

2. Executive Summary (max 2 pp)

i. A clear rationale for the proposed project

The proposed research project, titled *The Effects of International Student Teaching Experiences on US Classroom Practice*, will investigate the degree to which former KSU student teachers have transferred, adapted and integrated previous experiences gathered in their student teaching abroad experiences in semester-long international school-, classroom-, and cultural-settings to (a) positively shape the current culturally responsive context of their U.S. classrooms and (b) enhance the instructional and curricular experiences of their increasingly diverse students. The proposed project is a critical extension of seven previous years of on-site and e-based investigations regarding the professional, cultural and personal development of KSU student teachers in Belize, China, Costa Rica, Ecuador, and Mexico (Jiang & DeVillar, 2013; 2011; Jiang, Coffey, DeVillar & Bryan, 2010; DeVillar, Jiang, & Bryan, 2008, 2007; these and all subsequent references are listed in Appendix A).

ii. A brief description of what will be done to implement the proposed project

A mixed methods approach will be used to collect, analyze and triangulate data for this study. The data will include a survey to be developed by the researchers to identify perspectives of former student teachers who participated in student teaching abroad programs in all five countries regarding the *transfer, adaptation* and *integration* of their international student teaching experiences to their current instructional practices in their US classrooms, which are increasingly diverse across important demographic dimensions. The target audience for the survey will be the total amount of KSU students who completed their student teaching abroad and who are now teaching in a US classroom setting, whether public or private. In addition, data from selected on-site observations and interviews will complement and serve to triangulate the survey data and results. A prior, small scale, preliminary study (DeVillar & Jiang, 2012), involving former KSU students who had completed their student teaching experiences abroad and were subsequently employed as classroom teachers in various Metropolitan Atlanta schools, both public and private, was conducted in which data were collected through interviews and on-site observations. The proposed study would be differentiated from the preliminary study in terms of scope (e.g., survey instrument) and comprehensiveness (e.g., number of former student teacher abroad participants; interdisciplinary engagement by KSU faculty; number of countries represented—five rather than four).

iii. The summative outcomes that will be achieved by the end of the funding period as well as the lasting impact of the project over the following three to five years.

The result of the proposed research will contribute knowledge and understanding of opportunities and constraints upon practicing teachers to transfer, adapt and integrate relevant aspects of their student teaching abroad experiences to various types (e.g., urban, suburban, private, public) and levels (primary and secondary, including distinct subject matter areas associated with the latter level of schooling) of US classrooms. Research findings, as well as their implications and recommendations, will be based on the largest scale and most interdisciplinary project of this topic to date. The mixed-method research findings will be presented in the form of a scholarly paper, which will be submitted to the sponsoring unit, as well as disseminated through traditional scholarly venues in which the researchers have continuously engaged, such as national and international conference presentations; manuscripts submitted for publication in peer-reviewed journals on teacher education, international education, and related areas; and as chapters in edited volumes. Manuscripts and presentation proposals would include collaborative endeavors based on general and discipline-specific research findings. Additionally, the survey instrument will be applied annually to collect data on the impact of international student teaching on former student teachers' current practices in the various types and levels of US classrooms.