

Perceptions of Student Teaching Abroad: Upon Return and Two Years After

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Abstract: This study sought to identify preservice teachers' perceptions of their student teaching abroad experience and its effectiveness in preparing them to be globally competent educators upon completion of their student teaching as well as two years after. Findings indicate that they perceive their experience to have been both advantageous and effective and that it enhanced their global-mindedness. More than two years after student teaching abroad the experience continues to have a personal and professional impact as they find themselves to be more global-minded and seeking opportunities to share their abroad experience

Key words: international student teaching, global-mindedness, personal/professional impact.

Introduction

As the world is becoming increasingly interdependent, teachers today are faced with the challenge of preparing their students to thrive in a global community and are called upon to become globally competent themselves (Stewart, 2013). A student's capacity to develop a global perspective in an academic setting relies heavily on the attitude and knowledge of the teacher to provide a learning environment that cultivates global-mindedness (Colville-Hall & Adamowicz-Hariasz, 2010; Merryfield, Tin-Yau Lo, & Po, 2008). Teacher educators need to ensure that global knowledge becomes a core competence of their preservice teachers (Stewart, 2013). Teachers have the responsibility to educate students to "have the knowledge, skills, and attitudes necessary to live and work in a global society" (McGaha & Linder, 2014, p. 305). Yet, studies indicate that only a very small percentage of preservice teachers takes advantage of global experiences during their college education to adequately prepare their future students for

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success in the global age (NAFSA, 2014; Shaklee & Baily, 2012). Other studies raise questions as to the effectiveness of international opportunities in actually providing transformative learning experiences for students (Vande Berg, Phoebe, & Lou, 2012). As a result, the majority of today's preservice and in-service teachers can be categorized in the ethnocentric minimization stage on the Intercultural Development Inventory (IDI), which places the emphasis on the similarity of all human beings and their shared common beliefs (Cushner, 2012) rather than emphasizing and valuing their differences.

One way to prepare an increasingly global-minded teaching force is through participation in an intercultural immersion program, such as a long-term international placement during the teacher preparation program (Doppen, 2010; Cushner, 2012). This study focuses on 13 preservice teachers at a large Midwestern university who participated in a student teaching abroad experience through the Consortium for Overseas Student Teaching (COST) program during the Summer 2013, Fall 2013, and Spring 2014 semesters. Established in 1972 to promote global understanding and intercultural immersion, COST is a collaboration of 15 colleges and universities in the United States that provide an opportunity for education majors to student teach in an overseas setting, typically in a two- to three-month placement. One central goal of the COST program is for its graduates to bring a global perspective back to their future classrooms in the United States.

We sought to identify these preservice teachers' perceptions of their COST experience and its effectiveness in preparing them to be globally competent educators by addressing the following research questions:

1. What advantages did the preservice teachers in this study who completed their student teaching abroad perceive they had in comparison to teacher candidates who did not?
2. Did the preservice teachers in this study who completed their student teaching abroad believe their experience prepared them to be effective instructors?
3. How has the student teaching abroad experience impacted the participants in this study in the two years since they completed their student teaching?

Acquiring a deep understanding of and connection to the world that expands beyond one's own community and country is an essential element of global education (McGaha & Linder, 2014; González-Carriedo, López de Nava, & Martínez, 2017). According to Schneider (2004), teacher education programs need to begin incorporating mandatory experiences abroad for all teacher

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candidates to better prepare them for their future roles. However, in 2014-15, education majors made up only 3.5% of the 313,415 students who participated in study abroad programs, a drop from 4.1% reported a decade earlier (Institute of International Education, 2016). The low percentage of preservice teachers engaging in international experiences is dismal at best, considering the emphasis placed on teachers' ability to help students achieve a proficient level of global-mindedness.

In a policy brief, the National Education Association (NEA) (2010) specified that "public education, the cornerstone of our republic, is the only avenue through which today's students – tomorrow's workers – can attain global competence" (p. 1). The NEA provides the following definition of global competence:

[T]he acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community. (p. 1)

Educators are the key to fostering global-mindedness in today's students. However, as the *Open Doors* report from the Institute of International Education indicates, of all the college students spending time abroad, less than one in 25 is an education major, whereas nearly two thirds are in the areas of STEM, business and management, and social sciences. In other words, while teachers have a significant responsibility to prepare students to prosper in the global community in which they live, preservice teachers represent one of the smallest populations of college students who seek opportunities abroad.

The expressed need for internationalizing teacher education in the United States by several researchers stems from changing demographics and the increase in global opportunities and demands that may present a challenge for tomorrow's workforce if students today are not being "prepared to live in a globalized world" (McGaha & Linder, 2014, p. 307; Shaklee & Baily, 2012). Based on their research, McGaha and Linder (2014) found that there are three major reasons why teacher education programs in the United States should globalize their curriculum. First, the population of the United States continues to diversify ethnically, culturally, religiously, and linguistically due to the increasing numbers of immigrants arriving since the 1970s. Second, one quarter of all American jobs are now connected to international trade, a percentage that continually increases as trade agreements become more profuse. In addition, the major challenges that the United States faces today, such as terrorism and climate change, among

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others, are global issues that require intercultural competence and cooperation. As McGaha and Linder argue, “Simply put, American schools and teachers face unprecedented changes that are global in nature, requiring schools and teachers to teach in a manner that will enable students to understand these global connections” (p. 307).

In order to transform teachers into global educators who can enhance their students’ awareness by providing them a global perspective, preservice teachers and teacher educators must believe in the necessity of including enriching international teaching experiences in teacher education programs. It is not sufficient to simply travel abroad; by engaging in a prolonged student teaching abroad experience, preservice teachers will “have the opportunity to learn to see others as well as themselves through new eyes...through interpersonal dialogue and personal encounters” with people who are culturally, ethnically, and linguistically different (Cushner, 2007, p. 37). The Longview Foundation, an organization that recognizes the importance of students having “opportunities to gain broad and deep global knowledge and the language and intercultural skills to engage effectively with people around the corner and around the world,” identifies international experiences as invaluable in preparing globally competent teachers. In its report *Teacher Preparation for the Global Age: An Imperative for Change*, the foundation highlights effective experiences abroad as those that integrate the following components:

Significant pre-departure orientation to clarify goals and prepare personally and academically for the experience; expectation and support for in-depth engagement with people from the host country through student teaching, home stays, community-based service learning, and structured activities completed on-site; and activities in-country or upon returning that connect the experience abroad directly to the students’ teaching practice. (2008, p. 23)

The report acknowledges the Consortium for Overseas Student Teaching (COST) as one example of a measure some universities are taking to engage preservice teachers in such experiences. COST is a collaborative effort among 15 colleges and universities across the United States to offer opportunities for preservice teachers to complete their student teaching abroad. The goal of the program is to “promote global understanding, intercultural communication, and a meaningful educational experience” (<http://www.gvsu.edu/cost/>). Along with achieving the same objectives as they would in a typical student teaching classroom environment in the United States, students are also enriched with additional objectives that include, but are not limited to, “clarify[ing] one’s position as a U.S. citizen by experiencing life in a different social and cultural milieu and

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consider[ing] ways to bring an international perspective back to one's classroom in the United States.”

Much of the research has focused on preservice teachers' perceptions before and shortly after completing their student teaching abroad experience (see e.g., Vande Berg, Phoebe, & Lou, 2012). However, little research has been conducted on the longer-term impact of such an experience. In her study on the impact of international student teaching in non-Western cultures on first-year teachers, Martin (2012) found that students had grown both personally and professionally, exhibited an increased intercultural sensitivity, and were able to better meet the needs of a diverse student body as well as infuse their instruction with culturally relevant practices. In a similar study of in-service teachers who had initially taught at least one year in the United States and eventually returned home after teaching internationally, Thomas (2012) found likewise that students had grown personally, developed a global perspective and cultural empathy, and adopted culturally relevant pedagogy and curriculum choices. In another study that focused on a short-term abroad classroom experience, Shiveley and Misco (2015) reported on the long-term impact of exposing preservice teachers to a year-long comparative education course in which students gain in-depth knowledge about education systems existing both in the United States and in Europe prior to engaging in their short-term stay in classrooms in various European nations. Not only did their findings suggest that the preservice teachers' experience helped them to secure employment by making them more marketable (Shiveley & Misco, 2012, 2015), they indicated that long-term benefits were evident in their approach to teaching. As teachers, their experiences helped make them more mindful of and sensitive to the multiple perspectives that exist (Shiveley & Misco, 2015).

Methodology

This phenomenological case study sought to assess how a distinct group of 13 preservice teachers at a large Midwestern university, all of whom were assigned a pseudonym to protect their anonymity and who completed their student teaching abroad, perceived this experience in comparison to student teachers who did not and how it continued to impact them two years later. Research has suggested that this method is especially appropriate when studying a contemporary phenomenon to describe the meaning of a lived experience from the perspective of a group of individuals (Creswell & Poth, 2017; Merriam, 2016; Stake, 1995; Yin, 2002).

Participants included one Early Childhood (grade K-3), two Middle Childhood (grade 4-9), nine Adolescent to Young Adult (grade 7-12), and one Spanish (grade K-12) major. They completed

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their student teaching in Australia, New Zealand, South Africa, Germany, Ireland, the Netherlands, and Costa Rica (see Appendix A). Prior to their departure, all 13 participants were required to complete a semester-long COST course to prepare them for student teaching abroad. After completing the course, all 13 participants gave their informed consent to complete a survey upon finishing their student teaching and to participate in an exit interview after their return to the United States. The interviews were conducted face-to-face whenever possible or via Skype (see Appendix B). To assess the long-term impact of their COST experience two years after they completed their student teaching, using contact information from their original COST applications and social media, we were able to contact all 13 participants during the Fall 2016 semester. After granting their informed consent, all 13 participants completed an online follow-up survey (see Appendix C).

To analyze the data, we used the four-step process proposed by Dana and Silva (2003). First, we each separately read through the surveys and interviews. Then, as part of the sense-making process, we collaboratively began to ask deeper questions to identify common themes. Next, based on the sense-making process, we once again, first separately and then collaboratively, undertook an interpretation to narrow the number of common themes. Finally, we looked at the implications of our study for practice and how teacher educators might be able to use our findings in their own settings.

Upon Return

Advantages. The COST program implemented at the mid-size university in the Midwest in this study incorporates the first two of the three factors identified by the Longview Foundation to create an effective international experience for future teachers. Unfortunately, the student teaching abroad experience is typically the last semester of a COST student's program of study, and subsequently he or she does not return to campus to allow for a coordinated follow-up experience. While all COST students are required to complete a face-to-face or Skype exit interview, several students return as guest speakers in the pre-departure course for the next year's participants.

For the purpose of this study, the 13 participants were first surveyed upon the completion of their experience abroad. The first research question aimed to identify the advantages the participants perceived they had over teacher candidates who did not student teach abroad. All participants expressed a belief that they had an advantage over teacher candidates who student taught in a traditional classroom setting in the United States. As Maggie revealed, the experience

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“made [her] a more prepared, diverse, and open-minded teacher.” She further commented, “Education is not an ‘American’ thing. It’s a worldly phenomenon, and it’s important to see it from every perspective to really understand it.” Madeleine focused on her experience being a minority in her host country:

A teacher candidate who completed their student teaching experience at home would have missed out on so many of the challenges I faced. Working in a culture where I am the minority has allowed me to view teaching from another angle. I have learned so much about my own communication skills and I feel much better equipped to begin teaching in the United States.

Marvin and Colin highlighted their increased cultural and global awareness. Marvin, in particular, emphasized the importance of spending time abroad in preparation for becoming an effective social studies teacher: “I truly feel that to be a good social studies teacher, interactions with cultures and countries outside your own is a must because social studies is a subject that revolves around perspectives.” Zabrina, who completed her student teaching in Costa Rica, commented that she felt “lucky, and that [she was] one step closer to understanding the world.”

An additional advantage that several participants shared was the notion of being able to reflect on education through an alternate lens. As Kaleigh revealed:

I think I am different from teacher candidates who have not had the COST experience because I have had the opportunity to go out and see how a different country handles education. I have the knowledge of what has worked well in a different country and what does not work as well. I can bring this knowledge with me to another school and help better the education system in ways that other teacher candidates may not think of without the experience.

Another theme that appeared in several of the participants’ responses was the confidence they gained from having taught in a foreign environment. Phoebe shared her insight into how she became more confident in her teaching ability:

I think what makes me different from other teacher candidates is that I have gained confidence by being completely on my own in a foreign country. It may not sound like it is that big of a difference, but being able to move to a new place, teach classes of my own to students [whose] native language [is not English] and have them learn is something students in the U.S. cannot say. I have taught myself how to learn on my feet and quickly adapt to new situations... [COST] was an amazing experience and I think I grew more as a person and educator because of this program. I was pushed to

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my limits, and it was tough at some points, but I got through it, and it gave me confidence to be an educator.

Effectiveness. The second research question targeted the preservice teachers' perceptions of how effective their experience was at preparing them for their future profession as a teacher. All participants agreed that COST did indeed prepare them to become effective teachers and, except for Colin, expressed no inclination whatsoever of leaving the teaching profession. On the contrary, they reported having had very positive experiences that helped them become more confident in their effectiveness as a teacher. Colin, on the other hand, indicated that although it prepared him well, he realized through his experience that he did not see himself remaining in the classroom and planned to pursue another area of education.

The most common response the participants offered was their increased confidence in their ability to differentiate. Marvin said, "COST has given me the confidence to take on any classroom in the United States. I also think I'm more aware of differences among students, and how to differentiate my instruction to a variety of learners." Nico indicated that his experience forced him to become effective rather quickly, which boosted his confidence:

I learned a great deal about myself as an educator during the COST program and I feel very prepared to step in a classroom. In fact, before I left for COST, I had doubts in my teaching abilities, but after being thrown into a classroom halfway around the world, within a week of being in the country, you get over simple fears fairly quick. It forced me to learn how to accommodate different students not only with learning differences but also language barriers.

Masie, who spent her time student teaching in Germany, emphasized how her experience helped her develop her skills in differentiating to meet the needs of students of different cultures.

The participants also indicated their increased ability to adapt. Linda, who taught various age groups, claimed that she had increased her confidence due to having had to plan for multiple ability levels, while Maggie said, "I 100% think my participation with COST has prepared me to be an effective teacher ... Teachers need to be able to adapt to change and quickly and that is precisely what happens when you teach abroad." Expressing a similar sentiment, Kaleigh responded:

I believe that the COST program has definitely prepared me to be an effective teacher. Having the experience of adapting to a new curriculum and a new area was beneficial. It allowed me to have the experience of adapting to a new school culture and being able to

adjust how I believe things should be done the way the school system states it should be done.

In addition to feeling more confident in their ability to differentiate and adapt to new educational settings, participants also expressed a feeling of being well prepared for their future classrooms. For instance, Madeleine wrote:

I absolutely think that my participation in this program has prepared me to be an effective teacher. It has been, by far, one of the richest and most meaningful experiences of my time at [the university]. I feel far more prepared to teach. Even more, I feel confident that I could easily use what I have learned here to teach in an American classroom.

Likewise, Phoebe commented, "I think this is the best way I could have prepared myself. It was an amazing experience, and I think I grew more as a person and educator because of this program." Celeste echoed Phoebe's beliefs regarding the effectiveness of having student taught abroad: "I'll admit that this student teaching experience was far more challenging than I anticipated, but I believe that the experience I received could not be paralleled at home."

Two Years After

As they completed their student teaching abroad, the participants also shared their thoughts about how the experience would influence them once they entered the teaching profession. For example, Madeleine responded, "Even if I am not conscious of it, I will use my international experience every day in the classroom," whereas Marvin stated, "While I was already aware of it, I think my international experience has made me much more equipped to teach content outside of the American perspective." Others emphasized the importance of international studies and multicultural literature, as well as how to use specific intercultural interactions such as pen pal exchanges and class trips abroad.

To assess how the student teaching abroad experience has impacted the participants in this study in the two years since they completed their student teaching, all of the 13 participants completed a survey. Whereas Maggie, Nico, Masie, Marissa, Linda, Marvin, Kaleigh, Colin, Zabrina, Celeste, and Lindsay obtained teaching positions, Madeleine decided to return to school to obtain a master's degree in Cultural Studies as well as Reading Education, and Phoebe decided to pursue a master's degree in Educational Policy. Most remarkably, however, five of the 13 participants obtained a position teaching abroad. Celeste, who student taught in the Netherlands, completed a Fulbright in Semarang, Indonesia, before returning to the States to accept a teaching position.

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After his first year of teaching in the States, Nico accepted a position teaching science in Abu Dhabi in the United Arab Emirates, one of several countries he has traveled to since his time in COST. He indicated that his experience teaching in COST helped him have a high level of patience, to break “simple-minded stereotypes” his students have developed through media about other cultures, and to always consider situations and ideas from the perspective of others, including those of his students and colleagues.

Masie, who did her student teaching in Germany, also chose to go abroad once her COST experience was complete. She spent two years teaching English at an international language school in Osaka, Japan, before returning to the United States where she found employment as an educator at the local metropolitan zoo in anticipation of obtaining a new teaching position. Likewise, Marvin, realizing from his COST experience that “there is so much more to learn [from other cultures] than [he] previously thought,” obtained a teaching position at the American School in Guatemala City, Guatemala. Zabrina, who spent her COST time in Costa Rica, wanted to continue her global learning and accepted a position teaching English in Shanghai, China. She described her COST experience as “EXTREMELY valuable” and further indicated that “it’s impossible not to recognize your Western privilege when it’s staring you in the face everyday. As Westerners, we live privileged lives not just in our home countries, but when we live/travel out of them as well.”

Whether they chose to return to the U.S. or continued to work abroad, all 13 participants indicated that their experience had impacted them both personally and professionally. Marvin explained that it made him “more eager to listen and learn about the cultures around [him].” Kaleigh responded that she has “been even more interested in everything that is going on in the world.” She continued, “Most students have a very narrow idea of the world. Some never leave the county they grew up in.” Kaleigh also indicated that she has “been looking into news of other countries” to use for instructional purposes in order to better inform her math students of the world in which they live. “By expanding their knowledge of the world, it makes them better educated and more well-rounded as a person,” she responded.

Colin, who student taught in the Netherlands, found that “people in Europe often are more up to date on current affairs in the United States than people here.” Reflective of the minimization stage, Colin elaborated on the significance of his COST experience:

In a general sense, I think the most important thing is gaining an understanding that no matter where we live in this world, we are all part of the human race. Creating barriers

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and separating people into groups will not advance us as a species ... My COST experience solidified the notion that we are really all a people of one here on earth. I do whatever I can to display this notion when I hear any sort of bigotry, intolerance, or divisiveness talked about by both kids and adults.

The COST experience also had a profound impact on Masie. She responded, "It will always have an impact on my teaching. It has made me into who I am today ... it has helped me to better reach and understand students from all cultures." Similarly, Marissa responded that her student teaching abroad changed her entire worldview. She "actually got to grow up" and become independent. She learned to "trust [her] instincts and to trust [her] students." She commented, "Getting out of the country and realizing that our country isn't 'all that' has made me more aware of problems that really made me care more about the world outside the US."

In addition to their global awareness, participants believed that global education is important for personal and professional reasons as well. Similar to Marvin, the majority of participants argued that they gained a deeper understanding of the world, have become more open-minded and tolerant, and understand the importance of addressing stereotypes and opening students' minds to multiple perspectives. For example, Zabrina thought that "maybe if we had a global education course required in all schools we could start to eradicate racism." To further enhance their own global awareness while teaching abroad, Marvin and Zabrina decided to learn Spanish and Chinese, respectively. In addition, traveling and meeting new people was another way for Marvin, Masie, Zabrina, and Celeste to enhance their personal global awareness, whereas Linda reads "biographies and autobiographies written by people around the world" and enhances her "global-mindedness by teaching [her] lessons and talking to family and friends." She contended that by just being in her classroom and through mini-lessons, her students would become more global-minded. Lillian, who student taught in Ireland, reflected that she "was pretty sheltered as a child [from] everything going on around the world" and that it "would be great to educate kids about those places." Celeste succinctly argued, "We do not live in a world whereby a community can isolate itself ... all young people, regardless of their chosen paths, will enter a global world." Referring to herself as "a small town girl" before student teaching abroad, Marissa now found herself "keep[ing] up with what is going on in [New Zealand]" and "eager to explore more corners of the globe and to experience the lives of others."

Unfortunately, the participants offered few examples of global lesson activities, suggesting that the impact of student teaching abroad is more subtle rather than explicit. Whereas Marvin indicated that he taught distinct lessons on the UN Millennium Goals and the UN Declaration of

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Human Rights, most responses were less explicit. Linda had her kindergartners examine pictures she took in Ireland and celebrate St. Patrick's Day. Nico taught his students about Abu Dhabi's global leadership in alternative energy as they watched CNN Student News at least twice weekly. Also, although Celeste felt constrained by a prescribed curriculum, she chose "articles for [her] students to read from other countries" whenever possible.

Madeleine and Phoebe were the only two participants who did not pursue a teaching position, yet they similarly responded that student teaching abroad had a significant impact on their global awareness and chose occupations working in education nonetheless. As a student advisor at a local vocational junior college, Madeleine said:

Even though I'm not working as a teacher, COST has allowed me to reference and expand on skills I learned while teaching abroad. Even more, the political and social understanding I gained while teaching has lent itself well to discussions with my students, who often have few reference points for global awareness ... [I] consider more deeply the impact of decisions I make every day working with low-income and first-generation students.

Madeleine found herself unable "to ignore the things that are happening around [her]" and began "pay[ing] attention to international headlines." Similarly, working as a camp director and after-school enrichment coordinator, Phoebe argued that it made her more "aware of" and "more open-minded to other cultures, religions and international affairs," as well as "more willing to try something new and work with people from different cultures."

Finally, while Marissa initially started a teaching career in her hometown, she commented that "it takes a special breed to teach in the public school system in America." She argued:

I was so happy to teach Honors programs, to build curriculum and to actively produce more rigorous examinations and lessons, but I was not able to hold up against school politics and federal control...Teach[ing] to the test and worry[ing] nonstop about my students' success based on percentages ... ruined my passion for teaching.

After accepting a position as a copy writer and editor for an online apparel company, she decided to go back to school to pursue a master's degree in English, hoping to one day "find [her] way back to teaching" at the collegiate level.

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Conclusion

The preservice teachers in this study perceived their student teaching abroad experience to be both advantageous and effective in preparing them for their future classrooms. Regarding the advantages they believed to have over teacher candidates who student teach in the U.S., several factors they referenced are key elements of becoming global-minded. For example, they recognized the importance of viewing the world from multiple perspectives rather than seeing everything through an Ameri-centric lens. In addition, they expressed an increase in global awareness along with an understanding of the importance of being able to effectively interact across cultures. Another advantage they noted was an increase in confidence that surged as a result of the unique condition of being on their own in a foreign country and teaching students who, in some cases, did not speak the same language.

In regard to these preservice teachers' beliefs about the effectiveness of the program in preparing them for their future as teachers, all participants expressed that the program did indeed prepare them to be effective classroom teachers. Three main themes emerged: First, they reported increased confidence in how to differentiate across learning abilities, levels of language proficiency, and culture. Second, they indicated they had an increased ability to adapt to change, new settings, and new curriculum. Third, they shared the general belief that their COST program was the best student teaching experience they could have had to prepare them for their professional future.

More than two years after having completed their student teaching abroad, the COST experience continued to have a personal and professional impact on all participants in this study as well as on their students. They argued that student teaching abroad enhanced their global awareness and that global education is important to themselves as well as to their students. While not many offered examples of explicitly taught global lesson activities, their responses strongly suggest the experience continues to inform their instruction and interaction with their students and others in subtle, less explicit ways as they continue to find themselves more interested in the global world and seeking opportunities to share their global experience with others.

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Appendix A

Participants

Term	Name	Program	Placement
Summer 2013	Madeleine	Integrated Language Arts	South Africa
	Marvin	Integrated Social Studies	South Africa
	Marissa	Integrated Language Arts	New Zealand
Fall 2013	Maggie	Integrated Language Arts	Ireland
	Masie	Integrated Language Arts	Germany
	Colin	Middle Childhood Mathematics & Social Studies	Netherlands
	Phoebe	Integrated Language Arts	Germany
	Linda	Early Childhood	Ireland
	Nico	Middle Childhood	Australia
	Lillian	Integrated Mathematics	Ireland
Spring 2014	Kaleigh	Integrated Mathematics	New Zealand
	Zabrina	Spanish	Costa Rica
	Celeste	Integrated Language	Netherlands

Appendix B

Exit Survey Questions

1. What aspects of your orientation experiences at the university proved most helpful during your abroad student teaching experience, including meetings with your COST coordinator, the COST class, your practicum, and the Office of Education Abroad?
2. Were there any aspects of your orientation experiences you would like to see strengthened or handled differently? If so, what were they?
3. What discoveries did you make about yourself while student teaching abroad?

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4. What did you learn from your cooperating teacher[s] that most helped you grow professionally?
5. Please describe the student teaching supervision you received. Are you satisfied with the level of supervision you received?
6. What parts of your COST experience did you find the most professionally rewarding?
7. Who were your best cultural teachers? What did you learn about “being American?” Please explain.
8. What did you learn from your participation in your community in which you student taught?
9. What did you learn from your host family or other living arrangements you made?
10. In retrospect, what aspect(s) of your student teaching experience proved to be most difficult or challenging? How did you address challenges?
11. In retrospect, what aspect(s) of your student teaching experience proved to be most rewarding?
12. In what ways do you think you are different from teacher candidates who have not had the COST experience?
13. Do you think your participation in the COST program has prepared you to be an effective teacher? Briefly describe your answer.
14. Describe your most positive or rewarding experience. Describe the area or experience you found most difficult.
15. What did you learn about yourself as a result of the COST experience?
16. How will you or how are you using your international experience in the classroom?
17. Did the experience meet or exceed your expectations? Why or why not?

Appendix C

What Are You Up To Now?

Please complete Part 1 only if you are a current teacher. If not, please skip to Part 2.

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Part 1: Current Teachers

1. At what school[s] have you taught since you completed COST?
2. In what city/state/country is/was [are/were] this/these school[s] located?
3. What is the name of the school at which you taught this past school year?
Please indicate the address and website of the school.
4. Will you be teaching at the same school next year? If not, where will you teach?
Please indicate the address and website of the school.
5. What subject(s) have you taught since you became a teacher? When did you teach each subject?
6. For each subject that you taught, when and at what grade level did you teach it?
7. What was/is the ethnic composition of your school's student population by percentage?
[White, African American, etc.]
8. What percentage of your school's student population is economically disadvantaged?
[For example, what percentage of your school's students are on free/reduced meals?]
9. What percentage of your school's student population receives special education services?
10. Why did you choose to work at the school[s] where you are/have been employed?
11. How did COST impact your personal global awareness? Please explain/elaborate.
12. Do you believe your global awareness has had an impact on your teaching? If so, how? If not, why not?
13. If so, how has and/or does your COST experience inform[ed] your teaching?
14. Please provide a 1st of three examples of a global lesson activity in which you have engaged your students to enhance their global awareness.
15. Why do you believe this lesson was effective or not?

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16. Please provide a 2nd of three examples of a global lesson activity in which you have engaged your students to enhance their global awareness.
17. Why do you believe this lesson was effective or not?
18. Please provide a 3rd of three examples of a global lesson activity in which you have engaged your students to enhance their global awareness.
19. Why do you believe this lesson was effective or not?
20. If you did not teach any specific lesson focused on your students' global awareness, how did you infuse global awareness into your curriculum?
21. Do you think global education is important? Why or why not?
22. If so, how do you think your global awareness will continue to impact your students in future years?
23. What are *you* doing personally to enhance your global-mindedness? Please describe, give some examples.

Part 2: Non-Teachers

1. Are you currently employed? If so, where are you employed? What is your position?
2. Why are you currently NOT employed in a teaching position?
3. Do you intend to seek a teaching position in the near future?
4. What have you done [employment/education] since completing the COST program?
5. How did COST impact your personal global awareness? Please explain/elaborate.
6. What impact has your global awareness had on you professionally?
7. What impact has your global awareness had on you personally?
8. What are *you* doing personally to enhance your global-mindedness? Please describe, give some examples.

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