*(5), 842-855.

Mader, J. (2015). Teacher prep fails to prepare educators for diversity, child trauma, panel says.

      Hechinger Report. Retrieved from https://hechingerreport.org/teacher-prep-fails-to-

      prepare-educators-for-diversity-child-trauma-panel-says/.

Milner, H. R. (2010). *Start where you are, but don't stay there.* Cambridge, MA: Harvard

      Education Press.

Moule, J. (2012). *Cultural competence: A primer for educators*. Belmont, CA: Wadsworth.

National Center for Education Statistics. (2013). *Digest of education statistics*. Retrieved from

      http://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp

Nieto, S. (2003). *What keeps teachers going*? New York: Teachers College Press.

Nieto, S. (2006). Solidarity, courage and heart: What teacher educators can learn from a new

      generation of teachers. *Intercultural Education*, *17*(5), 457–473.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and

      practice. *Educational Researcher*, *41*(3), 93–97.

Paris, D. & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining

      pedagogy? A loving critique. *Harvard Educational Review*, *84*(1), 85-100.

Pew Research Center. (2015). *The American middle class is losing ground: No longer the*

      majority and falling behind financially. Washington DC: Author.

Porter, A. (2010). Rethinking the achievement gap. *Penn Graduate School of Education: A*

      Review of the Research, 1-4.

Shultz, E., Neyhart, T., Reck, M., & Easter, L. (1996). Uphill all the way: An investigation of attitudinal predispositions of preservice teachers toward diversity in urban classrooms. *The Teacher Educator*, *32*, 22-36.

Seider, S. & Hugualey, J.P. (2009). Aspiring educators, urban teens and conflicting perspectives on the social contract. *Equity and Excellence in Education, 42*(3), 294-312.

Sutcher, L. Darling-Hammond, L., Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. *Learning Policy Institute,* 1-16.

Wiley, A. (2016). *Intercultural Development Inventory (IDI): Independent review.* Las Vegas, NV: ACS Ventures.