A Premium Skill for Teachers: Intercultural Competency
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Expert Presenter:

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An on-demand archive of this webinar will be available at http://TopSchoolJobs.org/eXPO2015 in less than 24 hrs.
Education is the fundamental key for social reform, (Fullan, 2001).
Introduction-Polling Questions

What was the U.S. race demographics in 1980?
1. 100% to 75% White;
2. 74.99% to 50% White;
3. 49.99% to 40% White;
4. 39.99% to 0% White.

What are the expected U.S. race demographics in 2025?
1. 100% to 75% White;
2. 74.99% to 50% White;
3. 49.99% to 40% White;
4. 39.99% to 0% White.

Teaching demographics have changed marginally- 2000/2001- 85% White and in 2011/2012- 84% White. White female teachers are the majority in public schools (Banks & McGee, 2012).
Nationally, US population and students demographics are changing. Lack of minority teachers staying in education and teaching in White schools. According to Dee (2004) minority faculty had a direct, positive impact on minority achievement. Lack of intercultural competency training for all teachers.
Polling Questions

What was the national student demographics in 2000/2001?
1. 100% to 75% White;
2. 74.99% to 50% White;
3. 49.99% to 40% White;
4. 39.99% to 0% White.

What are the expected national student demographics in 2050?
1. 100% to 75% White;
2. 74.99% to 50% White;
3. 49.99% to 40% White;
4. 39.99% to 0% White.

As of 2014, 50.3% of the nation’s K-12 population consisted of minority students (NCES).
At the same time, White teachers do not generally apply to minority schools because they do not believe they will fit in. U.S. student population has shifted and the minority student population is NOW the majority. Continued lack of minority teachers and increasing student diversity.

Both the majority White and minority teachers need intercultural training to teach a multi-cultural students. Ingersoll and May (2011) reported minority teachers apply to minority schools because they desire to make a difference for minority students and believe they would not fit in White schools. The same time, White teachers do not generally apply to minority schools because they do not believe they will fit in. Minority Teacher recruitment has not changed substantially. Both Minority and White teacher lack need intercultural training. Intercultural acceptance Intercultural acceptance U.S. DEMOGRAPHICS

Minority Students are the Majority
American public education is predominantly a White faculty who lack necessary intercultural training for a diverse student population.

Yet, 21st Century Skills include understanding and effectively communicating with other cultures, (Illinois Learning Standards).

Gay (2010) believes that highly effective White teachers are culturally sensitive to students’ diverse needs and developing positive relationships has positive impact on all student learning.
SCHOOL DISTRICTS’ RESPONSE TO A GLOBAL COMMUNITY

- Diversity training- the ‘What’ and the ‘Who’;
- Curricular support- differentiated and multicultural instruction;
- Increase in bilingual, dual and foreign language programs;
- Continued emphasis on recruitment and retention programs.
GLOBAL LANDSCAPE

When my father and mother applied for a job…
They competed with people in the city where they lived.

When I applied for a job…
I competed with people living in the country.

When my children apply for a job…
They compete against the world.
According to Martin & Nakayama (2013); **all teachers** should be intercultural competent.

However, Gay (2002); Dee (2004); Hollins and Guzman (2005); suggests that teachers are not adequately prepared through **pre-service or in-service training** to respond to **culturally diverse students**.
13 states have statewide standards and teacher program accreditation with specific diversity requirements; only three states specified a diversity course in their standards (Argarwal et al. 2010).

The Danielson Teacher Evaluation Framework (2013) indicates quality teaching includes 16 elements for communicating and teaching diverse students.
What do you believe are the three areas of greatest need for beginning teachers?

The three areas that beginning teachers feel they need support, classroom management, the relationship between theory and practice and dealing with a diverse student population (May & Ingersoll, 2011).
Deardorff (2009) believes intercultural training begins with understanding one’s own cultural and developing self-awareness as it relates to beliefs, values and behaviors.

Pettigrew (2008) identified three variables relevant to intercultural skill building:

1. New knowledge affects attitudes;
2. Anxiety reduction facilitates interactions;
3. Empathy with others affects understanding.
WHAT IS INTERCULTURAL COMPETENCY?

The capability to shift cultural perspective and adapt—or bridge--behavior to cultural commonality & difference.

Deep cultural self-awareness;

Deep understanding of the experiences of people from different cultural communities—in perceptions, values, beliefs, behavior and practices.

Behavioral shifting across various cultural differences.
Believes relationships can develop through on-going interaction, and individuals progress from one developmental stage to another.

- Bennett’s (1986) Developmental Model of Intercultural Sensitivity (DMIS) outlines individuals can progress from *ethnocentric behaviors*—when an individual believes one’s own cultural is central to the universe and assumes one’s native culture reality is the whole world’s views (Bennett, 1986) to *ethnorelative behavior*—that embraces cultural differences (Deardorff, 2009).

- Hammer et al. used the DMIS as the foundation of the Intercultural Developmental Inventory (IDI).
TRANSFORMATIVE LEARNING

- Goes beyond general knowledge - is the process of experimental learning, critical self-reflection and rational discourse that challenges the learner’s basic assumptions of the world, (Brown, 2006).

- Analyses the required mechanisms for adults to identify, assess, and evaluate alternative and new sources of information and reframe their world views or belief systems.

- This is accomplished through mentoring, coaching, experiential and reflective learning.
Palatine School District’ is a K-8 school district of 12,500 students 30 minutes northwest of Chicago. Baldridge Award Winner for Excellence- 1 of 15 school districts in the nation.

- Student demographics changed considerably in the last ten years from predominately White student population to: 44.0% White; 34.2% Hispanic; 3.3% Black; and 15.6% Asian (2013/2014-Fall Housing Demographics).

- Meanwhile the teacher demographics for 2013/14 were: 89.5% White; 7.4% Hispanic; 46% Black; 1.94% Asian; and .7% unreported (Illinois School Report Card).
District 15 identified as the sample group (60) 1\textsuperscript{st} year teachers to the district as participants in the 12 week study.

The sample group was divided into two cohorts. Both cohorts received the IDI (Intercultural Development Inventory) as a pre-test & post test.

The 1\textsuperscript{st} cohort received 36 hours of intercultural training, developed individual intercultural plans, contributed 5 hours of community service and was supported with an intercultural mentor/coach.
Training program consisted of six modules.

**Module One**: ‘My Story’- Participants defined: Culture, diversity, intercultural, DMIS, transformative learning theory, and the research supporting the Intercultural Development Inventory.

**Module Two**: ‘Others Stories.’ Understanding other cultures from representatives of different cultures.
Module Three- Four-Five: Intercultural communication and conflict skills:
Stereotypes, Generalizations, Assumptions, Direct and Indirect Communication, Timing and Pausing;
Body Language, Individualism, Collectivism, Code shifting and Mirroring.

EXAMPLES OF TRAINING

- What is your story?
- What is your culture and how do you define it?
- Understanding transformative learning.- (the theory behind the training model).
IDI- INSTRUMENTATION

- IDI is a cross-cultural, valid, and reliable assessment of an individual’s or group’s core orientations towards cultural differences along a developmental continuum.

- IDI has 50 questions with each question having a five point response scale.

- Scores range from 55-145.

- IDI is not tied to one individual cultural group but to individuals along the continuum.

- Is computerized and translated into numerous languages.
The IDI profile identifies the perceived orientation score and the developmental orientation scores.

The **perceived score** reflects where an individual or group believes they are along on the intercultural developmental continuum.

The **developmental score** is where the individual or group actually are on the intercultural developmental continuum.

The Orientation Gap is the difference between the perceived score and the developmental score.

The IDI meets standard scientific criteria for a valid psychometric instrument (Yuen, 2010).
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<thead>
<tr>
<th>IDI-FIVE DEVELOPMENTAL STAGES-ORIENTATIONS</th>
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<tr>
<td><strong>Denial</strong></td>
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<td>Individuals believe one’s own culture is the legitimate culture and doesn’t recognize cultural differences.</td>
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<td><strong>Polarization</strong></td>
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<td>Individuals believe their own culture is superior and have an overly critical eye on other cultures while having an uncritical eye towards one’s own culture. Reversal views different cultures as superior while viewing their own cultures negatively.</td>
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<tr>
<td><strong>Minimization</strong></td>
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<td>Individuals overemphasize cultural commonality and under emphasis cultural differences. The core assumption is that we are all the same and can understand each other once we get past superficial cultural differences.</td>
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<tr>
<td><strong>Acceptance</strong></td>
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<td>Individuals believe theirs is one of many cultures within the world and accepts other cultures.</td>
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<td><strong>Adaptation</strong></td>
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<td>Individuals are capable of shifting cultural perspectives and changing behavior in culturally appropriate and authentic ways.</td>
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Intercultural coaches debriefed each participant, reviewed and supported their individual intercultural plans and provided coaching as requested.

Community service of 5 hours- volunteer for an agency or community service ‘outside’ their comfort zone.
PRELIMINARY RESULTS

Cohort #1
Pretest
- Perceived Score 122.7231  Develop. Score 96.408*
Post test
- Perceived Score 132.364  Develop. Score 116.1*
- *(from “minimalization” to “acceptance”)

Cohort #2 - no training or mentoring/coaching
Pretest
- Perceived Score 123.6233  Develop. Score 98.760
Post test
- Perceived Score 123.6232  Develop. Score 99.464
**COHORT ANALYSIS**

Cohort #1  
**Pre- Test**  
Perceived Score: 122.7231  
Developmental Score: 96.408*  

**Post test**  
Perceived Score: 132.364  
Developmental Score: 116.1*

Cohort #2  
**Pre- Test**  
Perceived Score: 123.6233  
Developmental Score: 98.7606  

**Post test**  
Perceived Score: 123.6232  
Developmental Score: 99.464

The Orientation Gap between the Perceived Scores and the Developmental Scores for the experimental group dropped significantly and the control group remained almost the same.

**Experimental group Increase of almost 20 points**  
Experimental Orientation Gap decreased from 26.315 to 16.264; & the control group remained almost the same from 24.86 to 24.156.  

**Control Group almost no increase**
New Teacher Recommendations

LEVEL 1

LEVEL 2
Community Service - Volunteer Programs experiencing other cultures and socio-economic needs.

LEVEL 3
Develop other languages and increase areas of certification including ELL & reading.

Study Abroad Programs & Intercultural Training
“This program should be mandatory for all teachers; I am able to communicate better with my parents, students and with my colleagues. Building relationships helps build my confidence and trust with my parents and my students.”

“This program changed my life; and the the way I think about myself and others, it has opened my eyes to appreciating others and not making assumptions.”

Other teachers and employees (mentors, bilingual and ELL teachers and program assistants) have requested the training.
“We need to think otherwise in order to act otherwise.” Giroux, 2011
INTERCULTURAL REFERENCES

ICI- Intercultural Communications Institute
www.intercultural.org

ICC Global – Global Network on Intercultural Competence
www.iccglobal.org
QUESTIONS

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An on-demand archive of this webinar will be available at http://TopSchoolJobs.org/eXPO2015 in less than 24 hrs.