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EDUCATING FOR DIVERSITY THROUGH A GLOBAL CITIZENSHIP
EDUCATION FRAMEWORK:
A PHENOMENOLOGICAL INVESTIGATION OF PRACTICE

By
Andrew Alexander Terry
B.A., University of Kentucky, 1998
M.A., University of Kentucky, 1999

A Dissertation
Submitted to the Faculty of the
College of Education and Human Development of the University of Louisville
In Partial Fulfillment of the Requirements
for the Degree of

Doctor of Education
in Educational Leadership and Organizational Development

Department of Education Leadership, Evaluation, and Organizational Development
University of Louisville
Louisville, Kentucky

May 2024

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A Dissertation Approved on

April 17, 2024

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DEDICATION

This dissertation is dedicated to my parents
Mr. Henry Terry
and
Mrs. Edivia Terry
who have been inspirational to me in every endeavor.

ACKNOWLEDGMENTS

First and foremost, I must thank my wife who has been a rock and a constant voice of support throughout this long journey. While there have been bumps in the road along the way she has been nothing but a consistent voice of reason and positivity. To my children for without them, I would have quit a long time ago. To my mother who has been an example of a lifelong learner as she received her bachelor's degree as a full-time working mother. My father who is no longer with us instilled a love of learning in me from a very young age.

To my dissertation committee who has not only been supportive and patient but a wealth of knowledge and guidance through this entire process. First, Dr. Ransdell was not only a resource through this doctoral process but was also a mentor in all things connected to leadership. I will be eternally grateful for the growth I had while under her tutelage. Dr. Stevens was such an instructional support both in the classes he instructed and then through the process of writing this dissertation. His steadfast support and guidance through this process have been immense. Dr. Geneva Stark, whom I have known and admired from afar, is well-known inside and outside of the University of Louisville. Finally, there are not enough words to express my gratitude to Dr. Deborah Powers. Her guidance, support, and encouragement are one of the main reasons I have been able to complete this lifelong dream. I hope that one day because of this process I will be able to impact the lives of future leaders and doctoral candidates like you have done for me.

ABSTRACT

EDUCATING FOR DIVERSITY THROUGH A GLOBAL CITIZENSHIP EDUCATION FRAMEWORK: A PHENOMENOLOGICAL INVESTIGATION OF PRACTICE

Andrew Terry

April, 17, 2024

With 7.8 billion people in the world, there is a vast array of races, cultures, and languages creating an incredibly diverse globe. Along with the diverse population, we have a world that is also incredibly interconnected. As businesses begin crisscrossing the globe due to global corporations, and advancements in technology we find it more important than ever before to understand all people groups across the globe. So, what does this mean for education in the United States as we become more interconnected with countries all over? Our students need to be better prepared with global competencies that will allow them to compete both within our very diverse country as well as outside of this great nation.

Soft skills like empathy, teamwork, and communication skills are becoming more and more important for our students if we want them to navigate life both within our school walls as well as in the workforce post-secondary education. Many schools often

boast about preparing students for real-world experiences yet what are the tangible, intentional instructional practices happening within the schools to support this goal? This phenomenological study delves into the lived experience of teachers who work in a high-performing school looking to help students make “ a positive impact on their community and the world.”

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CHAPTER ONE

INTRODUCTION

Introduction

Our world is a vibrant and diverse habitat for humans with seven major geographic areas, almost seven and a half billion people in the world speaking more than five thousand languages and dialects and comprising hundreds of ethnic groups and cultures (UNSD, 2021). With the advent of the internet feeding the curiosity of humanity, greater connectivity between and among the many different groups becomes not only possible but essential. The diversity of the world and the interaction occurring between all corners has grown exponentially. People can now interact with diverse cultures, societies, and individuals outside of their proximal area with very little effort (Centeno, Nag, Patterson, Shaver, & Windawi, 2015). This cross-cultural engagement makes the world smaller, but the circle of cultural interaction grows larger by the minute. Thomas Friedman in *The World is Flat* discusses this idea of the world being interconnected due in part to 10 world flatteners speaks volumes about the interconnectedness developing globally (2009). What are these flatteners? Friedman identified ten advancements that seemed to create an environment allowing conditions conducive to lightning-fast connectivity of global interaction including the collapse of the Berlin wall, Netscape, Workflow software, uploading, outsourcing, off-shoring, supply chaining, in-sourcing, informing, and steroids (Friedman, 2009). The fall of the Berlin Wall stands out as this

single event saw communism come to an end giving rise to a new world order of democracy, capitalism, and free markets. This globalization is not a new phenomenon as we saw a similar situation with the world economy preceding World War I (Friedman, 2009). Keeping pace with globalization is essential and teaching about both globalization and its impact on our world is incumbent on the education profession.

As this world becomes ever more interdependent and interconnected, we educators must wonder what this enhanced interconnectedness means for our students. With this new, highly interconnected world in which we find ourselves living, the responsibility of school leaders to provide an environment that prepares students for this new world order grows every minute. Education institutions at all levels must be prepared and equipped to help our students navigate a complicated landscape. Teachers must be trained not only to support student thinking in this diverse world but also to help students better understand their role in a diverse world. Global competency by both teachers and students must be a priority if schools are going to better prepare their staff and students.

The Longview Foundation (2008) defines global competency as “a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment” (p.7). For students, it is about drilling down to what those skills and dispositions are that would support the growth of those global competencies. And for teachers, it is providing professional development and guidance in delivering those skills to students. For change to happen with our students, we know that support and training must occur with our teachers who are at the front line of these instructional changes (Kerkhoff, Dimitrieska, Woerner, & Alsup, 2019).

Global competencies in schools where the population is racially and culturally diverse is a challenge as different cultures and experiences may shape the perception of globalization and global competencies. A greater challenge exists for schools that lack a diverse population of both students and staff as they must look to create authentic opportunities to support the implementation of global competencies in a homogenous environment. That is the case for schools like Anchorage Public School in Louisville, Kentucky, where I was the principal. This study will focus on the difficulties of teaching global competencies in a school that does not have racial or cultural diversity.

School leaders face challenges when they find themselves in educational settings lacking community and student population diversity. It is then incumbent upon those leaders to provide instruction and experiences that will enhance their student's ability to navigate this complex, culturally diverse global landscape successfully. If we truly live and work in a global community, the school should help students acquire a strong academic base of core knowledge and the skills and dispositions necessary to navigate and thrive in our interconnected world. An essential question for educators becomes how to provide opportunities to develop global competency with staff and students when the school environment is not diverse.

Context

Not all schools in the Commonwealth of Kentucky reflect the global population demographics, rather more schools are homogeneous than diverse (Kentucky School Report Card). The demographics for schools across Kentucky including districts surrounding the largest and most diverse school district, Jefferson County Public Schools,

show a different picture. Many of the surrounding districts are suburban, predominately white, and affluent. Others are white and rural. Some districts may be classified as having high socioeconomic status (SES), while others are classified as having low SES. While Jefferson County, the largest district in Kentucky and the 27th largest in the United States of America, reflects the student demographics collected by the NCES, the surrounding school districts are more homogenous.

We see in the information below that the racial and economic diversity does not mirror that of the rest of the state. Looking beyond the county border to include portions of the metro Louisville area, school districts that physically surround the Jefferson County district such as Oldham County, Trimble County, Shelby County, and Bullitt County show a lack of diversity. However, they share a border with Jefferson County and are considered a part of the metro Louisville area. Some of these countries experience economic gaps while in others we can see racial gaps from district to district. The common thread between all the districts is that diversity or lack of diversity is a topic and issue that must be dealt with given the need for all students to navigate and thrive in our interconnected world as global citizens. Most of these districts have mission and vision statements that reflect something to the effect of "preparing students for a global society", but are they undertaking that task with intentionality?

Table 1 - School Report Card Statistics

	Jefferson County Public School	Oldham	Shelby	Trimble	Bullitt
School Count	167	19	12	4	25
Students	95,005	12,433	6,836	1,182	12,999

Demographic Makeup	Jefferson County Public School	Oldham	Shelby	Trimble	Bullitt
White	43.9	85.5	66.9	95.4	91.6
Hispanic	11.1	6.1	20.4	2.3	3.2
African American	36.1	3.3	7.1	*.84	*2.9
Other	8.9	4.9	5.5	1.3	2.1
Economic Disadvantage	Jefferson County Public School	Oldham	Shelby	Trimble	Bullitt
Free	62.2	19.4	49.6	52.9	43.6
Reduce	4.7	2.1	3.4	4.7	3.8
No Meal Assistance	33.1	78.5	47.0	42.4	52.6

*Two or more races (Kentucky School Report Card)

Anchorage Independent School District

Nestled in the middle of this sprawling urban area in Jefferson County is a small independent school district in the city of Anchorage. Demographically, Anchorage Public School (or APS) does not mirror its JCPS neighbor. APS is a neighborhood school that is attended by students who live within the school district lines in the city of Anchorage. It is a Kindergarten-8th grade school with its superintendent and Board of Education primarily supported by local property taxes. There are no buses and most households have more than one child attending the school. Most of the families are connected to the area via immediate relatives who also attend the school: siblings, parents, and even grandparents. The school's 100-year-plus history is rooted in strong academic focus and is a centerpiece of the community of Anchorage. In this very affluent school district, many of the families run or are owners or executives of global organizations that do not mirror the school community in which their students attend making this topic one that

should resonate with the families as they look for the schools to prepare them for a global society.

A look at the following graphic illustrates the wide variance between Anchorage Public Schools and the Jefferson County Public Schools. There is little diversity in Anchorage in terms of socioeconomic and the race-based demographics reflect that same lack of diversity for Anchorage as compared to Jefferson County. These graphics reinforce the reality of the lack of diversity in Anchorage Public Schools.

Table 2 APS versus JCPS

Anchorage PS

ECONOMICALLY DISADVANTAGED ⓘ



- Economically Disadvantaged **7%**
- Non-Economically Disadvantaged **93%**

Anchorage PS

Jefferson County PS

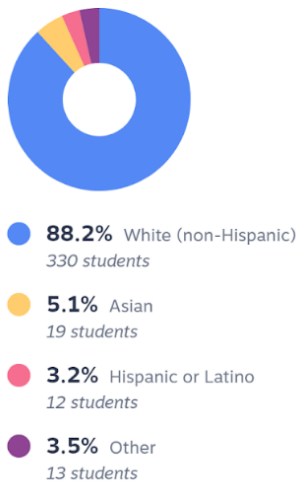
ECONOMICALLY DISADVANTAGED ⓘ



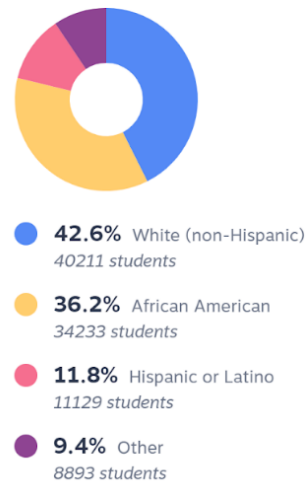
- Economically Disadvantaged **65.1%**
- Non-Economically Disadvantaged **34.9%**

Jefferson County PS

DEMOGRAPHIC MAKEUP^①



DEMOGRAPHIC MAKEUP^①



(Kentucky School Report Card)

As discussed previously, Anchorage lacks the degree of social and cultural diversity present in the greater Louisville/Jefferson County region.

The question again is, what are schools doing to help prepare students for a global society that looks very different from the school environment? Specifically, in the case of Anchorage, are they being intentional about the preparation they claim in their mission statement: "The mission of Anchorage Public School is to unite with the Anchorage community to equip all students with the knowledge, skills, behaviors, and mindset that will inspire and empower them to make a positive impact on their community and world."

If we truly live and work in a global community, the school should help build the skills and dispositions necessary to navigate and thrive in our interconnected world. The essential question for educators becomes how to provide opportunities to develop global competency with staff and students when the school environment is not diverse.

Statement of the Problem

How do you teach global competencies in schools that are homogenous in student and teacher demographics? Considering the current literature on globalization, we must consider the challenge for America and specifically the American educational system. For students to have rich and meaningful experiences that are authentic, their teachers must have the knowledge, skills, and dispositions to create and nurture those global education experiences. We know the training of teachers in the United States has often been lackluster along with little to no curricular structures supporting the idea of globalization education (Reimers, Chopra, Chung, Higdon, & O'Donnell, 2016). Yet we see the National Education Association (2010) communicate that it believes in the importance of U.S. students developing an understanding of the economy and politics on a global level. A survey conducted by World Savvy (2012) showed that 48 percent of students in grades 6-12 disagreed with the statement "I received instruction that helps me understand the roots of global issues that affect my life today." (p.4). The same survey shows that 86 percent of students believe both that a foundation in world problems is necessary for coming up with solutions to many of the global issues and that developments outside of the U.S. could have significant impacts on the economy in the United States. If we see national organizations such as the National Education Association (NEA) recognizing the importance of students' better understanding of the U.S and its relationship to the world on a global stage as well as students recognizing the importance of this knowledge as well, then it is time that we as an educational system make global competencies a priority for all students k-12. That survey was conducted a decade ago from the writing of this document, yet few lessons from that survey have been enacted.

Purpose of the study

The purpose of this phenomenological study is to explore the lived experiences of teachers and leaders in Anchorage Public School as they develop global learning perspectives and provide authentic global education experiences for their students. The results of this study may provide insight into the degree to which the teachers and curriculum are currently supporting student learning in Global Citizenship Education (GCED) and provide recommendations for how to strengthen this focus in the future. There are many existing elements in place at Anchorage Public School for the students to help reinforce the idea of being a global citizen. For this study, we will examine the roles of global competency and economic diversity as they relate to an interconnected, diverse global community. While racial diversity will be addressed in the broad sense of global citizenship, it is not a singular focus in this study but rather woven into a broader context. By the end of this research project, teachers, leaders, and students will have a point of reference for competencies that support diverse global citizenship, where the school needs to be for students to be prepared for life after graduation, and a plan of action to get there. Calhoun describes the idea of school-wide research being in a constant state of data confrontation to monitor the school community's status (Calhoun, 1994). In this case, a school-wide survey will be offered to all teachers asking them if they would like to participate in gathering the lived experiences of teachers' providing the foundational information to support the potential need for GCED.

Significance of Study

This study came about as schools continue to promote diversity and preparation for students in a global society, yet many schools lack diversity as shown by the Kentucky Department of Education. Kentucky's total student population is 685,401 and the 3 major racial categories of African American, Hispanic, and Asian make up 11, 9, and 1 percent of the student population respectively. Outside of the City of Louisville, districts and schools lack racial diversity both in student population and staff makeup. This study will begin by studying the historical documentation to see the traditional stance that the school takes on preparing students for the world outside of their immediate geographical location, such as Anchorage, Kentucky. Along with dissecting the historical documentation, I will engage staff members in conversations to get their perspectives on the topic of global competency and Anchorage Public School. What are the strengths, and what are the areas of growth? Finally, in collaboration with the staff findings, a plan will be devised to implement. According to the National Center for Education Statistics (NCES), student populations are becoming more diverse. While the percentage of Blacks in school has slightly decreased by one percent between 2000 and 2017, the percentage of white students decreased by nine percent during the same period. On top of that, the number of Hispanics, Asians, and two or more races increased by nine percent, two percent, and two percent, respectively. These percentages matter because if they reflect a more diverse nation, we see a different picture for Anchorage Public School. Finding an intentional manner through which the school can integrate global competencies with the instructional practices that have made Anchorage academics so successful is key in moving this process forward.

As we know, technology advances, and the internet continues to grow and expand increasing connections between people and countries (Gentz & Kramer, 2006). We see our global markets, food industries, and services continue to link businesses and in turn nations (Centeno, Nag, Patterson, Shaver, & Windawi, 2015). Globalization is at the forefront of many countries looking to solidify themselves culturally, economically, and politically (Close & Ohki-Close, 1999). Education as a field, must find a way to help students, and before that the teachers, both acknowledge and grow in global citizenship and embrace this new world order.

Research Questions

The research questions guiding this study are:

RQ1 - What skills and dispositions do Anchorage Public School (APS) deem necessary to successfully navigate life in our diverse society after leaving school and entering the workforce?

RQ2 - What learning experiences are the staff at APS providing students to allow for those skills and dispositions necessary to navigate life in our diverse society successfully?

RQ3 - What are some potential gaps in APS's current experiences that could be addressed but currently are not happening?

RQ4 - What actions could APS take to address the gaps in APS's learning experiences that support successfully navigating life in a diverse society?

Overview of Research Design

There are various research designs available for qualitative studies, as suggested by Creswell and Poth. However, among these designs, phenomenological research stands out as the most suitable approach for the current study. Phenomenological research involves two fundamental premises, as outlined by Creswell and Poth (2018, p. 75). Firstly, it aims to describe a shared meaning among individuals through the exploration of a particular concept or phenomenon. Secondly, it focuses on identifying the commonalities in individuals' experiences related to that phenomenon.

Key features of phenomenology consist of several aspects. This research will first begin with an explanation of the phenomenon. Next, the focus would be on identifying a group of individuals who have shared the experience. This group can vary in size or number. The subsequent step would involve discussing the lived experience of the group members, incorporating both subjective and objective information. In some instances, the researcher may choose to bracket themselves out of the study by refraining from discussing personal experiences with the phenomenon. By setting aside their own experiences, the researcher can better concentrate on the experiences of the individuals in the group. Another important feature is the collection of data, which includes conducting interviews with individuals who have experienced the phenomenon. While interviews are a key component, it's essential to note that they are not the only source of data. Other sources such as documents and observations may also contribute. The analysis of data may follow a system of procedures that summarizes two key elements: the individual's experience and how they have experienced the phenomenon. Finally, the research aims to uncover the essence of the individuals' experiences, answering questions about both

"what" they experienced and "how" they experienced things. This brings closure to the research study (Creswell & Poth, 2018, p. 77).

Archival document review will be done utilizing multiple document sources such as the school's mission and vision statements, Comprehensive School Improvement Plan (CSIP), and Professional Development (PD) plans. Along with archival documents will be the use of one to two rounds of data collection. First, a survey for recruitment and opt-in to the interview process will help identify teacher interest in participating in the research. Next, there will be a more focused interview process with select questions to gather more in-depth information on the lived experience of teachers around teaching diversity in a school environment that is not racially or socio-economically diverse. Possibly, a member check to investigate preliminary findings which would allow for interview participants to not only verify the information acquired but also to feed off other interview participants and their lived experiences.

Definitions

Culturally Responsive Instruction- According to Lynch (2011), culturally responsive instruction is "a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world." (Kentucky Department of Education).

Diversity - The Kentucky Department of Education defines diversity to mean "the many and varied human differences (racial, cultural, socio-economic, and backgrounds) that teachers and learners bring to the education setting that is recognized, valued, and

become rich sources of instruction and learning for all.” (Kentucky Department of Education)

Economic Diversity Economic diversity measures the degree to which a region utilizes a broad mix of economic activities. (Chmura Economics & Analytics 2020)

Global Citizenship - The National Council for Social Studies states: "The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." (Kentucky Department of Education)

Global Competence - Global competence is the capacity to examine local, global, and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate, and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (PISA - PISA 2018).

Kentucky Academic Standard - The Kentucky Academic Standards contain the minimum required standards that all Kentucky students should have the opportunity to learn before graduating from Kentucky high schools. The standards address the learning but do not address the learning experiences' design or resources (Kentucky Department of Education).

Kentucky Framework for Teaching and Learning- The current Framework for Teaching supports student achievement and professional best practices through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The framework also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high

expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility (Kentucky Department of Education)

Assumptions, Delimitations, and Limitations

Two major assumptions need to be acknowledged within this study. First, the parent community believes in a global education to help prepare its students for life outside of Anchorage Public School. The second assumption to acknowledge is that teachers believe that global education is necessary for the preparation of students to move on from Anchorage.

There are limitations to the study, as well. There is a difficulty in phenomenological research that needs to be acknowledged so that readers can find the study trustworthy. The positionality of the researcher must be carefully thought through (Herr and Anderson, 2015). Several considerations must be factored into the study as it moves forward. First, I must consider my stance or view as a minority administrator working in a predominately White organization. This consideration caused me to ask, “What are my personal biases?” As I think about the topic of global competencies and the lack of racial and cultural diversity in schools that I have worked in, I feel that I may have preconceived ideas on the topic. For example, one general assumption is that students in the homogeneous environment of APS lack diverse experiences because of where they live. Or that teachers who are also all white are not providing instruction that builds cultural competencies. Being aware of such preconceived notions will allow me to conduct my inquiry with a sense of open-mindedness.

Another consideration is how people react to answering questions about diversity (or lack of diversity) with someone of a different race. Realistically speaking, will participants feel comfortable answering truthfully about the topic and their school? A third consideration is the individual's worldview, their story, and their background that could have shaped their story in becoming a teacher. I also understand that there are differences in cultures that, when better understood, can allow for a broader understanding of the groups I may be researching.

Another limitation is that many teachers will bring their own implicit biases to the interview with varying definitions and opinions on global education. Because the teaching staff at APS is 97% white the overall limited perspective could in turn limit the global perspective being delivered to students daily (Kentucky School Report Card, 2023). While having different perspectives is positive in most cases, the school may struggle to educate its students in this global education philosophy if staff and leaders are not on the same page about what that means or looks like in the school.

A second limitation is, do teachers and students see a need for instructional practices that promote diverse learning experiences in their schools. While data shows how diverse the world has grown, will the school community see value in providing diverse learning opportunities for their students?

Organization of the Study

This study is organized in a traditional five-chapter dissertation, beginning with this introductory chapter. Chapter two is an examination of the literature in the field relative to this topic and will help identify how this study will contribute to the field.

Chapter three will outline the methodologies I will use to gather, process, and analyze the information gained by conducting the study. In chapter four, I will report the findings. In chapter five, I will discuss the implications of my findings and make recommendations.

Chapter Summary

Chapter One introduces the interconnectedness of the larger world and the implications for the staff and students at Anchorage Public School. Challenges certainly exist for a school population lacking diversity as they move to navigate an ever-shrinking global economy. The students and staff in schools today must employ new learnings and authentic experiences to allow them to participate as global citizens. The purpose of this phenomenological study is to explore the role of teachers and leaders in Anchorage Public Schools in providing global learning perspectives and experiences for their students. A goal of the study is to determine what knowledge, skills, and dispositions Anchorage Public School (APS) deems necessary to successfully navigate life in our diverse society after leaving school and entering the workforce and how the staff creates opportunities for students to develop the knowledge, skills, and dispositions. Potential gaps in APS's current experiences may become evident and could be addressed by staff. And finally, what actions could APS take to address the gaps in APS's learning experiences that support successfully navigating life in a diverse society?

CHAPTER TWO

LITERATURE REVIEW

Introduction

Global Citizenship Education paints a picture of the world becoming more connected than ever before. Earthquakes, plagues, hunger, and civil unrest all being broadcast on various media outlets at a speed and in a fashion never seen, have created a global connection that continues to shrink the world (Gaudelli, 2016). Kerkhoff and Cloud argue that there are three approaches to global education: deficit, accommodation, and decolonization. This study's premise is that Global Citizenship Education is a bridge needed to better prepare our students to engage in a world much more diverse than their small school community. The lack of diversity at Anchorage calls for a global disposition that would provide for multiple literacies (Kerkhoff, 2017). In other words, critical thinking is needed with diverse perspectives allowing for a community of students who do not live in a diverse environment to experience a global perspective through the academic lens as part of the school's curriculum.

Chapter Two will outline the existing literature on the ever-shrinking global community. The study will also show the need for school leadership to support faculty and staff in their pursuit of the skills and dispositions necessary to navigate and thrive as productive citizens in the new, interconnected global community, including the global marketplace in which they must work.

As educators, we must wonder what this new interconnectedness means for schools. What responsibilities are there for school leaders in this new, highly interconnected world in which we find both ourselves and our students live? Are we institutionally equipped to help our students navigate such a complicated landscape? Are teachers prepared to help students navigate such a diverse landscape? While it is true that we are a part of a large, diverse, and globally interconnected society in the 21st century, not every educational setting where teaching and learning take place reflects that global diversity. School leaders must shoulder the responsibility to prepare their students to successfully navigate and compete in this new, culturally diverse global marketplace.

Global Society, Homogeneous Schools

Giddens (1991), as cited by Bourn (2008), states that globalization can be defined as 'the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.' Anchorage Public School is nestled in the middle of the urban center of Louisville, Kentucky, but as shown by the Kentucky Department of Education School Report card, it has little to no diversity in both student and staff makeup (Kentucky School Report Card). The interdependence of societies via globalization shows the importance of the link between individuals, communities, countries, and economies (Harvey, 2003, as cited by Bourne, 2008). Published in the United Kingdom in 2007, the Ajegbo report discusses three areas of impact regarding diversity and citizenship curriculum: globalization, increased migration, and social pluralism (Ajegbo, 2007). This report found people were discussing the complexity of the world and the need to understand society better and its

ever-changing social and racial makeup. The idea of diversity may also consider economic diversity in terms of annual income and wealth accumulation. In the education landscape, we recognize social, economic, and geographic issues in schools. The National Center for Education Statistics (NCES) and the Education Demographic and Geographic Estimates (EDGE) programs study and provide information and data in these areas in the context of education in the U.S. (Education Demographic and Geographic Estimates, 2021). Those falling under the national poverty level are exempt from field trip fees and breakfast or lunch fees if they qualify by income level for free or reduced lunches. Education statistics are reported by the NCES for this demographic, thus allowing comparison for those seen as students of poverty instead of those seen as having better economic means. In addition to the annual income of a family, Socioeconomic Status (SES) is more than just income. The American Psychological Association argues that SES impacts educational attainment, financial security, and public perception of social status and social class (American Psychological Association, 2018). What does this mean in the world of K-12 education? Children from low-SES households and communities develop academic skills slower than children from higher-SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). This creates a diverse classroom, school, and society at large. All this information leads to the fact that Anchorage Public School lacks not only racial diversity but also socioeconomic diversity both of which are outlined in the coming pages.

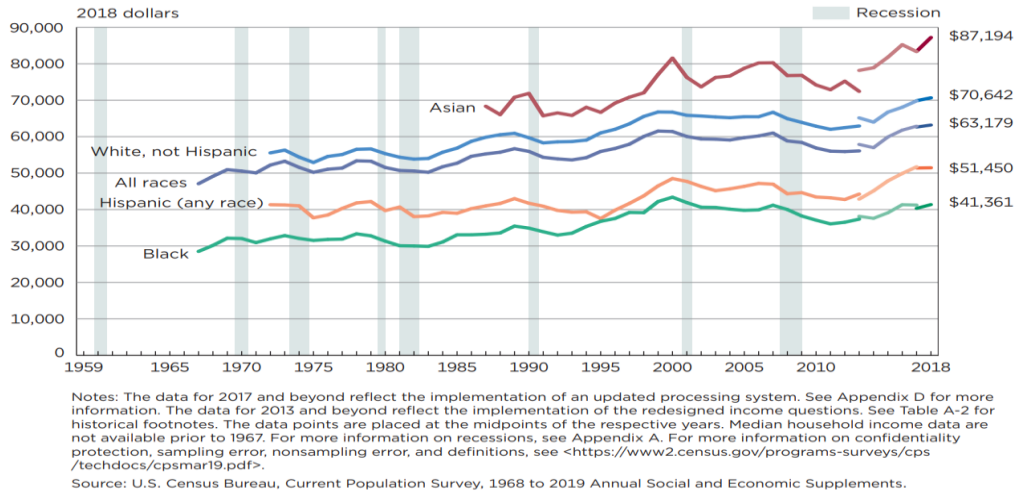
The purpose of this study is to examine the impact of global citizenship education in a school that lacks both cultural and economic diversity. Racial diversity will be examined as well through the context of global issues. As schools continue to grow in

diversity, 42 percent of the student population are students of color, 20 percent are students who speak a different language than English at home and 12 percent of students are identified as students with a disability (Voltz, Sims, & Nelson, 2010). This information contributes to the ideas of empathy, understanding different perspectives, and acceptance of differences in people. These key concepts taught in global citizenship education are necessary for teaching Anchorage students in preparation for life inside the school community but even more so for life after Anchorage.

Establishing Context

When considering the city of Anchorage, one sees a picturesque little community with locally owned restaurants and pubs, a beautiful park and walking trail, but most of all, a school that is the center of activity in the community. Anchorage's median household income is 180K, with a mean average of 258K. The average overall poverty rate is 4.06%. Anchorage's educational attainment for a bachelor's degree is 40% and for a graduate degree is 42%. The Anchorage population by race is 92% white, 3% Asian, 2% two or more races, 1 % black, and the remainder are listed as "Other" (Anchorage, Kentucky Population, 2020). Compare these numbers to Figure 2, where the median household income in the United States is well below that of Anchorage.

Figure 2.
Real Median Household Income by Race and Hispanic Origin: 1967 to 2018



National Center for Education Statistics. “Figure 1. Real Median Household Income by Race and Hispanic Origin.” U.S. Department of Education, 2020, <http://nces.ed.gov/>.

Another unique data point for Anchorage students is the Enhanced Educational Opportunities (EEO/EHO) forms, which parents fill out for travel opportunities. EHO forms make it easier for parents to take family trips during the school year without the fear of negatively impacting the academics of students. These trips are family trips or business trips allowing families more leeway in their travel opportunities. These requests show travel for students during school to locations across the United States such as the Grand Canyon to Washington DC, from Florida to Canada. APS has also seen students who have traveled internationally all over the world to such locations as England, Italy, France, Spain, India, Turkey, and China. Anchorage students have opportunities to see the U.S. and the world. While between job opportunities, one father decided he wanted to take his son to Europe and have him experience the history that students were studying in 7th-grade world history. As the former principal of the school, I worked with the father to

figure out the best time to take this extended trip. The social studies teacher helped guide the father in the curriculum and topics of study, and the father and son mapped out travels across Europe for a six-week excursion. They created assignments that he sent back to the teacher, showing comprehension of the content, and journaling his experiences.

With these kinds of experiences, how can we help Anchorage be a place that prepares students for such diverse opportunities both in travel and in life after school? The world at large is an incredibly diverse entity. The USA's description as a melting pot is as true today as it was when the phrase was first used. Racial diversity in the United States continues to grow from a predominantly white population of nearly 60 percent to 40 percent of a different or mixed race. Our racial diversity in the United States sees the following: 60 percent white; 13.4 percent Black or African American; 19.6 percent American Indian/Alaskan Native and Hispanic/Latino; and 5.9 percent Asian breaks down the information in a variety of categories from racial characteristics to education (U.S. Census Bureau, 2015). Again, the rich, diverse makeup of the United States provides such a strong, diverse nation but the question that arises is to what degree Anchorage provides the proper preparation for such a diverse country.

When turning our lens of diversity closer to home, Kentucky's state is not as diverse as other parts of the nation. As noted above by the Census Bureau, the United States sits at 60 percent white, while the state of Kentucky is 76 percent white, and Anchorage is at 92 percent white. Examining these demographics further solidifies the need for instruction in global competency by transcending ethnic, racial, national, and regional differences or divides. The following charts illustrate the base demographics for the Commonwealth of Kentucky. (U.S. Census Bureau, 2015)

Table 4A

Demographic Makeup of the State of Kentucky

White	76.8
African American	10.5
Hispanic or Latino	6.7
Other	5.9

Table 4B

Economically Disadvantaged data in the state of Kentucky

Free Lunch	56.7
Reduced	4.1
No Meal Assistance	39.2

As urban and suburban communities across the United States experience changing racial and ethnic demographics, school leaders confront the needs, perspectives, and funds of knowledge that students from diverse backgrounds and their families bring to the school. (Moll, 1992). For any effort made to improve learning, leaders must recognize that student success varies significantly across racial, cultural, and ethnic backgrounds, especially for Blacks and Hispanics (Konold, T., Cornell, D., Shukla, K., & Huang, F., 2017). For a school like Anchorage, it is not the increase in a diverse student population

that brings about a change in instructional practices. Rather, hope for change lies in looking to provide Anchorage students opportunities as they transition away from school into a more globalized environment that looks much different than the community, they grew up in. Not only must the term global competency be defined within context, but the implementation of global citizenship education must be examined. Exposing APS students to experiences and instructional practices that will help support their future endeavors will be key to this process. The stakeholder group by way of the Interviews will investigate the global curriculum mindset creating genuine experiences that already exist at Anchorage as well as looking at ways to expand on the foundation that already exists at APS.

Segregation Leading to the Integration of Schools

Historic Segregation

The idea of segregation in schools has been argued for years and continues today. The landmark case of *Brown v Board of Education* that stated separate but equal was not a viable option for students in the United States (*Brown v. Board of Education.*, 1954) set the stage for desegregation. Chief Justice Warren believed that there was no place for separate but equal in public education (Huston, 2009). This decision set in motion school action that students of color attend all-white schools. While many school districts have taken strides to desegregate through busing or redistricting efforts, many of the initiatives have now reverted due to various social actions, including legal battles.

National Perspective: Segregation Issues/Integration Solutions

Years after the Brown decision, blacks in the South still found themselves in mostly segregated schools, with 99% of blacks in schools that were all black and whites in schools that were all white (Orfield & Frankenberg, 2014). It was not until the Civil Rights Act of 1964 and the federal government's backing did schools in the South began to desegregate truly. By the 1970s, the South became one of the most integrated sections of the country in their school districts (Orfield & Frankenberg, 2014). Orfield and Frankenberg report that throughout the 1980s due to the Reagan and Bush administrations, desegregation continued to drop as those administrations made desegregation a high priority. In 1991 with the case in Oklahoma City, the Supreme Court ruled against the desegregation case, and since that time, segregated schools have again been on the rise (2014).

At the South's peak of integration, 44% of blacks were attending what was traditionally known as all-white schools which provided the opportunity for diverse instructional learning opportunities to occur (Orfield & Frankenberg, 2014). From the '90s until 2011, we have seen that number of 44% drop to 23% as schools reverted to a segregated system with the Supreme Court ruling and even now according to the Civil Rights Project done by UCLA, reports that the number of blacks in what is traditionally considered white schools regressed to the same level of schools back in 1968 (2014).

Local Perspective: Segregation Issues/Integration Solutions

The desegregation topic did not miss Louisville, Kentucky, as it swept across the country. In 1975 Louisville engaged in a massive operation of bussing and desegregation by the city school's merger and the county school which was a huge undertaking

(McConahay, 1982). This endeavor brought about violence not seen before in the city concerning schools. When whites were questioned in Louisville regarding why they opposed bussing, it had nothing to do with the economy or politics and mostly represented personal self-interest (McConahay, 1982). Despite this opposition to desegregation, we see Louisville leading the way as of 2011 in integration (Damante Contributor et al., 2016). Even with a Supreme Court ruling against the segregation practices in place for Louisville, the school district has maintained strong integration of its school. 89% of white parents communicated that they favored integration (Damante Contributor et al., 2016). Schools have shown that where integration is strong, both minority students (students of color) and white students benefit both academically, socially, and economically (Damante Contributor et al., 2016).

To understand the role that Anchorage Public School plays in the desegregation battle, you need to understand Anchorage's history both as a school in the Louisville city school system and its switch to an Independent School System, breaking ranks from the Jefferson County school system. The school began in 1911 in a seminary of a local Presbyterian school. 1915 the school broke ground on the current location and continued to grow as a K-12 school. In 1952, with the opening of Eastern High School, Anchorage transitioned to a K-9 school as it saw students begin to attend the new local high school with bigger facilities and more academic opportunities. In 1966 Anchorage families marched on Frankfort to maintain independence and not merge into the county school system, remaining an independent school district. In 1970 Anchorage was able to win a suit showing a lack of evidence showing segregation, which allowed the school to remain an independent school district (History of Anchorage 2020). Anchorage Public School's

remaining independent allowed the school to remain a community school, which ensured students who attended lived within the school district lines. Of course, this was during desegregation and the reality was that if Anchorage merged with Jefferson County Schools, they would have to follow the Jefferson County student assignment schedule which would have allowed students from all different demographics into the school while potentially bussing Anchorage students all over town.

So, while previous paragraphs communicated the importance of integration for all students, Anchorage remained a school that by district lines remained white and affluent. By the nature of its makeup, Anchorage must look to integrate instructional practices that would allow for the competency of race, culture, socioeconomics, and global competencies that do not exist in the small hamlet of Anchorage but that the students will integrate into once out of school and enter into the job force.

Teacher Demographic Data and Diversity Preparedness

We see a world that is diverse in terms of student demographics at the national level. However, it appears there is a lack of racial diversity in the teacher population, with 84% of teachers being white (Hallman, 2017). Teachers who do not have a full understanding of cultural differences in families and belief systems, as well as an underappreciating of the academic potential for students of different races or cultural backgrounds, can lead to an underappreciating of our diverse populations as well as the importance of teaching about these differences in a homogeneous environment (Nelson & Guerra, 2014). With that lack of racial diversity in the teaching corps, one wonders if most teachers possess the knowledge and skills to help students gain a deeper

understanding of the diverse world in which they live. Are they prepared to teach students and help them develop the skills and dispositions necessary to navigate and thrive in our interconnected, diverse world? Teachers who do not have a background in cultural competency tend to lean towards a color-blind view that would look past the cultural and racial diversity that contributes to our country and world (Ullucci & Battey, 2011).

Instruction for students with an eye for diversity must be designed and delivered by teachers having the capacity to build those lessons and experiences that will benefit their students. School leaders must, in turn, provide structures and support for teachers to gain the capacity to meet the needs of their students in this area. Diversity instruction, considering a more diverse lens, hits at the heart of the dilemma for school leaders as they try to come up with ideas and strategies to integrate into their schools, supporting teachers in a way that would provide an environment responsive to the need for a diverse learning experience for their students. Teachers, both prospective and those currently teaching, must be prepared to deal with diversity in the classroom for a diverse population and students who lack a diverse community (Hallman, 2017). So, leaders who offer effective and impactful training and support to teachers will build a bridge that, in turn, creates citizens who in any situation will look out for the well-being of their neighbors.

Alternatively, for students to be globally prepared they will need global citizenship dispositions along with proficiency in various literacies to navigate this digital global society (Kerkhoff, 2017). For change to occur in education, however, the literature shows that teachers must be trained in teaching global competence (Kerkhoff,

Dimitrieska, Woerner, & Alsup, 2019; West, 2012; Yemini, Tibbitts, & Goren, 2019).

For consistency to occur in schools, there must be a common language and curriculum throughout the school to help guide instructional practice.

Global Citizenship Education

We live in a world that continues to become more interconnected, no matter if we live in large urban areas or rural America. The idea that we live isolated from the rest of the world is a dying ideology. The National Association of Secondary School Principals has explored this topic and provided article after article of information to help support schools, principals, teachers, and most importantly, students. School principals must set an example and culture in their schools by creating a culture with both staff and students to encourage a mindset of global citizenship (Paterson, 2019). Catherine Greenburg, another contributing principal, contends that gone are the days when we live in isolation as we see our economy becoming more and more interconnected. An example she gives is the idea that we may wake up in a bed from the Swedish company IKEA, manufactured in China, live in a house made of cypress harvested from Australia, drink coffee picked in Columbia served in a cup made in China and the examples could go on and on (2019). No matter where a student lives in Kentucky or the amount of diversity in your area, we are becoming more connected globally. To best support our students, we must be intentional about the instruction we provide our students to best prepare them for a world with racial, economic, and cultural differences.

The Global Citizenship Education Framework provides dispositions and soft skills employers desire to see in their employees (Bruce, 2017). Understanding student

participation is a key factor in this instructional practice. Roger Hart has created a visual used by the Schools for Future Youth called the Ladder of Participation as seen in Figure 2 (UNESCO, 2015). This ladder moves from tokenism at the bottom to citizenship at the top. The idea of the ladder shows that students make up the global citizenship philosophy through their participation in the academic arena (UNESCO, 2015). The more students can participate in their education, the more they understand the idea of participating in citizenship and, more specifically, global citizenship. "According to Hart, democratic countries should provide opportunities for young people to actively learn and practice how to speak out for themselves and to contribute to social progress" (UNESCO 2015, page 14).

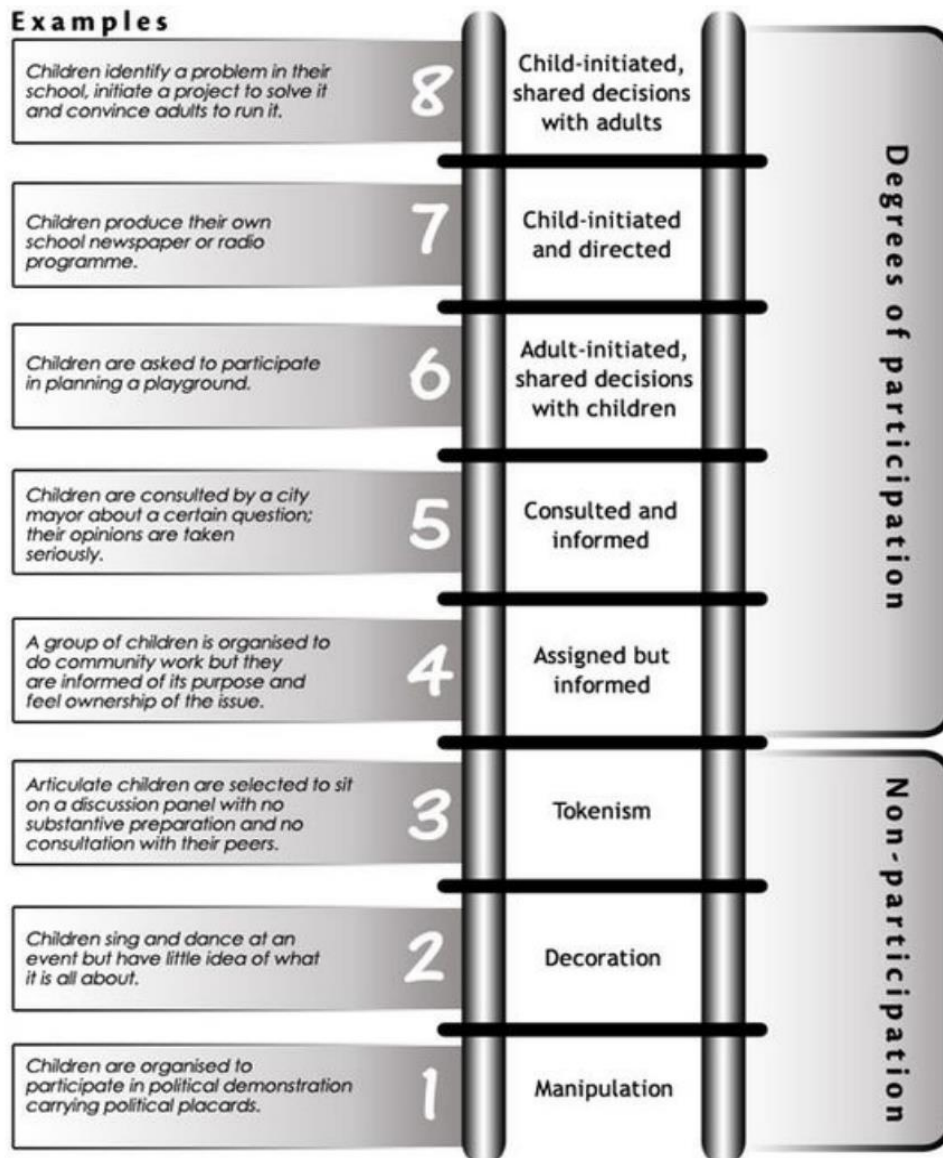


Figure 2. Ladder of Participation. Reprinted from UNESCO 2014, GLOBAL CITIZENSHIP EDUCATION FRAMEWORK - SFYouth 2014. Retrieved from https://sfyouth.eu/images/toolkit/global_citizenship_education/GlobalCitizenshipEducationFramework.pdf

Benefits of a Global Citizenship Stance in Schools

A theme that is recurring throughout this study is the idea that our world is more connected now than ever before. Global Citizenship Education looks to transform our students throughout their academic careers by building knowledge of other cultures, skills, values, and attitudes that would allow them to be successful in any environment whether locally or globally (Global Citizenship Education Framework - SFYouth 2014). This idea of being a lifelong learner while growing in areas of human rights education, peace education, and international understanding toward a goal that can benefit all parties through a common goal of inclusion is of utmost importance around GCED (2014).

The following areas are specifically outlined to provide direction as to tools Anchorage can use in the process of GCED and greater implementation of these key ideas to build on what Anchorage already has in place.

Soft Skills and Employability

To best prepare our students for an interconnected society, schools must diversify instructional practices and school culture to support an ever-shrinking world. Skills such as interpersonal, communication, problem-solving, and critical thinking are valued no matter what profession students select. Jan Bruce writes why soft skills matter most as she states:

Now, a major coalition of businesses, policy experts, trade groups, and academics are demonstrating that soft skills—specifically interpersonal skills, the ability to manage and control your emotions, communication skills, leadership, adaptability, and problem-solving—are critical. And they are bringing about a whole-scale reevaluation of their value. A new [study](#) from Boston College, Harvard University, and the University of Michigan found that soft skills training, like communication and problem-solving, boosts productivity and retention by 12 percent and delivers a 250 percent return on investment based on higher productivity and retention (Bruce, 2017).

We see data that would show what executives across the country find most valuable, A survey of 343 executives of U.S. companies found the most desirable skills were critical thinking and problem-solving communicated by 72 percent of Executives. The next disposition was collaboration and teamwork as shown by 63 percent of executives. Communication was the next disposition as communicated by 54 percent (Labi, 2014). The skill least valued? Applied mathematics. This data would lead us to believe that schools may be overemphasizing algebra and teaching students the wrong kind of mathematics instead of ensuring that students master computational and critical thinking/problem-solving skills (Goodwin & Hein, 2016). For this study, when discussing soft skills, I will specifically be referencing critical thinking, problem-solving, and communication skills.

Global Teaching Model

The Global Teaching Model (GTM) was created after a mixed-method study with four dimensions as the foundation for this instructional practice; Situated, Integrated, Critical, and Transactional (Kerkhoff, 2017). The situated dimension calls for culturally relevant information while giving students a voice throughout the instruction. It allows for local issues and topics to be discussed while integrating socio-political issues. Teachers must also be aware of their own culture and biases to avoid integrating those biases and assumptions into instruction (Hull & Stornaiuolo, 2014). The situated dimension also looks to take into consideration both local and global perspectives. The integrated dimension is the second factor in GTM and assures that integrating this global teaching model is not just in one class or one grade level; rather, it is the culture

and instructional practices throughout the school (Kerkhoff and Cloud, 2020). The critical dimension addresses the idea that students take a critical look at source bias and study the voices of marginalized groups to gain more perspective on situations. Finally, the transactional dimension looks to create partnerships with the larger community giving students a broader perspective. Working alongside others outside of the school community to problem solve allows listening and problem-solving in collaboration with others (Kerkhoff and Cloud, 2020).

Considering these four factors: Situated, Integrated, Critical, and Transactional, GTM aligns well with Anchorage Public School in several ways. With small class sizes, Anchorage is well suited for small group discussions allowing students to voice on issues both locally and globally which aligns with the situational dimension. The K-8 structure of APS allows for the continuity that integrated dimension looks for. Finally, the transaction dimension is integral to APS in that it would allow a very homogenous environment to connect with people and groups outside of the school walls bringing about the diversity that is aching in the school.

Learning Experiences for 21st Century Learners

It has been established that Anchorage Public School lacks the diversity in both racial makeups, as well as socio-economic makeup that many schools across the nation experience. With that in mind, this section looks to establish instructional practices that will help facilitate learning experiences allowing APS students the opportunity to put into practice the strategies of global citizenship education in a meaningful way.

Project-Based Learning

Another model that can foster these soft skills experiences for the 21st Century learner is Project-Based Learning (PBL). PBL is when teachers assign a project that could last anywhere from a week to a semester. This project encompasses critical thinking and problem solving, collaboration, and community involvement, and ends with a presentation involving an authentic audience. In many cases, a mentor is directly linked to the project to give authenticity to the project (PBLWorks 2021). The soft skills mentioned above are integral to the success of a PBL project and can create powerful learning opportunities to engage students in content and real-world topics, connecting them to the community outside of their bubble.

In his book *PBL Stories and Structures: Wins, Fails, and Where to Start*, Ryan Steuer relays the idea that PBL is a different type of instructional model. While it is hands-on, it also pushes the mind with reflection deep thought, and problem-solving opportunities for students engaged throughout the process (Steuer, 2018). Steuer states that while the idea of lifelong learners has been a staple of our educational community for years, we now must be prepared to engage students in problem-solving and communicating their passions (2018). Steuer goes on throughout the book to give example after example of students and schools engaging in projects that engage their learning communities in real-world problems while pushing those soft skills outlined earlier in this section.

Extra-Curricular Experiences

This idea of building student capacity in global citizenship or a global community can further be seen in initiatives not directly connected to the classroom. These opportunities can be presented and encouraged by the school and foster global citizenship. In her article *Reimagining Global Education in America*, Greenberg discusses the idea of creating opportunities for students by "outsourcing the setup and implementation of such programs to a third-party provider" (Greenberg, 2019). A great example of this is through several YMCA programs provided to all schools in Kentucky. Kentucky Youth Assembly (KYA), Kentucky United Nations Assembly (KUNA), and Y Core are just three examples of KYA and KUNA programs bringing students from across the Commonwealth together to create, discuss, and debate issues both locally and internationally. Specifically, KYA offers students "the opportunity to learn about a wide variety of issues, develop critical thinking skills, and articulate their beliefs while engaging constructively with their peers from around the Commonwealth. KUNA offers students the opportunity to experience the richness of cultures from around the world, develop empathy, and hone their critical thinking skills while engaging with a wide variety of perspectives and global issues." (Zack, 2021). These are just two examples from an outside organization that works directly with the schools to foster global citizenship, critical thinking, problem-solving, and communication. The YMCA also offers service opportunities known as Y Corp across the Commonwealth, Midwest, east, north, and south providing opportunities for students to travel with peers across the state, learning and engaging in culturally diverse activities in various ways.

Thinking Strategies

A final example of a learning experience that schools could provide to encourage and support soft skills is thinking strategies by the Public Education and Business Coalition (PEBC). Thinking strategies as defined by the PEBC "enables learners to make sense of complex texts, academic standards, and content. In this institute, educators will learn how to explicitly teach, support, and plan for deeper thinking with the thinking strategies within the context of instructional best practices." (McGrigg et al., 2021) While much of the thinking strategies are based around reading, the idea of learners thinking deeply and critically both in reading and in all other core content areas will only help support students in their growth as problem solvers, critical thinkers, and communication.

Socio-emotional Development

There are three core dimensions related to global citizenship education created by UNESCO with the second dimension being socio-emotional (Global citizenship education: topics and learning ..., 2015). This core dimension of global citizenship education consists of concepts such as common humanity, shared responsibilities and values, empathy, and respect for diversity and solidarity. These ideas allow students to show empathy and more understanding for groups that are different from them through practices in the school environment that would call for students to look at situations with a different lens (2015).

Benefits of Diversity in Schools

Five key principles are created when schools focus on diversity: Students are more empathetic, Students gain a better understanding of lessons and people, students are

more open-minded, students feel more confident and safer, and students are better prepared for a more diverse workplace (O'Boyle, 2020). The more diverse the academic environment, the more benefits there tend to be for students and schools in preparing their students for the world outside of the school community (Wells, Fox, & Cordova-Cobo, 2016). The positive impact on minority students is not the only positive. Non-minority students see the benefits of a diverse academic environment, such as the decrease of "implicit bias" (Wells, Fox, & Cordova-Cobo, 2016).

Students who are exposed to different races and cultures, as well as different challenges and ideas, can develop cognitive skills. These skills such as critical thinking and problem-solving only strengthen students' ability to be successful in a diverse workforce (Wells, Fox, & Cordova-Cobo, 2016). This supports the idea of creating experiences for 21st-century learners who do not have a school environment that is diverse in population. Ninety-six percent of employees communicate the importance of having workers who embrace and are comfortable working with coworkers and clients who come from a diverse background.

Leadership Mindset and Support

The leadership mindset and support are an undeniable factor when looking to address Global Citizenship Education school-wide. Leadership must decide on the school's overall direction to achieve the goal of global competency and get buy-in from the stakeholders, along with training and support for teachers. One mindset is that of a Global and Cultural Competency, and a second mindset would be a school-wide philosophy and curriculum.

Global and Cultural Competency

The U.S. Department of Education Division of International Strategies has provided a framework to help guide schools across the United States in this area of Global and Cultural Competency. In short, creating a program that allows students to grow in communication, critical thinking skills, language acquisition, and collaboration in conjunction with a global perspective helps prepare our students for society outside of the city of Anchorage (Global and Cultural Competency, 2017). The frameworks outline specific areas that an individual would possess to demonstrate global competency.



Figure 3. Framework outline for developing global competencies. Reprinted from Global and Cultural Competency 2017, January. Retrieved from

<https://sites.ed.gov/international/global-and-cultural-competency/>

A second mindset would create a school-wide philosophy to create continuity from grade to grade. The framework also addresses this philosophy by demonstrating a progression from early learners through post-secondary education (Global and Cultural Competency 2017). Anchorage has a unique opportunity that differs from most public schools in that we are a K-8 school. So, our level of influence with students and families spans from kindergarten through middle school. The k-8 continuity also allows for easier collaboration from elementary to middle school.

School-wide Philosophy and Continuum

Through the Strategic Plan, Anchorage has continued to align its philosophy and curriculum so that an instructional and social-emotional thread can be connected from kindergarten through 8th grade. Specific committees with stakeholder participation and input have been key to this endeavor both in 2012 and in 2018 when the plan was revisited. School leadership looks to align instructional practices and philosophies while allowing teacher autonomy in the classroom with how they deliver instruction. This plays a key role as the school looks at global citizenship education and how it can be integrated into academic practice while allowing teachers the freedom to present instruction as they best see fit.

Support Practices

Two of the support practices that will be foundational to the leadership mindsets discussed earlier are Global Citizenship Education and Schoolwide School-wide Professional Development. These two support practices will provide a foundation for

transitioning the school into a globally competent building, allowing students to achieve the goal of a global citizen frame of mind afterlife at Anchorage.

Support Practice One

Global Citizenship Education Understanding a global citizen's definition of what Global Citizenship Education (GCED) looks like in a school is the beginning of the support practices (www.sfyouth.eu). Through this process of GCED, three core concepts must be addressed: Cognitive, Socio-emotional, and Behavioral (UNESCO, 2015). By building a foundation in these core concept areas, a structure will be in place for all grade levels to follow. GCED core concepts will help build the continuity that is a part of both leadership mindsets to accomplish Global Competency at Anchorage.

Support Practice Two

Professional Development across Grade Levels Support practice number two focuses on Professional Development for teacher leaders and staff. Classrooms need to be discussing current affairs as they relate to the curriculum at each grade level. (Paterson, 2018). There are eight ways that schools can make current events a priority: provide support, go school-wide, remember old is new, find common ground, make it relevant, set aside time, add social-emotional learning, and talk it up (Paterson 2018). With the teachers being the main conduit of this cultural shift, number one seems to be the most important of the eight strategies. Without support and training, teachers will not have the common direction set forth by the leadership. That support and training must come from school leadership. A culturally proficient leader must recognize the importance of creating an environment where teachers are supported and trained in culturally competent instruction, which will support students in better navigating such a

diverse global economy (Terrell and Lindsey, 2009). The investment in teacher and leadership training to better support training in cultural competency instruction will pay dividends as that gained knowledge will, in turn, support students not only in overall achievement but also in preparation for a world that is more connected than ever before. (Mizell, Hord, Killion & Hirsh, 2011).

Chapter Summary

This study marks an important addition to the literature on Global Education. I believe this study may provide insight for teachers and leaders who work in schools regardless of the school's student population. By supporting engagement in discussions that will open a window into whether diversity is intentionally addressed in our school environment, organizations can better support students' global competency. In review, the mindset, and practices to help facilitate communication and intentionality in programming are global competency, getting stakeholder buy-in, making this initiative a school-wide intentional goal, and finally providing teacher professional development. Anchorage Public School could intentionally target an area of its mission statement to "inspire and empower them (them (students) to make a positive impact on their community and world." through a Global Citizenship Education.

Another focus of the study was how best to address the lack of diversity in the school. Leadership can help promote instruction that would create engaging opportunities for the students to be prepared for a global community. As the world becomes more interconnected than ever before, the educational system must support teaching global competence through global citizenship education. Learning experiences, both meaningful

and authentic, must be provided to students with the skills and dispositions necessary to successfully navigate life in our diverse society. Critical thinking, socio-emotional, as well as behavioral dimensions are key to Global Citizenship Education and must be at the center of whatever direction the school selects to implement the strategy of global competency (UNESCO 2015, page 14). Teachers and leaders must be responsible for providing diverse learning experiences that lead to students developing the skills and dispositions necessary to successfully navigate life in a diverse society. Regardless of the diversity (or lack of diversity) in a school, the school, as outlined in the Kentucky Teacher frameworks, navigates life in our diverse society successfully with learners but is prepared for the 21st-century workforce. Leaders must equip their teachers to know, understand, and address issues around the lack of diversity in their classrooms, leading to students' diverse learning experiences.

Finally, as evidenced by the literature, school leaders need to address the fact that most of their teachers are not a diverse population and, as stated in this chapter, often turn a blind eye to race or culture to navigate life in our diverse society and successfully able to perform at a higher level academically. It is the leader's responsibility to create a school culture that looks to educate its students and its teachers. Chapter Three will address the methodology and the data collection process used to address the topic of Educating for Diversity via a Global Citizenship Education Framework.

CHAPTER THREE

METHODOLOGY

Introduction

As urban and suburban communities across the United States experience changing racial and ethnic demographics, school leaders are confronted with the needs, perspectives, and funds of knowledge that students from diverse backgrounds and their families bring to the school (Moll, 1992). By 2002, Foreign-born people in the United States will soar exceeding 34.2 million and the second generation will be around 31.5 million (Lee & Bean, 2004). This rise in immigration could account for 23% of our overall population diversifying the ethnic and racial population of the U.S. Lee and Bean (2004) also discuss the idea that by the year 2050, one in five Americans will identify as Multiracial up from 1 in 40 in 2002. Any effort made to improve learning must recognize that student success varies significantly across racial and ethnic backgrounds, especially for Blacks and Hispanics (Konold, Cornell, Shukla, & Huang, 2017). But one must also consider what efforts look like in a homogenous environment specifically in the city of Anchorage which consists of primarily white families who are upper middle class and beyond rich and how leaders can help teachers implement strategies to employ learning opportunities that support global competency within a hegemonic environment. Studies have been done for decades looking to relate teaching methods to students of color who have not traditionally been successful academically (Ladson-Billings, 1995).

The student population continues to grow more diverse in American schools while the teaching population remains consistently homogeneous, with 84% of teachers being White (Hallman, 2017). This statistic, which indicates a lack of diversity in the teaching profession, makes it imperative that leaders provide instruction for students and teachers to help close the divide in global competency. Being White does not prohibit one from teaching global competencies but being white and limited in experiences with a diverse population or experience as well as a lack of training lends itself to teachers not feeling fully capable of instructing global competencies. Instructional practices and professional development hit at the heart of the dilemma for school leaders as they try to develop ideas and strategies to integrate into their schools. The U.S. Department of Education (DOE), in conjunction with the Partnership for 21st Century Skills, communicated global competency frameworks and a Global Readiness Indicator for K-12 schools (Kerkhoff, Dimitrieska, Woerner, & Alsup, 2019). So, leaders who provide training and support to teachers will build a bridge that, in turn, creates citizens who, in any environment, will look out for the well-being of their neighbors. Teachers, both prospective and those currently teaching, must be prepared to deal with diversity in the classroom for a diverse population and students who lack a diverse population (Hallman, 2017). In short, students cannot just survive but thrive in a diverse society. This phenomenological study's central question is to understand better how homogeneous schools in student and staff populations prepare our students for success in a diverse world.

Context

I worked in three different school districts. In my first district, I worked in both a middle and high school setting for seventeen years total, functioning in a teacher and associate principal capacity. In my second district, my sole role was as principal of the K-8 school. I have most recently moved into one of the largest school districts in the country and the largest district in the state. In my most recent district, it is the most diverse district in the state and is considered a majority-minority school district. Both initial schools and districts were similar in socioeconomic and racial makeup as they were upper-middle-class schools in affluent neighborhoods. Consequently, as an educator, one crucial question is how to prepare your students for a diverse society in such a homogenous school environment

Data Sources

Methods, and Collection

In this phenomenological research qualitative study, the focus was on stakeholders' lived experiences. This phenomenological research study is well suited for school documentation such as professional development plans, comprehensive school improvement plans (CSIP), mission and vision statements, and teacher input in the form of surveys and interviews allowing the stakeholders closest to implementation the opportunity to provide insight into their lived experience trying to teach diversity in schools that have little to no diversity.

Phenomenological research takes the lived experience of several individuals within a concept or phenomenon (Creswell & Poth, 2018). The focus from the researcher's vantage point is to look for commonalities between stakeholders within the

phenomenon or experience. Creswell and Poth (2018) state that the purpose of a phenomenological study is to take the experiences of individuals and reveal the “universal essence” of the phenomenon (p.75). The research collects data from individuals and describes “what” the persons experienced and “how” they experienced it (Moustakas, 1994).

Phenomenology is popular in several areas of study specifically in education (van Manen, 1990, 2014). Phenomenology of practice is used by van Manen (2014) to describe the meanings of methods provided by the many scholars who practiced phenomenology. There are four philosophical practices that Stewart and Minkus (1990) mention to provide a broader perspective: A return to traditional tasks of philosophy, A philosophy without presuppositions, the intentionality of consciousness, and the refusal of the subject-object dichotomy. Thinking of these perspectives allows the researcher to minimize assumptions by truly seeking wisdom as the traditional task of philosophy implies. As stated in the refusal of subject-object dichotomy one is looking at the reality of a concept and the idea that it is only perceived within the meaning of the experience of that individual (Creswell & Poth, 2018). Creswell & Poth (2018) define features that are prevalent in Phenomenological research studies. Emphasis on a single phenomenon, exploration of the phenomenon, a philosophical discussion based on the concepts of the phenomenon, separation of the researcher from the study through reflection of personal experiences or a phenomenological reflection, data collection procedures involving interviews and document collection, analysis of data, and finally completing the study or research with a passage that describes the essence of what was experienced and how it was experienced overall for the individuals dealing with the phenomenon.

There are two types of approaches to Phenomenological study, hermeneutical phenomenology (van Manen, 1990,2014) and empirical, transcendental, or psychological phenomenological study (Moustakas, 1994). I have selected hermeneutical phenomenology study as I will explore and describe the lived experiences of individuals and interpret texts to provide the contexts behind those lived experiences (Creswell & Poth, 2018).

Data Source One: Archival Data

Yin (2018) describes documentation as one of the six sources of evidence used when collecting data (Yin, 2018). In this study, some of the documents being used will be mission/vision statements, teacher and parent surveys, strategic planning agendas, and meeting notes to help inform this research. Specifically, every school uses a mission and vision to guide the overall school philosophy. The mission and vision, along with the Comprehensive School Improvement Plan (CSIP), help to guide the study of what the school would like to accomplish for its students. In addition, professional development plans are developed yearly with the input of staff feedback through surveys, as well as input from a professional development committee of staff representation across grade levels and driven by the strategic plan as well as the Comprehensive School Improvement Plan (CSIP). The idea is that these documents will determine if the school believes that preparing its students for the future endeavors of society is a priority. In Anchorage, these sources confirm the desire to prepare its students for a global society. These historical documents are open records and can be found on the school's website or upon request from the district office.

Data Source Two: Survey and Interview Collection

The largest portion of data collection was from teacher interviews with staff who were experiencing the phenomenon. Specifically, I used a small independent school district in the city of Louisville Kentucky. Staff members were provided the opportunity to fill out a survey detailing basic information and desire to participate in an interview process which then detailed the “what” of the experience and “how” of the experience providing more detailed responses on the phenomenon.

Research Design

Phenomenological Research

Moustakas (1994) has a systematic process when conducting phenomenological research that will be observed through this process. The following steps addressed by Creswell & Poth (2018) will help guide each step of this study:

First, determine if a research problem is best examined by using a phenomenological approach. By addressing the lived experiences of teachers in a school that has little or no racial diversity but expects diversity to be taught this study can help determine what procedures or policies need to be enacted to best support the school's mission and vision.

Identify a phenomenon of interest to the study and describe it. Educating through a global education framework in a school that lacks diversity and the lived experience of teachers' instruction in this environment.

Distinguish and specify the broad assumptions of phenomenology. Fully describing the feelings of participants within the phenomenon while “bracketing” out the researcher's experiences as much as possible.

Collect data from individuals who have experienced the phenomenon by using in-depth and multiple interviews. Polkinghorne, (1989) recommends 5-25 interviews to have enough data to reference and build the common essence of the phenomenon.

Generate themes from the analysis of significant statements. Through viewing of interview transcripts, the researcher will go through the steps of horizontalization as Moustakas (1994) calls it. These steps entail pulling out significant statements to better understand the experiences of the participants. Finally, clusters of meaning are developed to build themes.

Develop textural and structural descriptions. The significant statements are then used to describe the experience of the participants.

Report the essence of the phenomenon by using a composite description. A composite of the essence is created in this section also called the essential invariant structure.

Present the understanding of the essence of the experience in written form. This is in essence the conclusion of the study to wrap up the study by summarizing the findings and next steps.

In conclusion, this procedure will guide the writing of this study by following Moustakas's very systematic steps and procedures which in turn should be the driving force for the findings (Moustakas, 1994).

Participants

In thinking about the participants first, I wanted to consider the methods of data collection. Archival data review allowed for a snapshot of the school-based prior data collected through various avenues. Anchorage has gone through two strategic planning cycles that have helped guide the school's overall mission and vision and the tools that will be used to achieve the mission and vision. A review of the mission and vision and the school's core values of community voice and excellence were guiding principles used to springboard the discussion of global citizenship education. The Danielson Frameworks and the Kentucky Academic Standards were also used in the discussion as APS uses both to guide its instructional practices.

Participants were teachers from Anchorage Independent School District. The teachers were asked to participate in a voluntary opt-in survey with a follow-up invitation to participate in individual interviews. Polkinghorne (1989) recommends that somewhere between 5-25 individuals should be interviewed.

Initial Engagement: Survey of Teachers

For the survey, stakeholders were asked to opt into the research providing basic demographic information and preference for individual interviews or small focus group work. Teachers were then invited to participate in interview sessions based on survey opt-in responses.

Individual Interview:

Teachers who chose to be interviewed were asked anywhere from 10-15 questions. Moustakas (1994) recommends broad questions, for example: what have you experienced in terms of the phenomenon, and second, what contexts or situations have

typically influenced or affected your experiences of the phenomenon? The selected questions were open-ended, but the above focus helped in the collection of data as well as provided context and structured experiences which led to a better understanding of the common experiences of the teachers (Creswell & Poth, 2018).

Reflection: Evaluating APS Existing Curriculum

There must be a firm understanding of the existing curriculum at Anchorage Public School (APS) in evaluating Global Citizenship Education. By understanding the current curriculum, I can better acknowledge the areas of strength and look for areas of growth concerning global competency instructional practice. APS is a K-8 school making curriculum resource alignment difficult with the changeover in academic presentation from elementary school to middle school. APS is first and foremost guided by the Kentucky State Standards and Common Core, the adopted system used to guide every core content area. Regardless of what curricular resource they use, it must be tied to the common core for the state of Kentucky. Educational resources are evaluated yearly, and every five years, core content classes can select a new resource to support their content.

Recommending Enhancements

Through an examination of the findings, I believe that a recommendation of Global Citizenship education is a tool that could provide support to Anchorage Independent School District (AISD) as they look to support the mission and vision statements which indicate creating students who are global citizens.

When looking to integrate GCED into a school systems culture, some dimensions that help facilitate a successful transition of this philosophy as provided by the Global Citizenship Education: Topics and Learning Objectives:

Factors contributing to the successful delivery of global citizenship education:
Embedded in policy, with broad stakeholder buy-in Long-term and sustainable Holistic, including the various sub-topics in a systematic way Reinforced in each year of schooling and preferably in the broader society Covering the local, national, and global dimensions Supported by pre-service and continuing in-service training of teachers Developed and sustained in collaboration with local communities Scalable with the maintenance of quality With feedback from monitoring and evaluation processes Based on collaborative arrangements that ensure expertise over the longer term with provisions for periodic review

Figure 4. Factors Contributing to the successful delivery of global citizenship education. Reprinted from EDUCATION FOR GLOBAL CITIZENSHIP 2012, July. Retrieved from https://protectingeducation.org/wp-content/uploads/documents/documents_eaa_-_education_for_global_citizenship.pdf

The stakeholders must consider these factors when looking to integrate GCED as a school. Another enhancement that needs to be considered by the staff is the approach to delivering GCED. The GCED Frameworks would suggest several different options for a school community to select from—School-wide, cross-curricular, integrated within certain subjects, or a stand-alone course (SFYouth, 2014). A school-wide approach would intentionally develop a curriculum linking the GCED frameworks and dispositions from grade to grade throughout the entire school. A cross-curricular approach would entail teachers in specific content areas working together to address GCED concepts. A third approach would be to select certain core content areas such as Social Studies or Art and integrate them throughout that specific class. Finally, creating a stand-alone class that

would address the frameworks of GCED is an approach that is taken less but is an option to address the global competency curriculum needed to meet the frameworks of GCED.

Research Design Process

Research Participants

The research participants were teachers who elected to participate in the interviews which were via the opt-in survey. Teachers were first asked to volunteer to take the survey gathering foundational information on the participants and allowing them to opt into the interviews. Interviewed participants were asked to engage in interviews involving the open-ended question format presented earlier in this chapter. Again, the structure outlined by Moustakas was used to collect all data and synthesize information into the “essence” or invariant structure.

Consent Process

The documentation that was collected is open records that will be collected via the Internet. Each school must post its CSIP information along with Professional Development plans; therefore, no consent is necessary for this information. Consent was required and obtained by the teachers through a formal invitation to the process. There was a separate request for the survey and the interviews as not everyone who participated in the survey participated in an interview.

Survey and Interview

Phase one consisted of the opt-in survey with informational questions about the individual teachers providing basic demographic information and interest in participating

in interview formats along with preference of interview style, such as one-on-one or **Group Level Assessment (GLA) format.**

Phase two invited participants from the survey to dig deeper into the phenomenon through a series of open-ended questions that were guided by the essence of Moustaka's two essential questions:

1. What have you experienced in terms of teaching diversity to your students at Anchorage?
- 2 What contexts or situations have typically influenced or affected your experience when teaching diversity at Anchorage Public School?

Convening Process and Timeline

Phase one	January-February,2024
Phase two	February-March 2024
Reflection/Analysis	March, 2024
Study Completion and approval	April-May, 2024

Data Analysis

The survey conducted included personally identifiable information such as race, gender identification, teaching years' experience, interest in participating in an interview, and finally style of interview they wanted to participate in if they answered yes to being interviewed. The survey was conducted using Qualtrics, a password-protected file, or Card box through the University of Louisville.

Second, the online platform Zoom was used to conduct the interviews. Participants were recorded with their permission allowing for the use of the transcript option. The transcript option was converted from the video allowing for the participants

to review the interview and approve or adjust comments made in the interview.

Participants were given one week to approve. This was an opt-in approval in that if there is an issue or recommendation to change participants were asked to get those to me within a week of receiving the transcript. If no response is given, then participants were opting into an agreement for the use of the transcript.

Once the interviews were conducted and transcribed, they were &protected in a secure file and videos were deleted. The coding process was then begun by chunking of transcript. The "Horizontalization " process (Moustakas, 1994) allowed me to take relevant statements made on diversity and instruction into consideration. Any responses not related to the phenomenon were eliminated. The observation of overarching themes was& key in this process. By chunking transcripts, I was able to find overlapping common themes in the interviews which then provided overall themes. Finding commonalities in participant interviews allowed for overall conclusions to be made.

Validity/Trustworthiness

Standards of validity and trustworthiness are dilemmas that all researchers, no matter the style of research selected, must confront. To address these issues, researchers must look to the participants and the readers of this dissertation, to ensure the validity and trustworthiness of the study (Creswell and Poth, 2018). The validation process helps assess the information provided in the study as described by the participants (Creswell & Poth, 2018). This process would involve time in the field, closeness to the participants, and deep description. Creswell and Poth discuss the triangulation of data sources, methods, and investigators to establish credibility.

This phenomenological research study will allow the researcher to be deeply involved with the participants as the participants will be surveyed as well as interviewed. After each interview was conducted, transcribed, and verified, I started the coding process. Creswell and Guetterman (2019) stated that the coding process is used to help make sense of the data, create segment chunks, and examine the data for overlapping themes. I used this coding method of chunking to combine each segment of the interviews to find commonalities in the responses provided by the participants. Validity and trustworthiness will further be addressed as the process must go through several stakeholder reviews ensuring that all stakeholders are informed and provided an opportunity to give feedback and make any necessary adjustments to the transcript.

Limitations

One limitation was that there was no guarantee that all teachers being surveyed would also participate in the interview process. There needed to be a sufficient sampling of the staff to gather interview data. A second limitation was that participants are human and brought their own implicit biases to the survey and interviews with varying definitions and opinions about what diversity in education should look like along with what global education should look like. Varying levels of understanding on the topic of diversity and GCED could cause a wide collection of responses and possible solutions to the phenomenon. Finally, teacher participants may not have felt like this was a phenomenon that needed to be addressed and therefore may respond with answers that did not lead to a need for change to address this specific phenomenon.

Ethical Considerations

Ethical considerations must be considered when doing a phenomenological research study. There are a variety of topics that must be thought of, and it may be of benefit to use an ethical issues research table to anticipate what issues may arise and how best to deal with those potential issues (Creswell & Poth, 2018).

To keep the integrity of the survey data and interviews, all documentation and notes used were shared and reviewed by the participants to ensure that responses were accurate and reflected what the respondents were trying to communicate (Creswell J.D. & Creswell J.W., 2018). Creswell and Creswell also believe that ethical issues do not stop at the collection of data from interviews. But also, in the writing and dissemination of information. In this case, the written summary of the data collected was shared and reviewed by the participants allowing for a final check on what information was communicated through the final research analysis.

Two groups that must also be considered are the participants and the Institutional Review Board (IRB), as they must contemplate the idea that phenomenological research is more extensive than information gathering or knowledge attainment. It also includes the idea of personal growth organizational transformation, and empowerment (Herr & Anderson, 2015). This ethical consideration must be resolved throughout the study, supported by precise data analysis. Herr and Anderson (2015) would continue with the ethical consideration or risk factors where the "research subjects" are participants who work within the organization.

Chapter Summary

In summary, chapter three describes the Phenomenological research process focusing on the lived experiences of teachers who are processing teaching diversity and global competencies in a homogeneous environment. The idea was to engage teachers in thinking through their experiences and instructional practices with diversity and global competencies which in turn could provide insight into how to best support those teachers, helping to better prepare students from a homogenous environment for a diverse society. A Hermeneutical phenomenology method was implemented to describe the lived experiences and the interpretation of texts (van Manen, 1990). Those surveys and interviews were the main mode of data collection and analysis to determine the next steps for the participants and potentially the school. The use of historical documentation and coding of data from surveys and interviews was the basis of the research presentation and final findings.

CHAPTER FOUR

FINDINGS

Findings

This study aimed to thoroughly examine how teachers and leaders in Anchorage Public School offer their students global education experiences. The results of this study provide insight into the degree to which the teachers and curriculum are currently supporting student learning in Global Citizenship Education (GCED) and provide recommendations for how to strengthen this focus in the future. Qualitative data was gathered using semi-structured interview questions providing the lived experience of the teachers at Anchorage Public School. The four research questions that helped guide the study are:

RQ1 - What skills and dispositions do Anchorage Public School (APS) deem necessary to successfully navigate life in our diverse society after leaving school and entering the workforce?

RQ2 - What learning experiences are the staff at APS providing students to allow for those skills and dispositions necessary to navigate life in our diverse society successfully?

RQ3 - What are some potential gaps in APS's current experiences that could be addressed but currently are not happening?

RQ4 - What actions could APS take to address the gaps in APS's learning experiences that support successfully navigating life in a diverse society?

The study also used historical data collection to analyze Anchorage Public Schools' overall school focus to see if the teacher's lived experience matched that of the historical data as it relates to the topic of teaching diversity. The mission statement and vision statement of Anchorage Public School was the guidepost to link all other data collection both historical and lived teacher experiences to the topic of teaching for diversity through the Global Citizenship Education Framework.

Archival/Historical Data Review

A quick search on the district website provides all the historical data for review. First is the mission and vision of Anchorage Public School along with the core values:

Mission – The Mission of Anchorage Public School is to unite with the Anchorage community to equip all students with the knowledge, skills, behaviors, and mindset, that will inspire and empower them to make a positive impact on their community and the world.

Vision – The Vision of the Anchorage Board of Education: Launching Lifelong Learning Through Inspiration, Exploration, and Connections”.

The school's core values hold fast to three components: Community, Excellence, and Voice. Within the core values are words or phrases like celebrating differences, adults and students engaging in in-depth learning, whole-child development, and tolerance of others.

Table 1 illustrates the relationship between the APS mission, vision, and core values and the Global Citizen Education Framework.

Table 1
Key Components of Anchorage Public School Mission, Vision, and Core Values and that of Global Citizen.

APS Mission Vision and Core Values	Global Citizen
Lifelong Learner	Sustainability
Celebrating Differences, Tolerance	Diversity
Impact on Community and World	Social Responsibility
Connections	Interconnectedness

Here we can see clear connections between the Anchorage Mission, Vision, and Core Values and the key components of the definition of Global Citizen. The Kentucky Department of Education would add to the above-mentioned key components by communicating the idea that young people should acquire knowledge that in turn would give them the ability to make decisions based on information gathered for the good of the public as we live in a culturally diverse society. There is a clear connection between the APS goal for its students and the idea of educating its students to be global citizens who empower them to be empathetic to differing points of view in a world that is interconnected.

Overview of the Data Analysis Process Specific to Teacher Interviews

Anchorage Public School District is an independent school district and neighborhood school that is attended by students who live within the school district lines in the city of Anchorage located within the boundaries of the largest school district in the state of Kentucky, Jefferson County Public School System. It is a Kindergarten-8th grade school with its superintendent and Board of Education primarily supported by local

property taxes. The school’s 100-year-plus history is rooted in strong academic focus and is a centerpiece of the community of Anchorage. Anchorage is a very affluent school district, with a 93% non-economically disadvantaged student population as stated by the Kentucky Department of Education. The racial makeup of the district is primarily white with 88.2 % as compared to the rest of the student population made up of Asian (5.1%), other (3.5%), and Hispanic (3.2%).

The teacher population is almost all white with a racial makeup well above 90 %. Out of the 34 core instructional staff (including Special Area and ECE), seven teachers communicated interest in participating in a one-on-one online Zoom interview which is 20% of that population. All teachers were first asked to volunteer to take the survey to gather foundational information on the participants. The survey took no longer than 10-15 minutes. Then those teachers who participated in the survey were asked to participate in interviews via a virtual platform. The teachers come from a wide range of experience and backgrounds with all but one having worked outside of the school district of Anchorage. The interview lasted no longer than 60 minutes. The above-mentioned interviews and surveys were used to collect all data and synthesize information into a final report. The interviews were conducted via a virtual platform and were transcribed and recorded by the platform for the use of the researcher.

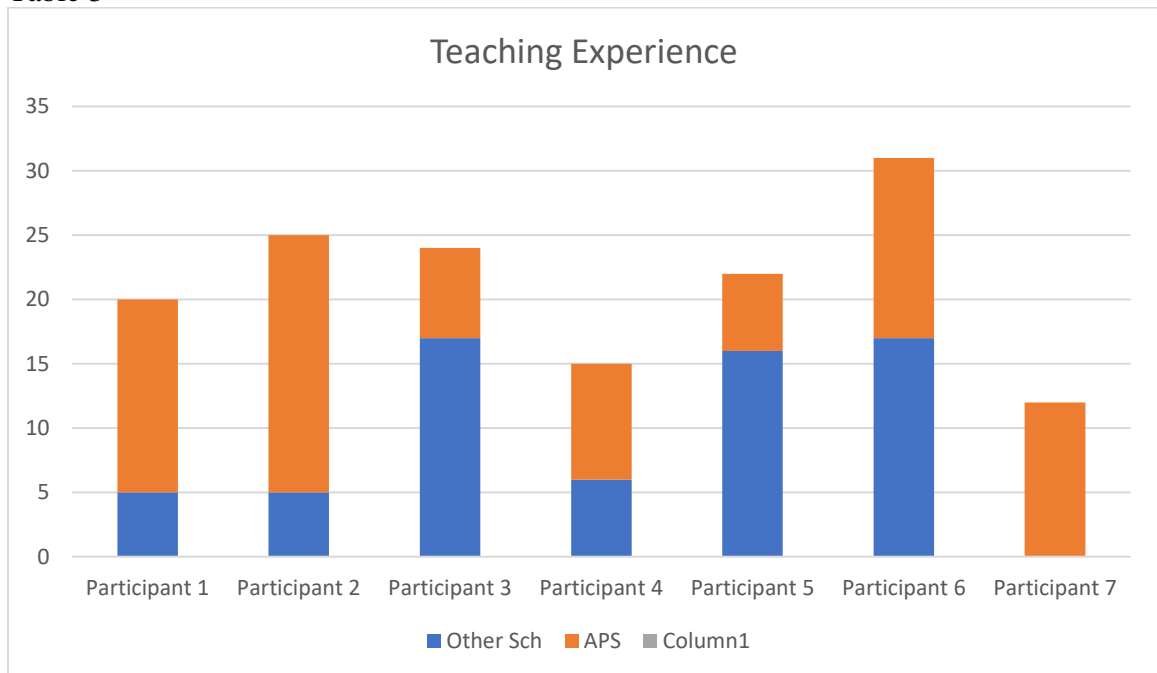
Table 2
Demographics of Participants

Participant	Race	Gender	Total Years in Education	Total Number @ Anchorage
Participant 1	White	Female	21	13
Participant 2	White	Female	15	13
Participant 3	White	Female	24	7
Participant 4	White	Male	15	9

Participant 5	White	Female	22	6
Participant 6	White	Female	31	14
Participant 7	White	Female	12	12

All these teachers except one have experience at other schools that were opposite of Anchorage in student demographics and therefore bring a different perspective than the one lived at Anchorage.

Table 3



The interviews were structured around nine open-ended questions. The questions were phrased to allow for follow-up or clarification depending on the interviewee’s response. Moustakas's systematic process was followed with the interviews starting on part four of his seven-part process (Moustakas, 1994). Part four of the seven-step process begins with the collection of data from individual participants which was completed through the seven teacher interviews conducted via Zoom interviews. Polkinghorne (1989) recommended 5-25 interviews to build the common essence of the phenomenon. Part five then transitions into the formulation of themes through a horizontalization

process. This process consisted of identifying significant statements to better understand the lived teacher experience. Part six of the process was the development of structured descriptions which were used to describe the experiences of the participants. Part seven of Moustakas' process had me report the description of the lived experiences of the teachers. Finally, a report of the composite of descriptions or conclusions was created to report the final findings.

Horizontalization Process

The next step is clustering and the invariant constituent. This step allows core themes to be gathered for each participant allowing the researcher to separate each participant's individual experience. In short, the statements lifted from the participant interviews are known as horizons. Once the horizons were lifted from each interview then they were clustered to help formulate the themes. Two questions needed to be asked according to Moustakas, 1) "Does it contain a moment of the experience that is a necessary and sufficient constituent for understanding it?", 2) "Is it possible to abstract and label it?" (Moustakas, 1994, p 121). This is done to ensure that there are no overlapping statements. The phenomenological process of reduction known as horizontalization is the step shown below to give an example of the process taken for this study (Moustakas, 1994, p.122).

Table 4

Horizontalization

Participant 6: On one hand, maybe I can count the number of students I've had in the many years at APS who had a brown skin tone.
Participant 6: there's just that. There just aren't very many.
Participant 6: I have had a few kiddos who culturally have a different background and not very many.
Participant 6: But I've had some kids who were Indian. And so they celebrated a lot of Indian holidays. We've had parents come and talk about that.

Participant 6: But that's very rare. Even so, I mean there just aren't very many students who come from a racially diverse background.

Moustakas suggests this step so that each statement would be given equal value as it is lifted from the transcript. This listing and preliminary grouping was the first step taken through the coding process. Table four specifically is connected to the diversity or lack thereof at APS which was a theme across all participant interviews.

Next, individual textural descriptions followed by the composite textural descriptions were organized. The individual textural description allows for the participant's voices to be heard before combining the participant's thoughts to create an overall composite textural description. By taking the invariant meaning and themes from the participants I was then able to find themes from the whole group (Moustakas, 1994).

Themes

The three themes that the interview encompassed came up with a common theme under each category as shown in Table 4. These themes were common among each participant throughout the interview.

Table 5

Diversity	Global Competence	Global Citizenship (Education)
APS Diversity	Lack of Understanding	Teacher Personal Experience
Bubble of Anchorage	Lack of Training Teaching through the Pandemic	Importance of GCED

Theme 1: Diversity

Overwhelmingly this was the category people felt they understood the most as shown through a quick self-assessment on the understanding of terms. Participants were asked to score their level of understanding from 1 (very little understanding) to 5 (very strong understanding). The overall composite score was 3.85 with only one of the 7 scoring themselves a 3. All teachers communicated that there was a lack of racial and ethnic diversity at Anchorage Public School. A common discussion with every group was the idea that even the racial or ethnic diversity that was present in their classes was mostly adopted from white families.

Participant 2 - one student who is of a different racial background was born in Kentucky but raised by a white family. Another student adopted at a very young age was born in another country but also raised by a white family

Participant 6 – Usually any of our students of diverse backgrounds are adopted.

Participant 4 – As I am trying to think of students from different racial and ethnic backgrounds, I can only think of a few and most of those are adopted. I have had Asian and Hispanic.

Participants all made it clear this was by no fault of any families it is just the makeup of the community. Participant 3 spoke of several families who are very intentional about providing support to their children in the form of educating them on where they come from, coming into class, and reading diverse books to match the heritage of their children to help inform their peers.

The “bubble” of Anchorage was another term/theme that was common in each interview. The term bubble was used by every participant in one way or another to describe the community either to say that students are insulated in the “bubble” of

Anchorage or to say that students needed to understand the world outside of “the bubble” of Anchorage. Participant 7 communicated her dislike for the idea of creating all these clubs and activities at Anchorage when the same opportunities are being offered for the students in the city of Louisville which would take students out of the “bubble” and make them interact with people that come from different backgrounds and potentially different races or ethnic backgrounds.

Theme 2: Global Competence

The themes under global competence included a lack of understanding of the term (global competence), lack of training, and teaching through the pandemic. Under these themes, teachers communicated similar ideas and concerns. First when scoring themselves on their understanding of the term Global Competence using the same 1-5 scale, we used for diversity, the overall composite score for all 7 teachers was 2.57. Teachers seemed to think they did not have a strong understanding of the term but when asked to define Global Competence the teachers were accurate with the definition as compared to the definition provided within this paper. Participant 2 communicated an “understanding of people around the world” beyond their race, religion, culture, and language. Participant 1 states” The responsibility of us globally, to not just live in our little bubble.”

The second theme that was consistent across participants was the idea that professional development around global competence was slim at best.

Participant 2 – It's not necessarily something that is sought after in PD. A lot of our PD is centered around our getting a new curriculum. Do I need training in that? I need to know how to teach Amplify.”

Participant 5 – I remember having an activity where we talked about the different people in our lives, and we used jellybeans. It made you think of the predominate race that you surround yourself with...influenced by.”

Participant 3 reiterated the training on Implicit Bias and where that comes from in our lives. In their previous district, they had several trainings on the topic of teaching diversity. Participant 7 discussed going to training outside of Anchorage and sessions being offered about diversity, but they did not see a need to attend due to the student population at Anchorage.

The final theme that was consistent across the participant interviews was teaching through the pandemic and the idea that society changed creating a fear that had not been there before the pandemic.

Participant 7 – There was a lot more division. It divided people. This is real or this is not real, masks or no masks and it just seemed like a time of a lot of division to me and I do not think it has gone away.

Participant 7 went on to communicate how she believes most families would agree with teachers, but it is a small vocal group that has strong opinions on things and let it be made known.

Participant 4 – 2020 seems to be where the tensions started right down to our schools. That is when the tensions started rising and when people started letting their voices be heard right down to the fight of whether we should be in school or not. ...

These two are just a couple examples of the tension that came about after the pandemic, and this was mentioned by all to reiterate the issue of concern in what they teach and how families would take instruction on topics like diversity, global competence, and global citizenship education. Nevertheless all participants mentioned they felt it was a small loud minority that would have issues or that have had issues with those topics.

Theme 3: Global Citizenship (Education)

Two areas that were consistent under this umbrella of Global Citizenship Education were teachers' personal experience outside of Anchorage and the Importance of teaching GCED at Anchorage. Turning the attention to teacher experience outside of Anchorage, participants had interesting comments. As communicated earlier in Table 3, six out of the seven participants taught at schools other than Anchorage, and all six of those participants communicated how much more diverse those school environments were. Several teachers also communicated how their educational environment growing up was diverse and how much they appreciated the exposure to a diverse group of people and perspectives. Participant 6 communicated how they attended a traditionally all-black high school and the opportunity to grow their perspective was greatly crafted by that experience. Participant 3 worked out two different schools outside of Anchorage and the opportunities for all students to engage in truly understanding what it means to get along with people who do not look like they come from the same place you come from or have the same things you have provided immense opportunities for students to learn and grow in the concept of Global Citizenship.

As a follow-up question, all teachers were asked if they felt that teaching the three concepts discussed in the interview was more important in the diverse environment or was more important to teach those concepts in an environment like Anchorage. Seven out of seven participants communicated that they were important to teach in both environments but for different reasons. Participant 4 communicated “Empathy must be taught in both environments” which is at the heart of global citizenship education. Participant 5 communicated that teaching Anchorage students that they are citizens of the world and that every human has rights and responsibilities.

Bringing this chapter full circle to ask how the above topics of Diversity, Global Competence, and Global Citizenship Education connect to the Research questions, the following chart illustrates those connections.

Table 6

Interview Questions (IQ) to Research Questions (RQ)

Interview Questions	Research Questions
<p>On a scale of 1-5 (1 being very little and 5 being very well) score your understanding of the following terms: Diversity Global Competence</p>	<p>RQ1, RQ3</p>

Global Citizenship and or Global Citizenship Education	
Please define the following as best you can: Diversity Global Competence Global Citizenship and or Global Citizenship Education	RQ1, RQ3
Please take some time to talk about the diversity in your school. What do your classes look like specific to race?	RQ1
Describe the training you have received in the above areas (Diversity, Global Competencies, and or global citizenship education).	RQ3, RQ4
Discuss your return to in-person teaching. What were some of the changes that you identified in your classrooms? Did the time teaching through the pandemic reshape your view of global education or global competencies?	RQ4
How would you describe your level of support from parents, administrators, colleagues, and the community on the topic of global competencies or global citizenship education?	RQ2
What do you feel is the biggest challenge for you in teaching or attempting to teach diversity, global competencies/global citizenship education?	RQ2, RQ3
What would you describe as your biggest successes in teaching diversity, global competencies/global citizenship education?	RQ4
Is there anything else you would like to share about your experiences in	RQ1,RQ2,RQ3,RQ4

Chapter Summary

Thinking back on the research design or framework communicated in chapter three you should see a very systematic process followed throughout the study. First beginning with the identification of a problem of practice: How to teach global competencies in schools that are both racially and culturally homogeneous the study proceeded to examine the current literature on the topic of diversity, global competencies, and global citizenship education. Next, the relationship between literature and the concepts was organized and defined to align with the studies of notable authors such as Kerkhoff, Bruce, and Goodwin & Hein. The authors along with the United Nations Educational Scientific and Cultural Organization (UNESCO), provide a foundation for the hypothesis that implementing a global citizenship framework would enhance the educational experience of students attending Anchorage Public School and align the archival data, specifically the mission, vision, and core values, communicated by the school. Chapter four is a check of the theoretical framework by collection and analysis of that data determining the theory is, in fact, valid. The final chapter will provide findings based on the data collected, connections to the research questions, and recommendations for enhancements.

CHAPTER FIVE

IMPLICATIONS AND RECOMMENDATIONS

Summary of Findings and Implications

The Global Citizenship Education Framework provides dispositions and soft skills employers desire to see in their employees (Bruce, 2017). While schools and districts espouse promoting the notion of global citizenship, especially through their mission statements and vision statements, the lack of a formal framework around which curriculum can be built should be remedied. The findings from the data analysis provide a compelling argument for Anchorage Public School to adopt an instructional framework like the Global Citizenship Education (GCED) to help strengthen its program and help broaden the perspective of its students. GCED fills a gap that is missing between the robust instructional practices at Anchorage School as shown by their strong performance on statewide assessments and the mission and vision stated by Anchorage to empower students to make a positive impact on their community and the world. The core values of the school communicate words like respecting differing points of view, empathy, and connection. The lack of diversity at Anchorage underscores the need for global dispositions that would provide for multiple literacies (Kerkhoff, 2017). The lived experience communicated by the participants who teach in the school would say this is an area of growth for this unique school.

Four research questions helped to guide this study:

RQ1 - What skills and dispositions do Anchorage Public School (APS) deem necessary to successfully navigate life in our diverse society after leaving school and entering the workforce?

RQ2 - What learning experiences are the staff at APS providing students to allow for those skills and dispositions necessary to navigate life in our diverse society successfully?

RQ3 - What are some potential gaps in APS's current experiences that could be addressed but currently are not happening?

RQ4 - What actions could APS take to address the gaps in APS's learning experiences that support successfully navigating life in a diverse society?

Findings Related to Research Question One

RQ1 - What skills and dispositions do Anchorage Public School (APS) deem necessary to successfully navigate life in our diverse society after leaving school and entering the workforce?

The best place to begin this discussion is by revisiting the mission and vision statement of Anchorage as well as the tenets of the core values. Anchorage's mission and vision statements use words like equip, knowledge, skills, and mindset. These terms are the guiding force to inspire students to positively impact their community and the world. Dispositions like “being helpful, respectful, supportive, and welcoming” are communicated through the core values to enhance the student experience. Collective teamwork and celebrating our differences are included as beliefs that will help Anchorage students successfully navigate our diverse society as they leave school and enter the workforce. This is not only communicated in the archival data but also in the

participant interviews which reiterate the importance of skills like empathy, collaboration, and respecting others' points of view. Participant 5 communicated about lessons they have created that allow students to think outside of the “bubble” of Anchorage. The participant mentioned the pride they had in a student who initially did not show that empathy but after time in the class was recognizing and even celebrating Ramadan.

Participant 2 reflected on a student who went home talking about a topic that for some may be controversial, but for the teacher, this was an incredible opportunity for the family to engage in a conversation about a real-world topic. This family was able to communicate their values while helping the student process a real-world issue. These are just a few ways in which the school community shows its support for teaching skills and dispositions that will support students after they leave Anchorage Public School.

Findings Related to Research Question Two

RQ2 – What learning experiences are the staff at APS providing students to allow for those skills and dispositions necessary to navigate life in our diverse society successfully?

Participants communicated through their responses that students at Anchorage have some opportunity to engage in discussions about diversity, global competencies, and global citizenship. Examples were provided by teachers such as discussions in social studies class that promoted learning about cultures and differing points of view. In certain grade levels, presentations by families with students of color participated in class read-

aloud that shared about people of color help to provide some global competence. Along with this community input, the use of the new high-quality instructional resource in English Language Arts has provided several opportunities to provide different points of view on a variety of readings such as Langston Hughes, the Chinese Revolution, and the Space Race, all of which communicate about the diverse people who contributed differing points of views on some very important topics. Another learning experience shared by participants was about the community connections group, which provided hands-on opportunities out in the community for participating students.

These hands-on opportunities included activities like touring and financially supporting the local orphanage, providing Christmas gifts to needy families, collecting dog food for the humane society, and even touring and supporting Water Step, which is an organization that provides clean water for areas around the world that do not have access to clean water. All of these are volunteer opportunities that the school provides for students who participate in this organization. What is lacking, however, is a school-wide, intentional, and systematic approach to providing skills and dispositions to students preparing them for a diverse society after Anchorage.

Findings Related to Research Question Three

RQ3 - What are some potential gaps in APS's current experiences that could be addressed but are not happening?

When you examine the archival data, such as the comprehensive school plan or professional development plan, neither truly reflects an intentional connection to providing support to students or teachers in fostering Global Competencies or Global

Citizenship Education. Repeatedly, the teacher participants communicated through the interviews that they received little to no training on the topic of diversity while at Anchorage School. Some participants did have training in previous school districts or education programs many years ago before coming to Anchorage School. Participant 6 talked about training at the university level many years ago. Several participants communicated that they had trained several years ago while at Anchorage School but could not remember the full details of the training but recalled the training aimed to get teachers to consider their primary influencers. Therefore, to best meet the goals communicated in the APS mission, vision, and core values, professional development should focus on supporting teachers instructing topics such as Diversity, Global Competencies (GC), and Global Citizenship (GCED). With a lack of intentionality on the diversity training, Anchorage School will likely continue to be inconsistent in reaching the goal that stakeholders have decided is important for its students who matriculate from Anchorage School.

Findings Related to Research Question Four

RQ4 - What actions could APS take to address the gaps in APS's learning experiences that support successfully navigating life in a diverse society?

The number one enhancement that emerged through this study, which I believe would provide an immediate impact on the student learning experience, is to employ the framework of global citizenship education. In the book *Global Citizenship Education: Challenges and Successes*, the authors define being a global citizen as the following... “global citizenship does not include legal standing; rather, it refers more to community

belonging and shared responsibility towards a just humanity (Aboagye, E. & Dlamini, S. 2021, p. 9). Therefore, GCED is not a program rather it is a philosophy. GCED touches on teaching empathy, care, and concern for humanity both locally and globally. For GCED to truly be successful, it must be embedded into policy and practice to ensure that it is a long-term philosophy. It needs to be holistic and systematic. Finally, there must be support from all stakeholders (administration, colleagues, and families). While the voluntary programs that the school offers touch on the skills and dispositions that are deemed to prepare Anchorage students for a diverse society, those programs are not all-encompassing. Therefore, these practices must truly be integrated into the instructional practices of Anchorage School allowing every student to grow in the GCED concepts. Aboagye and Dlamini in their book *Global Citizenship Education* go on to communicate how much the world has changed and needs global competence for so many reasons including employability in this economy that is so interconnected. The United Nations Sustainable Development Goals discuss the idea of our students living in an interconnected multicultural society who need to live cooperatively (Aboagye, E. & Dlamini, S. 2021).

Recommendations

With the research questions being addressed through the archival data and the information collected by the lived experience of the participants there are several recommendations derived from this information. Table 1 illustrates the initial recommendations and the parties responsible for acting on the recommendations. A detailed explanation of each recommendation follows the table.

Table 1

Recommended Actions

Recommendations	Responsible Party
GCED Integration into Policy	District Personnel and School Personnel
Teacher Professional Development	School Administrative Team
Community Education	District Personnel and School Personnel

Integration into Policy

To ensure that GCED will be woven within the fibers of Anchorage School, there must be a commitment at the foundation. Given the mission, vision, and core values, the board of education could readily integrate policy that would allow for the GCED frameworks to be considered with every instructional decision. For example, in procuring high-quality instructional resources (HQIR), school board policy addressing this issue would ensure that a portion of such acquisitions includes the utilization and integration of the GCED tenants, which already harmonize with the mission, vision, and values of the district. This district-level policy would then inform the site-based decision-making council policy to hold programs and departments responsible for considering the GCED framework when making decisions around classroom materials supporting the school curriculum.

Further policy implications may include the decision to require education around and recognition of diverse cultural celebrations and/or milestones for cultures not always represented by the Anchorage School community. While it may be difficult to produce a definitive list of these celebrations and milestones, education around them should be more evident as the selection of instructional materials takes on a more global inclusion,

An additional area of attention for district policy may be around teacher and staff professional development. To better align with the mission and vision statements and the core values of Anchorage Public School, district policy should require ongoing training around the GCED framework and specific instructional strategies and activities that would promote the ideals of that framework, as appropriate, at the different levels of education in the district. Specific attention should be given to emphasis on the interconnectedness of the world at large, and how the GCED framework can help students better understand that interconnectedness. Moving beyond “cultural fairs and food samples” would promote a greater sense of global citizenship for teachers and students alike. District policy aligned with the promotion of that GCED framework would be a step forward in that direction.

Teacher Professional Development

While policy work around teacher professional development is an essential element to developing a greater understanding of and competency around delivering the GCED framework, the school administrative team should shoulder the responsibility for carrying out any district policy decisions. A continued theme communicated by the teacher participants was the lack of training in the three areas of diversity, global competence, and global citizenship education. Even when training was made available both inside and outside Anchorage, there was a lack of understanding on how to integrate or a fear of upsetting parents. Teachers need professional development from experts in the area along with continued training to keep the topic at the forefront. The administration would need to allow for professional development time along with

earmarking funding to help support teachers in this initiative. Without the support and commitment to train teachers, there is a lack of intentionality and continuity from grade level to grade level. The same intentionality the school has taken with the selection of an HQIR in selected core content has to be adopted around GCED and supporting the teachers in not only growing in the knowledge of the topic but also implementation.

Community Education

Teacher participants communicated their interest in and for these global education topics as well as concerns related to having parents question and combat any teaching on the topic of diversity, global competence, and global citizenship education. This is a concern that is growing in the education field as state legislators are passing bills limiting what can and cannot be taught in schools across the nation. To that end, participants in the study also communicated they believed that the families that would complain are in the minority but have loud voices. To combat the loud minority, there needs to be education that takes place with the families of Anchorage School to share and explain how GCED will support and enhance current curriculum and activities. Having approval from the site-based decision-making council is not enough. Actions and discussions must be transparent and shared in a way that engages the community in the work. Just as teachers need a common understanding of the terms, so does the community need a common understanding of these terms and strategies. Many of these families work for and even lead international organizations. There is no better place to help students have a global perspective with families that are truly integrated in this diverse society. Families having an opportunity to walk alongside staff in the learning journey will only bring the

community together in understanding which in turn would eliminate the concern and fear teachers have in teaching real-world issues.

Chapter Summary

Anchorage Public School is an incredible school that has been successful by every academic measure. APS posts high scores on the state-required Kentucky Summative Assessment, formerly KPREP and CATS. Regardless of the state-required standardized tests, APS has traditionally been one of the top-performing schools in the state. So why does Anchorage need anything else to enhance its student experience? Based on stakeholder input as seen in the mission, vision, and core value statements, we can see staff, and families want their students fully prepared to make a positive impact in their “community and in the world.”

Creating intentional systems to ensure that teachers are fully trained, the community is fully educated, and students are engaged in receiving skills and dispositions, that are connected to preparation for engaging in a diverse society after life at Anchorage Public School will help lead to the realization of the goals that the board has set. The GCED framework allows for those things to happen without interrupting the already strong curricular base that Anchorage possesses. The GCED framework works alongside the existing instructional practices by integrating soft skills and dispositions that are desirable by employers (Bruce, 2017). Soft Skills such as empathy, cooperation, listening to differing points of view, communication, and collaboration can be applied to the concept of global citizenship to further enhance the student experience at APS. The organization United Nations Educational, Scientific and Cultural Organization

communicates that students who actively participate in their education have a better understanding of their role as citizens. Integration of ideas like global competence and diversity into the student learning experience extends their understanding of global citizenship (UNESCO, 2015).

Anchorage Public School is strong in so many areas, what a great opportunity to focus on this area of GCED to further enhance student experiences and outcomes. Many schools do not have the luxury of time to focus on GCED as they have greater areas for growth that need to be addressed. The opportunity to engage our students in this Global Citizenship Education and develop the soft skills that employers are begging for would just be a feather in the cap of Anchorage Public School and would help to improve the learning experience for all APS students.

Recommending Enhancements

Through the findings, I believe that Global Citizenship education is a tool that could provide support to Anchorage Independent School District (AISD) as they look to support the mission and vision statements which indicate creating students who are global citizens is a goal. When seeking to integrate GCED into a school system's culture, certain dimensions help facilitate a successful transition of this philosophy as provided by the Global Citizenship Education: Topics and Learning Objectives.

The stakeholders must consider these factors when looking to integrate GCED as a school. Another enhancement that needs to be considered by the staff is the approach to delivering GCED. The GCED Frameworks suggest several different options for a school community to select from—School-wide, cross-curricular, integrated within certain

subjects, or a stand-alone course (SFYouth, 2014). A school-wide approach would intentionally develop a curriculum linking the GCED frameworks and dispositions from grade to grade throughout the entire school. A cross-curricular approach would entail teachers in specific content areas working together to address GCED concepts. A third approach would be to select certain core content areas such as Social Studies or Art and integrate them throughout that specific class. Finally, creating a stand-alone class that would address the frameworks of GCED is an approach that is taken less but is an option to address the global competency curriculum needed to meet the frameworks of GCED. As a culminating project for the oldest students at Anchorage, embedding the GCED framework alongside an exhibition of their best work across disciplines could allow the mission and vision statements and the core values of the school to come to life through the actions of the students. What better way to leave Anchorage School than as a student confident in their ability to take their place as an active citizen of a complex, diverse, and ever-changing global community.

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APPENDIX A. INVITATION LETTER Initial Email/Invitation

Dear _____:

I am currently conducting a research study for my dissertation under the direction of Dr. Deborah Powers and am reaching out in search of participants. To be eligible to participate in this study, you must have served as a teacher at Anchorage Public School for a minimum of 5 years. The objective of this qualitative phenomenological research is to delve into the lived experiences of K-12 public school teachers concerning diversity, especially within a school environment that may not have extensive racial or economic diversity. I encourage you to review the attached Information Sheet for a comprehensive overview of how your privacy and confidentiality will be maintained throughout the study. Should you decide to proceed to the interview stage, you'll have an opportunity to address any questions before consenting.

For this study, participants can opt for an interview via Zoom, lasting approximately 45-60 minutes or a small group discussion with fellow teachers from your institution. Please note that these interviews will be recorded via Zoom for transcription purposes. Once transcribed, your personal information will be assigned a pseudonym to protect confidentiality. Based on the collected responses, I will identify common themes, which will then be shared with all participants for validation, ensuring my interpretations align

with your experiences. Your privacy is paramount. As emphasized, your details will be pseudonymized, and all recordings will be securely deleted post-transcription. The transcriptions will be securely stored on a password-protected flash drive. At the outset of the interview, verbal consent will be sought. Your consideration is greatly appreciated. If you're interested in potentially contributing to this study or have further questions, please get in touch with me at aaterry19@gmail.com. Sincerely, Andrew Terry Doctoral Student, University of Louisville.

APPENDIX B. INFORMED CONSENT DOCUMENT

INFORMED CONSENT

Educating for Diversity through a Global Citizenship Education Framework:

A Phenomenological Investigation of Practice

Summary Information

The purpose of this phenomenological study is to explore the lived experiences of teachers and leaders in Anchorage Public School as they develop global learning perspectives and provide authentic global education experiences for their students.

The research study is being conducted under the supervision of Dr. Deborah Powers at the University of Louisville.

Why is this study being done?

The purpose of this phenomenological study is to explore the lived experiences of teachers and leaders in Anchorage Public School as they develop global learning perspectives and provide authentic global education experiences for students. Staff members in the Anchorage Independent School District will be invited to take part in this research. The total number of participants across all sites is estimated to be 5-25.

Study Participation

Taking part in this study is completely voluntary, and you do not have to participate.

Take your time to decide.

You may change your mind and stop taking part at any time, for any reason, without penalty. You will be told about any new information learned during the study that could affect your decision to continue with the study.

What will happen if I take part in the study?

If you consent to participate, you will be invited to participate in an online survey and should you qualify for the survey based on your responses, you will be invited to participate in interviews via an online platform. Teachers will first be asked to volunteer to take the survey to gather foundational information on the participants. The survey will take no longer than 10-15 minutes. Then those teachers who participate in the survey will be asked to participate in interviews via a virtual platform. The interview will last no longer than 60 minutes. The above-mentioned interview and survey will be used to collect all data and synthesize information into a final report. The interviews will be conducted via a virtual platform and will be both transcribed and recorded for the use of the researcher.

What are the possible risks or discomforts of being in this research study?

Participants will be sharing their personal experiences, which may lead to increased feelings of vulnerability. This could result in heightened negative emotions or stress during reflection, potentially feeling like an invasion of their privacy and confidentiality. Such feelings and additional emotional stress might affect the participant's responses or

their ongoing involvement in the study. However, the likelihood and extent of harm or discomfort anticipated from participation in this study are no greater than those typically encountered in daily life or during routine physical or psychological examinations or tests. As a participant in this study, you may decline to respond to any question(s) that make you uncomfortable.

There may be unforeseen risks.

What are the benefits of taking part in the study?

You may or may not benefit personally by participating in this study. The information collected may not benefit you directly; however, the information may be helpful to others.

The possible benefits of this study include a review of the school's mission and vision and the alignment to school practices such as school improvement goals and professional development. Individual teachers will have the opportunity to review and reflect on instructional practices that may or may not help support a global education philosophy.

What other choices do I have if I do not take part in the study?

Instead of taking part in this study, you could choose to read the study when complete and share thoughts and ideas as to how you individually and as a school can move the study forward as it relates to Anchorage Public School.

Will I be paid?

You will not be paid for your time, inconvenience, or expenses while you are in this study.

How will my information be protected?

The data collected about you will be kept private and secure in password-protected files on a password-protected computer. Once the interviews are conducted and transcribed, the files will be protected in a secure file and any video recordings will be deleted.

Will my information be used for future research?

The information may be used for future research studies or shared with other researchers, and we will not request additional informed consent from you. Information that identifies you such as your name and date of birth would be removed before sharing.

Who can I contact for questions, concerns, and complaints?

If you have any questions about the research study, please contact Co-Primary Investigator Andrew Terry at 502-592-8138 or Dr. Deborah Powers at Debbie.powers@louisville.edu.

If you have concerns or complaints and do not wish to give your name, you may call this toll-free number: 1-877-852-1167. This is a 24-hour line independent of the University of Louisville.

If you have any questions about your rights as a research participant, you may call the Human Subjects Protection Program Office at (502) 852-5188.

Acknowledgment and Signatures

This document tells you what will happen during the study if you choose to take part.

Your signature and date indicate that this study has been explained to you, that your questions have been answered, and that you agree to take part in the study.

_____	_____
_____	_____
Printed Name of Participant	Signature of Participant
Date Signed	

_____	_____	_____
_____	_____	_____
Printed Name of Person	Explaining Consent (PEC)	Signature of PEC
Date Signed		

_____	_____
_____	_____
Printed Name of Investigator (PI, Sub-I, or Co-I)	Signature of Investigator (PI, Sub-I, or Co-I)
Date Signed	

APPENDIX C. SURVEY INVITATION QUESTIONS

Draft Survey form: This survey will be distributed to the entire staff to fill out. Providing a picture of both the staff makeup and years of experience as well as an overall understanding of the terms connected to the phenomenon.

Name

Male/Female/Other

Race

Total years of teaching experience

Total years in the district of Anchorage School District

Would you like to proceed with an interview on the topic of “Educating for Diversity through a Global Citizenship Education Framework: A Phenomenological Investigation of Practice.”

If Yes, please indicate your preference for the interview:

One-on-one online Zoom interview

Small group online Zoom interview

Either style works

APPENDIX D. INTERVIEW QUESTIONS

One on One/Small group interview questions:

On a scale of 1-5 (1 being very little and 5 being very well) score your understanding of the following terms:

Diversity

Global Competence

Global Citizenship and or Global Citizenship Education

Please define the following as best you can:

Diversity

Global Competencies

Global Citizenship and or Global Citizenship Education

Please take some time to talk about the diversity in your school.

What do your classes look like specific to race?

Describe the training you have received in the above areas (Diversity, Global Competencies, and or global citizenship education).

Discuss your return to in-person teaching.

What were some of the changes that you identified in your classrooms? Did the time teaching through the pandemic reshape your view of global education or global competencies?

How would you describe your level of support from parents, administrators, colleagues, and the community on the topic of global competencies or global citizenship education?

What do you feel is the biggest challenge for you in teaching or attempting to teach diversity, global competencies/global citizenship education?

What would you describe as your biggest successes in teaching diversity, global competencies/global citizenship education?

Is there anything else you would like to share about your experiences in teaching global competencies/global citizenship education at Anchorage?

CURRICULUM VITA

Andrew Terry

502-592-8138 · aaterry19@gmail.com
6307 Thomas Court Prospect, KY. 40059

OBJECTIVE

To become the lead support in building culture and climate across district schools with the use of Evidence-Based Strategies. Collaborating to meet the needs of schools in the specific areas of climate and culture, classroom management, social-emotional learning, and behavioral intervention processes. Finally, it helps schools integrate behavioral, social-emotional, and academic strategies that support the student's instructional needs.

KEY COMPETENCIES

Cultivate Relationships PLC Management Strategic planning	Collaborator Lead Learner Staff development lead	Team leadership Communication Operations management
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PROFESSIONAL EXPERIENCE

Anchorage Public School Principal

July 2016 - Present

As the lead learner at Anchorage Public School, this position has allowed me to coach staff and students academically as well as socially and emotionally.

With a growth mindset, I have been an integral part of guiding, implementing, and supporting multiple initiatives.

Responsibilities:

- Serve as District Instructional Coordinator, District Professional Development Coordinator, DCIP/CSIP Manager, School Council Chair
- Supervise and evaluate certified teachers, Athletic Director, After-School Activities Coordinator, and classified staff
- Develop master schedule
- Oversee budget
- Lead school accreditation
- Manage day-to-day operations of the school and facilities

Accomplishments:

- Acceptance into the KDE state-wide pilot in English
- Language Arts Presenter at both the Continuous Improvement Summit, 2022
- Presenter at KDE Edcamp, 2023
- Blue Ribbon School of Distinction, 2021
- KWLA Outstanding Administrator of the Year, 2021
- Outstanding Community Service - Louisville Metro Council Black History Month Celebration, 2022

North Oldham High School
Associate Principal

July 2005- June
2016

Collaborator in administrative duties including but not limited to:

Responsibilities:

- Serve as RtI chair, (2012-2016), Title IX Chairperson (2011-2013), Textbook Coordinator, Safe School Coordinator, Construction Coordinator, Facilities Representative to Oldham County Schools, After-school Activity Coordinator
- Administer discipline for grades 9-11
- Develop an action plan for the use of universal disciplinary measures
- Data collection and analysis of behavior data to determine the next steps
- Evaluate teachers

- Club Facilitator including starting BBBS, and Mustang Mentor Program as well as selection and coordination of all other clubs
- Develop Mustang Mentors for
- transition to high school Directed school-based Big Brother Big Sister Program

North Oldham High School
Spanish Teacher

Aug. 2003 - June 2006

Responsibilities:

- Taught high school Spanish to over___students per semester, providing differentiation as needed to meet individual student learning needs
- Served as Spanish Department Chair, Club Sponsor (KYA, KUNA, and FCA), Soccer Coach, and ACT Prep Instructor
- Coordinated House Program

North Oldham Middle School
Spanish Teacher

Aug. 1999 - Aug. 2003

Responsibilities:

- Taught middle school Spanish to over___students per semester, providing differentiation as needed to meet individual student learning needs
- Served as FCA Sponsor, Girls' Basketball Coach
- Selected and implemented a new
- Spanish language program Started and coached a new Coed Soccer program

COMMUNITY INVOLVEMENT

Board Member of The University of Louisville Ignite Organization
Southeast Christian Church Middle/High School Youth Sponsor (2014-present)
Javanon Soccer Coach Javanon (2001-2020)
Oldham County Youth Soccer
Association Coach (2005-2010)
Southeast Christian Church Youth
Soccer Coach (2004-2005) North
Oldham Middle School Basketball
Coach (2022 -2023)

EDUCATION

University of Louisville
Doctor of Educational Leadership and Organizational Development
Indiana University Southwest
Graduate Diploma in Business Administration

University of Kentucky
Masters in Education

University of Kentucky
Bachelors in Spanish

PROFESSIONAL LEARNING

- Professional Learning Communities at Work by
- Solution Tree Understanding by Design - ASCD
- NWEA MAP assessment training
- Deeper Learning Conference (High Tech High)
- Diversity Equity Inclusion and Belonging (DEIB) KASA Committee Member