A PHENOMENOLOGICAL STUDY OF NOVICE TEACHERS' FIRST-YEAR EXPERIENCES IN CURRICULUM DEVELOPMENT IN INTERNATIONAL SCHOOLS

by

Rachel Morgan Pedigo

Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Liberty University

2019

A PHENOMENOLOGICAL STUDY OF NOVICE TEACHERS' FIRST-YEAR EXPERIENCES IN CURRICULUM DEVELOPMENT IN INTERNATIONAL SCHOOLS

by Rachel Morgan Pedigo

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Liberty University, Lynchburg, VA

2019

APPROVED BY:

Dr. Samuel Smith, Ed.D., Committee Chair

Dr. Ashley Haygood, Ed.D., Committee Member

Dr. Karen Wrobbel, Ed.D., Committee Member

ABSTRACT

The purpose of this phenomenological study is to describe the experiences of teachers in Christian international schools during the process of developing curriculum for their classes during their first-year of teaching at the school. In light of the purpose of the study, the following research questions framed this investigation**:** How do first-year teachers describe their experiences developing curriculum during their first year of teaching at an international Christian school? What challenges do first-year teachers encounter when beginning to develop curriculum for their classes? What are first-year teachers' expectations of support during curriculum development? How do first-year teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum? The participants for this study were purposefully selected classroom teachers who had been teaching at an ACSI international school at least one year, but no more than three years. The theories guiding this study were experiential learning theory and the theory of cultural intelligence. Data collection methods included analyzing school documents, a photo narrative, and interviews. Data analysis procedures followed a heuristic research approach. The following themes emerged as a result of analyzing teacher interviews, photo narratives, and curriculum documents: (a) decision to teach internationally, (b) first year challenges teaching overseas, (c) outgrowth of living cross culturally, (d) developing curriculum at an international school, and (e) challenges to developing curriculum in an international school.

Keywords: international schools, first-year teachers, curriculum development

Dedication

This dissertation is dedicated to my grandparents: James and Augusta Morgan. Even though I never met my grandfather, James Marshall Morgan, it was his frugalness that provided money for me to get my bachelor's degree and master's degree without having to take out loans. He was an engineer who worked for the Pentagon and I have been told he was a great man. He was investing in my future without evening knowing it.

My grandmother, Augusta O. Morgan, was raised in the foster care system in Baltimore, Maryland. She had a desire to learn and to write. One teacher told her in high school that she had better take typing since she would never be anything but a secretary. Another public school teacher told her that she was a special young lady with a wonderful mind, and eventually led my grandmother to knowledge of the Lord Jesus Christ as her Savior. She overcame many obstacles and earned a bachelor's degree from Juniata College in Pennsylvania and a master's degree from the University of Florida. In the 1970s, she tried to pursue getting her doctorate. She was told that doctoral programs were looking for young men, not old women. So, grandma this dissertation is for you. When I finally defend this dissertation, I will picture you looking down from heaven saying, "You go girl."

"Women belong in all places where decisions are being made. It shouldn't be that women are the exception." – Ruth Bader Ginsburg

Acknowledgments

To my family, thank you for supporting me as I pursued this doctorate. Dad, you have taught me so much about grace and about how God pursues us relentlessly. Mom, you have taught me that it is okay to think outside of the box. Thank you for encouraging me to go wherever God leads even if it means half way around the world. Anna, you inspire me with your boldness and perseverance.

To Terry and Donna Devine, thank you for being my education cheerleaders. You all probably saw a doctorate in my future, long before it was a thought in my mind.

To Chrissy and Tony Barbusca, I am blessed to have crossed paths with you in Romania and Morocco. Tony, the day you interviewed me to come teach in Morocco, you changed the direction of my life. Chrissy, I am thankful for our many conversations in Romania. I am a better teacher and Christian because of your influence. Mulțumesc.

I would like to thank my dissertation committee. Dr. Smith, thank you for agreeing to be my dissertation chair and thank you for sticking with me to the end. I know that my dissertation process took longer than either of us expected. Thank you for answering my many questions and providing encouragement and feedback when needed. Dr. Wrobbel, thank you for agreeing to be a part of my committee. Thank you for connecting me with administrators all over the world. Your help with this was invaluable. Dr. Haygood, thank you for agreeing to be a part of my committee and thank you for your helpful feedback on the manuscripts.

Lastly, I would like to thank the teachers who chose to participate in this study. I know that teachers have little time to complete many tasks. Thank you for being willing to sacrifice some of your time to be a part of this study.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

International Baccalaureate (IB)

International General Certificate of Secondary Education (IGCSE)

CHAPTER ONE: INTRODUCTION

Overview

The Association of Christian Schools International (ACSI) has member schools in over 100 countries, and many of the schools are accredited by ACSI (ACSI, 2016a). The process of curriculum development is an important part of an international Christian educator's experience. Some schools use grade level meetings and mentoring as strategies to support beginning and new teachers (Athanases, 2013; D'Souza, 2014; Hopkins & Spillane, 2014; McCann, 2013; Sanders, 2013). However, few studies have focused on the curriculum development experiences of new teachers at ACSI international schools.

In addition, turnover is a problem for international schools (Mancuso, Roberts, White, Yoshida, & Weston, 2011). Therefore, it is likely that administrators will have new teachers added to their schools each year. Developing curriculum could be a challenge for international teachers, and international teachers often feel like they need more support than is being offered to them (Bense, 2016). Mancuso, Roberts, White, Yoshida, and Weston (2011) found that the administration is one of the main reasons that an international teacher stays or leaves an international school. Consequently, the decisions that administrators make when it comes to curriculum could have an impact on teacher turnover. Administrators should be concerned about teacher turnover because of the negative consequences that it may have on students, teachers, and the school (Mancuso et al., 2011; Ronfeldt, Loeb, & Wyckoff, 2013). If information about new teachers' experiences with curriculum during their first year was provided for administrators, administrators could plan strategically so that new teachers may experience success with curriculum development during their first year. By educating administrators on first-year experiences, thus assisting them in developing solid support structures for first-year

teachers, this could create an environment where teachers feel confident, comfortable, and willing to remain.

Chapter One provides background information about international schools, the Association of Christian Schools International, and curriculum in general. I went on to discuss my motivation for desiring to conduct this study as well as my philosophical assumptions, which center on my own experiences teaching in international schools. Different parts of the study are described, including the problem statement, purpose statement, significance of the study, research questions, and definitions. The study was guided by the following research questions: (a) How do first-year teachers describe their experiences developing curriculum during their first year of teaching at an international Christian school? (b) What challenges do first-year teachers encounter when beginning to develop curriculum for their classes? (c) What are first-year teachers' expectations of support during curriculum development? and (d) How do first-year teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum?

Background

This section provides historical, social, and theoretical background knowledge to enlighten readers about curriculum development and international schools.

Historical

Tyler (2013) argued in his 1949 book *Basic Principles of Curriculum and Instruction* that curriculum development is a continuous process where "materials and procedures are developed, they are tried out, their results appraised, their inadequacies identified, suggested improvements indicated; there is replanning, redevelopment and then appraisal" (p. 123). Curriculum development in the United States has grown through three eras beginning with the evolutionary

era, continuing with the modern era, and concluding with the postmodern era (Wiles & Bondi, 2015). Curriculum development is taking place in schools and education systems all over the world. Some examples of curriculum development taking place around the world include Scotland preparing students to work globally (Wiles & Bondi, 2015), South Korea focusing on socio-emotional learning (Kim, Hyun, Lee, Bertolani, Mortari, & Carey, 2015), and Finland creating a local curriculum (Mølstad, 2015).

Curriculum development in international Christian schools is closely connected with ACSI accreditation. Part of the accreditation process involves schools completing a self-study that requires the school to divide the staff and stakeholders into different committees. According to the ACSI Reach 2.1 Standards Manual for Accreditation, "Each of the eight standards is carefully reviewed, using the indicators and rubrics to guide the preparation of an accurate, complete, and well-written report" (ACSI, 2016d, p. 2). One of the standards that schools are required to satisfy is instructional programs and resources. The standard of instructional programs and resources has a number of indicators that teachers are expected to meet. Some of the indicators that schools seeking accreditation are expected to review are instructional strategies, instructional resources, systematic review, and policies and procedures. One of the main indicators that schools have to focus on is the curriculum guide and mapping (ACSI, 2016d).

Essentially, when the accreditation team visits the school, the team expects to see a curriculum guide that describes the curriculum being taught at the school. ACSI describes this curriculum guide as a document that "should be used more than an occasional reference tool; faculty should use it on a regular basis, indicating that this planned instructional program functions as a living, applicable document" (ASCI, 2016d, p. 12). Consequently, teachers play an

important part in ensuring that the ever-changing curriculum guide is up to date. “ACSI defines curriculum as ‘the planned instructional program to be delivered to the students’” (ACSI, 2016d, p. 36) Researchers have studied curriculum in U.S. Christian schools (Delamarter, 2013; Lee, 2015; Michael & Alsup, 2016; Reichard, 2016); others have focused on curriculum in Christian schools outside of the United States (Scouller, 2012). However, to date, no research has been conducted on curriculum development in an international school setting by ACSI teachers during their first year of teaching. Schools that understand their teachers’ experiences when it comes to developing curriculum are going to have a deeper understanding of how to support their teachers.

Social

International schools are the focus of studies in educational research (Corlu & Alapala, 2015; Hrycak, 2015). In educational research, “there has been little discussion about the real-life workplace situation of classroom teachers” working in international schools (Bunnell, 2016, p. 550). With a growing number of international schools around the world, international schools are seeking to hire English-speaking teachers to meet their needs (Halicioglu, 2015). Some teachers choose to teach in international schools while other teachers choose to teach in national schools. National schools are schools created by a home country that often hire teachers from outside of the country (ACSI, 2017). It is in the best interest of schools employing teachers from outside the home country of the school to ensure that teachers are successful in their new setting. A nurturing, supportive environment for first-year teachers could lead to reduced turnover rates; consequently, schools will not have to spend the time and money required to replace teachers who choose to leave the school (Halicioglu, 2015).

Theoretical

In educational research literature, a wealth of information exists on curriculum and curriculum development processes mainly in the area of professional learning communities (Lalor & Abawi, 2014; Rigelman & Ruben, 2012; Song, 2012). Lalor and Abawi (2014) found in their case study that focused on an international school in Vietnam that teachers who were able to utilize a support network created by the school were more likely to stay at the school and experience success. In a study completed by Looi, Sun, Kim, and Wen (2018), they observed that professional development changed teachers' use of curriculum, which positively impacted student learning. Educational researchers conducted studies on how teachers use data to make curriculum decisions (Datnow & Hubbard, 2016; Farley-Ripple & Buttram, 2015). Teachers who do not feel confident analyzing data are less likely to use data when making curriculum decisions (Datnow & Hubbard, 2016). Professional networks have the potential to help teachers utilize data in the process of developing curriculum (Datnow & Hubbard, 2016). Studies have also been done on beginning teachers developing curriculum (Forbes, 2013; Hopkins & Spillane, 2014; Reitano & Green, 2012) and on how teachers interact with each other to develop curriculum (Spillane & Hopkins, 2013). Hopkins and Spillane (2014) found that "formal organizational structures inside schools were critical for shaping beginning teachers' opportunities to learn about instruction" (p. 327). Studies have addressed how teachers use educative materials such as teachers' guides to enhance student learning and instructional quality (Bismack, Arias, Davis, & Palinscar, 2015; Charalambous & Hill, 2012). Student work improved as a result of science teachers use of educative materials provided with their science curriculum (Bismack et al., 2015). Much of the current curriculum development research is focused on resources and supports systems that can be used to support teachers with the process of curriculum development.

Situation to Self

In this study, experiences of new teachers at ACSI international schools during the process of developing curriculum for their classes were described in order to give voice to new teachers at ACSI international schools working through the process of creating curriculum for their classes. I have experienced some of the challenges new teachers at international schools face when starting to teach at an international school. One specific challenge of being a new teacher at an international school was being presented with a large amount of teaching material where much of the material was not appropriate for the students I was going to be teaching. Another challenge was developing curriculum for classes including standards, curriculum maps, and unit plans during my first year of teaching at an international school. A hope for this study is that the research may be used by ACSI schools to help support teachers that are creating curriculum during their first year teaching at an international school.

I used a pragmatic paradigm to guide my research. Patton (2015) pointed out that pragmatist researchers are concerned with identifying a problem and finding a solution to that problem. By understanding the experiences of teachers developing curriculum, schools may gain an understanding of how to guide the curriculum processes at their schools. An underlying axiological belief is that teachers desire to have their voices heard. By giving voice to teachers, this research showed value in their thoughts about the curriculum process.

Problem Statement

The problem is that serving at an international school setting poses unique challenges for teachers not from that country (Bense, 2016). American public school teachers are often required to follow the standards and curriculum maps provided to the teachers by the state (Parkay, Anctil, & Hass, 2014). However, in the field of international education, “there is no common

curriculum, teacher professional standards or adequate dataset about international schooling as a collective" (Ledger, 2017, p. 33). In international schools, one of the struggles of administrators is developing a curriculum that does not leave with the teacher. Administrators have to strike a balance between giving teachers autonomy and creating a curriculum that is streamlined enough that the curriculum does not disappear when the teacher decides to move on to a new school (Casey, 2016; Ormond, 2017; Wang, 2017). In addition, curriculum development may lead to an overwhelming workload (Alkahtani, 2017), and workload is often one of the factors teachers take into consideration when deciding whether or not to stay at a school (Howes & Goodman-Delahunty, 2015). Research has shown that while teachers serving in international schools often receive professional support, they often feel as if they still need more support (Bense, 2016). Student learning is impacted negatively at schools with high teacher turnover rates (Khawary & Ali, 2015). Consequently, one of the problems facing international schools is how to improve the curriculum development process, so that teachers have an appropriate workload leading to teacher retention and more effective student learning (Bettini, Jones, Brownell, Conroy, & Leite, 2018; Johari, Tan, & Tjik Zulkarnain, 2018).). And although many studies exist that focus on curriculum resources and curriculum development (Bennison, 2015; Boschmann, McKenney, & Voogt, J., 2014; Forbes, 2013), and a review of the literature shows that studies have been done that focus on beginning teachers, especially when it comes to mentoring (D'Souza, 2014; Haas, 2012; Hahs-Vaughn & Scherff, L., 2008; Sanders, 2013), a gap in the literature still remains when it comes to understanding the experiences of teachers new to the private international school setting, specifically when it comes to developing curriculum.

Purpose Statement

The purpose of this phenomenological study is to describe the experiences of first-year teachers developing curriculum at ACSI international schools. At this stage in the research, developing the curriculum was defined as decisions made by teachers to develop "all the experiences that a learner encounters under the direction of the school" (Festus & Kurumeh, 2015, p. 62). The theories guiding this study were Kolb's (2015) experiential learning theory and Earley and Ang's (2003) cultural intelligence theory. Earley and Ang (2003) argued that factors involved with cultural intelligence have an impact on how successful individuals will be working in a culture that is not their own. Kolb's experiential learning theory explains the process that learners go through when encountering new information. The learning process could apply to teachers creating curriculum or teachers adapting to a new culture.

Significance of the Study

The following section highlights the significance of this study empirically, theoretically, and practically.

Empirical Significance

One of the challenges that teachers face when it comes to curriculum in an international school is developing lessons and curriculum that meet the needs of students from diverse backgrounds (Halicioglu, 2015). In addition, teachers adjusting to a new culture often lack the strategies that are necessary to adapt and often lack the confidence with the language to be able to communicate with others in the new culture (Abramova, 2013). Holtbrugge and Engelhard (2016) found that language was a key component to a study abroad student's success. Students who were multilingual were more likely to connect with people in the country where they were studying than students who were monolingual. Little, if any, research exists that focuses on this

unique experience of international ACSI teachers. Much of the research regarding international schools examines how teachers transition into living and teaching in their new school setting (Bense, 2016). Few studies, however, address teachers' experiences in the classroom (Reid & Collins, 2013). Many teachers struggle to teach a new curriculum in a new setting (Bense, 2016). Research needs to be done that focuses on what schools can do to help teachers be successful in their new experience teaching abroad. Few researchers have addressed the challenges that teachers face at international schools, consequently, there is a need for research literature that focuses on international schools (Bailey, 2015, p. 3). This study addresses the literature gap by giving voice to teachers developing curriculum during their first years at an ACSI international school.

Theoretical Significance

Vece and Curi (2014) led a study similar to this study in some aspects. Vece and Curi (2014) were interested in learning more about teachers' experiences developing curriculum in Sao Paulo, Brazil. The contrast between Vece and Curi's (2014) study and this study is that the school in their study was considered a Brazilian school, while the schools in this study will be ACSI international schools. The outcome of Vece and Curi's (2014) study was that teachers did not follow all parts of the prescribed curriculum; instead, many teachers said that they adapted the curriculum using their own teaching strategies.

Other studies that focus on international schools focus on a host of challenges that face international schools. Corlu (2014) addressed the issue of how international schools go about making curriculum decisions for their school. Rameker-Rogers (2016) addressed how to meet the needs of third culture kids (TCKs) thought curriculum development. Casey (2016) pointed out the problems of a suitcase curriculum and provided ways that schools can address suitcase

curriculums. Studies have taken place that address issues in international schools; however, a study does not exist that focuses on the challenge of curriculum development for ACSI international schoolteachers.

Practical

An expanding number of international schools are opening all over the world (Hrycak, 2015). As international schools are becoming more common, schools have a greater need for teachers who are willing relocate to teach overseas (Hrycak, 2015). Teachers who make the decision to teach in international schools often do so because of a desire to travel and to learn more about a different culture. However, sometimes—once they have made the decision to move abroad—they experience challenges, such as learning a new language and adjusting to cultural expectations (Savva, 2013).

This study is significant because many teachers who decide to teach internationally are required to develop curriculum in one way or another (Waterval, Frambach, Driessen, & Scherpbier, 2015). The decisions of the administration and a teacher's workload are two of the main reasons that a teachers stays or leaves the teaching profession (Howes & Goodman-Delahunty, 2015; Mancuso, Roberts, White, Yoshida, & Weston, 2011) Consequently, the decisions that administrators make when it comes to curriculum could have an impact on teacher turnover. Administrators should be concerned about teacher turnover because of the negative consequences that it may have on students, teachers, and the school (Mancuso et al., 2011; Ronfeldt, Loeb, & Wyckoff, 2013). If administrators were provided with information about new teachers' experiences with curriculum during their first year, administrators could plan strategically so that new teachers might be more likely to experience success with curriculum development during their first year. By educating administrators on first-year experiences, thus

assisting them in developing solid support structures for first-year teachers, this could create an environment where teachers feel confident, comfortable, and willing to remain.

A smooth transition for teachers is in the best interest of teachers, students, and administrators (Blazar, 2015; Mancuso et al., 2011; Ost, 2014; Ost & Schiman, 2015; Ronfeldt, Loeb, & Wyckoff, 2013). In fact, curriculum decision-making teacher autonomy is one of the main predictors of teacher retention and teacher success (Carlyon, 2018; Ingersoll & May, 2012). Therefore, the significance of this study is that the findings could be helpful to administrators as they create and enforce processes that support teachers in the curriculum development process. With the hope that teachers feel more supported by administration in the curriculum development process, they will, in turn, be less likely to leave an ACSI international school due to discouragement because of lack of support in the curriculum development process.

Research Questions

In light of the purpose of the study, the following research questions framed this investigation.

RQ1: How do first-year teachers describe their experiences developing curriculum during their first year teaching at an international Christian school?

Baumi (2015) stated that many schools have implemented curriculum guides with the goal of ensuring the teachers are covering specific standards and skills and specific times of the year. The stress of staying on track with curriculum guides and calendars can often be a source of stress for beginning teachers. Using interviews, observation, and think aloud lesson planning sessions, Baumi (2015) found that beginning teachers would intentionally not follow the curriculum guides and calendars when they thought that deviating from the guides was in the best interest of the students. Thomas, Thomas, and Lefebvre (2014) argued that giving voice to

beginning teachers in international context allows decisions makers to have a clear understanding of what is taking place in a beginning teacher's classroom. With a clear understanding of what is taking place in the classroom, decisions makers will be able to make decisions that support beginning teachers and allow for successful experiences for students and teachers.

Bailey (2015) described the experiences of international educators teaching at an international school in Malaysia. The teaching skills that worked for the teachers when they were living in their home country were not as useful to them in the new cultural context. Some may argue that teachers at ACSI international schools have to develop curriculum just like teachers do at ACSI schools in the United States. To a certain extent, this is true; however, teachers in ACSI schools in the United States are not developing curriculum while adapting to a new cultural surrounding. This is what makes this study unique. After interviewing beginning teachers in Zimbabwe, Manwa, Mukeredzi, and Manwa (2016) came to the conclusion that support was necessary to "develop the competencies, confidence and attitudes that will help keep them contented and effective in the classroom" (p. 62).

RQ2: What challenges do first-year teachers encounter when beginning to develop curriculum for their classes?

Bailey (2015) reported that teachers have had different experiences developing curriculum at their international schools. One participant in Bailey's study arrived at an international school where there was no curriculum for her class, and she learned quickly that she would have to start from the beginning to create the curriculum. Another participant explained that he was going to have to teach students about landmarks that are in the school's country. Therefore, the teacher had to learn about the landmarks that were new to him, and he had to use this new knowledge to develop lessons plans. Consequently, teachers likely have faced different

challenges developing curriculum in an international school; however, the themes within the challenges are likely similar.

Sometimes problems out of the teacher's control can impact a teacher's curriculum development. For example, a school in Tanzania found that teachers trying to implement a preschool curriculum were faced with problems such as unqualified teachers, "overcrowded classrooms, poor teaching and learning environments, and insufficient teaching and learning materials and facilities" (Mligo, 2016, p. 353). Teachers may also find that they struggle with finding a balance between accountability and autonomy (Greany & Waterhouse, 2016).

RQ3: What are first-year teachers' expectations of support during curriculum development?

Different factors may play a role in a first-year teachers' expectations of support during curriculum development. A first-year teacher's expectations may differ based on the teacher's personality. Reichl, Wach, Spinath, Brünken, and Karbach (2014) asserted in their study that "high levels of extraversion and conscientiousness as well as intrinsic motivation for choosing teacher education" were healthy behaviors that were more likely to prevent burnout (p. 85). Another factor that may impact beginning teachers is teaching incentives. Dee and Wyckoff (2015) reported in their study that "high-powered incentives linked to multiple indicators of teacher performance can substantially improve the measured performance of the teaching workforce" (p. 294). Personality and incentives are factors that may play a part in a beginning teacher's expectations.

Teacher retention is a major issue at many international schools; consequently, schools often find ways to support beginning teachers such as mentoring, planning with other teachers, and professional development (Bailey, 2015; Darling-Hammond, 2017; Manusco et al., 2010).

Mancuso et al. (2011) surveyed teachers from American overseas schools, in the Near East South Asia region of the world, and found that the administrative leadership support was one of the main reasons that teachers chose to leave or stay at the school. Mancuso et al. argued that teacher turnover causes issues for students, teachers, and administrators in an international school setting. Bailey (2015) found that teachers teaching at an international school in Malaysia felt less fearful when they were assigned a mentor from the school. Darling-Hammond (2017) noted that "skillful mentoring, collaborative planning and reduced teaching loads that allow time for in-service seminars" are ways to support beginning teachers (p. 307).

RQ4: How do first-year teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum?

A teacher who starts a teaching job in a new country is going to have to adjust to a new work culture as well as to a new host culture (Roskell, 2013). Oberg (1960) created a U-curve model that describes the culture shock that many people experience when they adjust to a new culture. People adjusting to living in a new culture often first go through a honeymoon stage in which they are focused on the positive aspects of the new culture. The next stage is called the crisis stage because the person is focused on frustrating aspects of the new culture as well as experiencing loss of their home culture. After the crisis stage, a person will move from the recovery stage to an adjustment stage. Presbitero (2016) conducted a study that looked at the correlation between cultural intelligence and international students' experiences of cultural shock. One part of the study targeted international students who had attended a university in Australia for at least one month. These students did not consider Australia to be their home country. The other part of the study centered on students who had received their Bachelor's Degree from the Australian university and had returned home to their home country. In both

parts of the study, Presbitero (2016) found that "CQ acts as a moderating mechanism that lessens the negative effects of both culture shock and reverse culture shock on psychological and sociocultural adaptation among international students" (p. 28). In the same way, Halicioglu (2015) pointed out that many teachers new to international schools experience culture shock as they learn to communicate in a new language and live in a new setting. It is likely that CQ has an impact on an international teacher's culture shock and therefore the international teacher's success at the school.

Definitions

The following terms were pertinent to the study:

1. *International Christian School* - For purposes of this study, an international Christian school is defined as a Christian school outside of the United States that serves the expatriate community and in some situations students from the host country. The ACSI international homepage states that ACSI Christian schools "use curricular programs originating outside their host country, employ internationally educated faculty, and specifically develop programs that prepare students for tertiary education outside the host country" (ACSI, 2017).
2. *Cultural Intelligence (CQ)* - Cultural intelligence is "the capability of an individual to function effectively in situations characterized by cultural diversity" (Ang & Dyne, 2009, p. 3).
3. *Curriculum Development* - "Curriculum development is a process whereby the choices of designing a learning experience for clients (students) are made and then activated through a series of coordinated activities" (Wiles & Bondi, 2015, p. 2). Curriculum development takes place at all levels of an educator's experience (Wiles & Bondi, 2015).

4. *Curriculum* - "The planned instruction program to be delivered to the students" (ACSI, 2016d, p. 36).
5. *Metacognitive CQ* - Metacognitive CQ is "the mental capability to acquire and understand cultural knowledge" (Ang & Dyne, 2009, p. 5).
6. *Cognitive CQ* - Cognitive CQ is "general knowledge and knowledge structures about culture" (Ang & Dyne, 2009, p. 5).
7. *Motivational CQ* – Motivational CQ is "individual capability to direct energy toward learning about and functioning in intercultural situation" (Ang & Dyne, 2009, p. 5).
8. *Behavioral CQ* - Behavioral CQ is "individual capability to exhibit appropriate verbal and nonverbal actions in culturally diverse interaction" (Ang & Dyne, 2009, p. 5).

Summary

First-year teachers at international schools are often faced with the struggle of developing curriculum while also adapting to a new culture. Teachers may be overwhelmed by the workload from developing curriculum and frustrated by the culture shock. Some teachers receive support to assist them with curriculum development and culture shock, while other teachers do not receive the support that they need to be successful in the classroom. Teachers who are overwhelmed by the workload and the process of adapting to a new culture may decide to leave the school. The consequences of teacher turnover in an international setting is that it may be difficult to find a qualified teacher to travel to a new country to replace the teacher that has left and teacher turnover often impacts students negatively. Little research exists that gives voice to first-year teachers developing curriculum at ACSI international schools; therefore, the purpose of this phenomenological study is to describe the experiences of first-year teachers developing curriculum at ACSI international schools. By giving voice to international school teachers,

administrators and ACSI policy makers may be able to make decisions that provide a smoother transition for first-year teachers.

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter begins with the theoretical framework that guides this study. Earley and Ang's (2003) cultural intelligence theory and Kolb's (2015) experiential learning theory center this study on the ideas of culture and learning. Earley and Ang's cultural intelligence research indicated that some people are able to adapt to a new culture and therefore are able to work with other people in a new cultural setting. In addition, Kolb's experiential learning theory gives insight into the process of learning. Kolb argues that there is always an opportunity for new learning to take place when a learner is confronted with new information that conflicts with the information that learner absorbed initially.

Teachers use a variety of strategies, materials, and approaches to help them work through the curriculum development process (Anderson, 2015; Datnow & Hubbard, 2016; Doig & Groves, 2011, 2012; Fujii, 2016; Lewis & Hurd, 2011; Pang, 2016; Wiggins & McTighe, 2012). After World War II, many international schools were created, and the number of international schools has continued to increase (Brummitt & Keeling, 2013; Hobson & Silova, 2014). The Association of Christian Schools International supports international schools in 77 countries (ACSI, 2017). In order to be accredited by ACSI, international schools must meet certain standards, and one of the standards that accreditation highlights is curriculum (ACSI, 2016d). Curriculum development is a process that takes place in all schools (Wiles & Bondi, 2015). However, the element that makes curriculum development unique in an international school is the degree to which international teachers have to take into consideration and adapt to culture (Savva, 2013).

Theoretical Framework

The theoretical frameworks that guided this study included Early and Ang's (2003) cultural intelligence theory and Kolb's (2015) experiential learning theory. These two frameworks were chosen because there is a cultural and curriculum component to this study. Early and Ang's cultural intelligence theory was foundational to this study because some teachers struggle with adapting to a new culture while other teachers struggle less. Early and Ang (2003) assert that the ability of some people to acclimate to a new culture better than others is because of cultural intelligence. While the cultural component to the study is important, the curriculum aspect is just as important. Kolb's (2015) experiential learning theory describes the process that learners move through when they encounter new information. First-year teachers to an international school are consistently going through the experiential learning process as they are confronted with new information.

Earley and Ang's Culture Intelligence Theory

Because of globalization, cultural intelligence, also known as cultural quotient (CQ), is beginning to receive attention in a variety of different fields including education, management, and psychology (Ang, Dyne, & Tan, 2011). According to Ang et al. (2011), "globalization increases intercultural interactions and also increases the probability of cultural misunderstanding, tensions and conflicts" (p. 582). The potential for failure and embarrassment is high when those working in situations outside of their own culture lack cultural intelligence (Alon & Higgins, 2005; Ramsey & Lorenz, 2016). Earley and Ang (2003) describe cultural intelligence as "a person's adaptation to new cultural settings and capability to deal effectively with other people with whom the person does not share a common cultural background and understanding" (p. 12). Like emotional intelligence and cognitive intelligence, cultural

intelligence is another aspect of intelligence that helps researchers understand why people act certain ways in different situations (Ang et al., 2011).

Within cultural intelligence, four factors play a significant part: metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ (Ang & Dyne, 2009). Metacognitive CQ involves being aware of one's cultural assumptions while also being aware of a culture's norms. Ang and Dyne suggest that, "People with strength in metacognitive CQ consciously question their own cultural assumptions, reflect during interactions, and adjust their cultural knowledge when interacting with those from other cultures" (p. 5). An example of a person whose strength is metacognitive CQ would be someone who is in a new cultural situation and is aware of the most appropriate time to speak in a meeting (Ang et al., 2011). Metacognitive CQ impacts a person's ability to adapt to a new situation and is therefore described by Ang et al. (2011) as one of the essential factors of cultural intelligence.

Ang and Dyne (2011) held that cognitive CQ involves a person's knowledge about the many systems within a culture that allows it to function. Some of the systems within a culture include economic systems, educational systems, political, legal, and social control systems, systems of communication, and systems of supernatural beliefs. In the past, cognitive CQ was seen as one of the most important aspects of cultural intelligence; however, Ang et al. (2011) argue that cognitive CQ is only helpful to those in leadership when combined with the other three factors of cultural intelligence. An example of a situation where cognitive CQ could provide a vital role is when "an American is trying to get a contract signed with a potential affiliate in China or… Spain, where norms for time differ from those in Western settings" (Ang et al., 2011, p. 585). Just being aware of these culture norms of a country could impact the success or failure of a business negotiation.

Motivational CQ encompasses a person's drive to engage with a culture. A person with a high motivational CQ is likely to be interested in a certain culture and feel comfortable to communicate with people from a culture that is not their own (Ang & Dyne, 2009). In order for people from different cultures to work together, they will have to engage in some type of communication with the other person. A person's willingness to participate in this communication is that person' motivational CQ. An example of someone with a high motivational CQ would be someone who knows the language of someone else from a different culture and desires to work with that person (Ang et al., 2011)

Lastly, behavioral CQ requires a person to know what verbal and nonverbal behaviors are appropriate in a culture and be able to use those verbal and nonverbal behaviors correctly and effectively with someone from a culture that is not their own (Ang & Dyne, 2009). In a cultural exchange in a school situation, behavioral CQ is going to be the most tangible aspect of cultural intelligence. A teacher or student may have the desire, willingness, and cultural knowledge to have a successful conversation with someone from a different culture, but the teacher or student also has to know how to approach that person from a different culture in a way that that will encourage the other person to respond positively (Ang et al., 2011).

Similarities and differences exist between personality, cultural intelligence, emotional intelligence, and cognitive ability. Ang et al. (2011) point out that cultural intelligence (CQ) is ability and is therefore different than personality. While personalities do not tend to change, a person's CQ may evolve. Emotional intelligence (EQ) is similar to cultural intelligence (CQ) in that both of these intelligences go "beyond academic and mental intelligence" (Ang et al., 2011, p. 586). However, the difference between cultural and emotional intelligence is that emotional intelligence is "culture bound", where cultural intelligence is not "culture specific" (Ang et al.,

2011, p. 586). When comparing cultural intelligence and cognitive ability, the main difference is that cultural intelligence does apply to cultural contexts; however, cognitive ability is "not specific to certain contexts-such as culturally diverse situations" (Ang et al., 2011, p. 586).

Dyne, Ang, and Koh (2009) developed and tested a Cultural Intelligence Scale. Dyne et al. (2009) agreed on operational definitions for metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ. Then, Dyne et al. (2009) moved through several studies to address scale development, generalizability across samples, generalizability across time, generalizability across countries, generalizability across methods, and discriminant and incremental validity. Based on the studies, Dyne et al. (2009) concluded that the cultural intelligence scale could be used to determine whether or not a worker would be successful in a overseas assignment or the scale could be used as part of a self awareness program.

Several studies have examined the effectiveness of leaders based on cultural intelligence. Rockstuhl, Seiler, Ang, Van Dyne, and Annen (2011) found that military officers at a military academy in Switzerland who had higher levels of cultural intelligence were more likely to be effective at cross-border leadership effectiveness. Rockstuhl et al. defined cross border effectiveness "as the effectiveness of observable actions that managers take to accomplish their goals in situations characterized by cross-border cultural diversity" (p. 826). In other words, the military officers with higher cultural intelligence were more likely to meet their goals when working in diverse settings. Konanahalli, Oyedele, Spillane, Coates, Jason, and Ebohon (2014) studied the cultural intelligence of British expats working in several different countries outside of the UK and their cross cultural adjustment. Konanahalli et al. found that "cognitive CQ which empowers the expatriates with in-depth knowledge about different cultures was a significant

predictor of interaction and work adjustment, whereas, motivational CQ is a significant predictor for general and work adjustment" (p. 423).

In the same way, teachers who have in-depth knowledge about a culture might find that they have smoother work adjustment in a school setting (Mirsafian, 2016). Soon, Van Dyne, Koh, Ng, Templer, Tay, and Chandrasekar (2007) researched the correlation between cultural intelligence and intercultural effectiveness. Soon et al. found that "metacognitive CQ and cognitive CQ predicted cultural judgment and decision making; motivational CQ and behavioral CQ predicted cultural adaptation; and metacognitive CQ and behavioral CQ predicted task performance" (p. 335). Cultural judgment, cultural adaptation, and task performance are all important components of teaching in an international school.

Cultural intelligence in education. When developing curriculum, educators must go beyond just knowing that there are differences between different cultures. An effective teacher has to take that knowledge and use it to then make instructional decisions that will help students from different cultures be successful (Alban & Reeves, 2014). Teachers in an international setting have to be knowledgeable about both their subject matter and about the different cultures of the students in the classroom. Then, the teacher has to develop lessons in such a way that the subject matter is taught so that all students from different cultures will understand.

Moore (2007) explained that, "Culture consists of the artifacts, institutions, and conventions by which people define, sustain, and enrich their lives" (p. 20). Culture in an international setting is important because it represents many of the things that are important to people. Savva (2013) described a situation in which a North American teacher who was teaching in a Muslim country encountered disapproval from a group of men because she did not have her knees covered at a time of day when most women in the country had their knees covered. This

woman encountered a cultural construct, and she had to decide whether she was going to change her way of doing things in order to fit into the culture or continue to do things the way she had always done them. Livermore (2011) described cultural intelligence as "the capability to function effectively across a variety of cultural contexts, such as ethnic, generational, and organizational cultures" (p. 5). Cultural intelligence requires people not only to try to understand the cultures of the people with which they work; cultural intelligence goes a step further and involves a person looking for ways to work effectively with someone who may do things differently than they do. Roskwell (2013) found that international teachers new to a school might adjust to the host country but fail to adjust to a work culture they are not used to. In other words, a teacher may be able to make the changes necessary to fit into the culture as a whole, but when in a work situation where tasks have to be accomplished, that teacher may be unwilling to make the changes necessary to accomplish tasks there.

Livermore (2009) used several metaphors to describe culture. Culture has been compared to glasses. Once people have their glasses on, they are not really aware of the lenses, but the lenses do affect the way people see things. In the same way, culture often affects the way people see things, but people are often not aware of how their culture is affecting their actions. Another metaphor that Livermore used was the metaphor of an iceberg. Often, people only see a small part of an iceberg as most of the iceberg is underwater. In the same way, people observing other people often are only able to see the "cultural artifacts" of another person's culture. Cultural artifacts are those things other people can see like "art, clothing, food money, customs, gestures, etc." (Livermore, 2009, p. 82). The larger part of culture is "cultural values and assumptions," which is the part of culture that people cannot see and includes the "unconscious, taken for granted beliefs, perceptions, and feelings" (Livermore, 2009, p. 82). Just like the largest part of

an iceberg cannot be seen because it is underwater, the largest aspect of a person's culture is hard to see.

Historically, international schools have been founded on the ideal that bringing students from different cultures together in one learning environment will ultimately promote peace among students from different countries (Corlu & Alapala, 2015). Many international teachers choose to teach in international schools with the purpose of promoting peace among all cultures. Often teachers in international settings are driven by a cultural element that teachers who teach in their home culture are less likely to have to think about. Christian mission schools go back to the 19th century (Jensz, 2016). While European missionaries saw value in preaching, they also knew that those who converted to Christianity would need to be able to read in order to read the Bible. It became common for European missionaries to hire local teachers to teach in the mission schools. European missionaries often chose to hire local teachers because it would cost less overall to have a local teacher as opposed to bringing over missionary teachers from Europe. In addition, European missionaries also knew that local teachers would have the knowledge necessary to engage the culture. Even in the 19th and 20th centuries, missionaries and school leaders saw the value in understanding and engaging a culture.

Some of the teachers who teach at ACSI international schools are missionaries. Not only do the missionaries have to understand the culture of the country in which they have moved, but teachers also have to understand the different cultures of the other teachers at the school (Livermore, 2009). Livermore said, "Given that 50 percent of missionaries today originate from places other than North America and Western Europe, an American missionary working in Azerbaijan may well be joined by Filipino, Brazilian, Swedish, Guatemalan, and Nigerian missionaries" (p. 28). Consequently, people living cross-culturally and working in an

international Christian school will have to adjust to the culture in which they live, as well as to the various cultures of their school colleagues.

Crowne (2013) found that cultural exposure has an impact on a person's cultural intelligence. In other words, the more meaningful travel experiences a person has had, the higher that person's cultural intelligence is going to be. Research has shown that people with higher cultural intelligence are more effective cross culturally (Konanahalli et al., 2014; Rockstuhl et. al., 2011). Consequently, if administrators are looking for teachers that need be effective in a cross-cultural school setting, it might be helpful for the administrators to take into consideration the teacher's cultural exposure. It is likely that teachers who have traveled and interacted with people from different countries are more likely to have a higher cultural intelligence and in turn will be more likely to succeed in a school setting that requires the teacher to interact with students and teacher from different cultures.

Livermore (2009) pointed out some of the characteristics that make American culture unique. While Livermore did not explicitly define who qualifies as an "American" in his book, he shared that he was a first generation American and the first US citizen in his family. For the purposes of this discussion about the characteristics of American culture, "American" will be defined as a United States citizen. First, Americans tend to be individualistic. Many Americans believe that decisions should be made based on what is good for each individual person. On the other hand, people in Singapore are more inclined to make decision based on what is good for people as a whole. Second, Americans tend to downplay formality. Livermore, who is American, shared an experience he had with someone who was not American. The person shared with Livermore (2009) that he did not like the lack of formality in American society because this lack

of formality made him unsure of how to act. In his culture, everyone knew his or her place, so everyone knew how to act. Third, Americans are more likely to have more "no strings attached" relationships (Livermore, 2009, p. 74) whereas, in many Asian cultures, a relationship with someone implies that each person in the relationship is going to help meet the needs of the other.

Another example of how cultures are different and why understanding and acknowledging culture is important is feedback that Livermore (2009) received from a focus group. One of the participants in the focus group was an American missionary, and another individual sitting in on the focus group was a Korean pastor. The American missionary was frustrated that, when American pastors were invited to preach at a church in Romania by a Romanian pastor, they chose to accept rather than to decline the invitation. The opinion of the American missionary was that the American pastors who accepted the invitation to preach were acting arrogantly. On the other hand, the Korean pastor shared that in his culture, it would have been rude for the American pastor to decline the Romanian pastor's invitation. This is example of how one situation can be viewed from two different points of view based on the culture.

Culture shock. Oberg (1960) created a U-curve model that describes the culture shock that many people experience when they adjust to a new culture. People adjusting to living in a new culture often first go through a honeymoon stage in which they are focused on the positive aspects of the new culture. The next stage is called the crisis stage because the person is focused on frustrating aspects of the new culture as well as experiencing loss of their home culture. After the crisis stage, a person will move from the recovery stage to an adjustment stage. Roskell (2013) pointed out that some researchers have created similar models to the U curve model while others have pointed out some of the flaws in the U curve model. Some researchers believe that Oberg (1960) focused on the psychological aspects of culture shock and the sociological impact

of culture shock should be taken into consideration (Roskell, 2013). Halicioglu (2015) pointed out that many teachers new to international schools experience culture shock as they learn to communicate in a new language and live in a new setting.

Roskell (2013) interviewed twelve teachers at an international school in South East Asia as a part of an ethnographic qualitative study. During the teachers' first two weeks at the international school, teachers found different aspects of the culture interesting; they enjoyed having extra planning time and the fact that they had a learning assistant. After four weeks, the teachers were frustrated with the learning assistant and students. In addition, the teachers complained about the school's lack of structure. The teachers were exhibiting behaviors consistent with the honeymoon and crisis stage. Some of the teachers moved into the recovery stage and then ultimately to adjustment; however, Roskell found that the adjustment some of the teachers experienced may not have been in the best interest of the school. Many of the teachers were frustrated with the school, and they did not see the point in investing time in it. Seven of the twelve participants terminated their contract and could be described as failing to adjust.

Teachers who come to America from other countries to teach also experience culture shock (Dunn, 2011; Fee, 2011). Fee (2011) examined the experiences of teachers who came to America from Spanish-speaking countries in order to help school districts meet the need of teaching Latino populations in their school districts. The study found that teachers coming from Spanish-speaking cultures experienced culture shock and that the most helpful way of working through the culture shock was having a support group with other teachers who were having similar experiences.

Earley and Ang's (2003) cultural intelligence theory and Kolb's experiential learning theory intersect at the idea of praxis. Livermore (2009) described praxis as the:

> …practice of becoming critically aware of how the values and assumptions of our cultural background shape the way we perceive, understand, and feel our world. Through this awareness, we're freed to act on those reflections and change those assumptions that no longer seem valid when viewed against new readings, events, situations, and questions. (p. 193)

The more culturally intelligent a teacher becomes, the more likely the teacher is to go through the learning process. Livermore pointed out that, "Culture shock is a necessary process if we are to function effectively in a setting that doesn't recognize all or part of the assumptions and behavioral patterns that we've previously taken for granted" (p. 217). Most teachers who teach in a new cultural environment are going to encounter situations that require them to look at their assumptions and teaching practices in the past and reevaluate if that way of teaching is going to work in the present situation.

Kolb's Experiential Learning Theory

Kolb's (1984) experiential learning theory explains the learning process that adult learners experience when they encounter new information. This learning process could involve a situation in which someone meets someone from a new culture, but it could also apply to a teacher who is developing curriculum. Kolb's (2015) experiential learning theory is based on work by John Dewey, which asserts that people learn by doing. Another theory that Kolb's experiential learning theory is built on is Kurt Lewin's research, which shows that people learn the most when they can have a say in the learning process. The last theory that Kolb's experiential learning theory is based on is Piaget's stages of cognitive development.

Kolb (2015) described several characteristics that are key to understanding experiential learning. First, experiential learning is seen as a continuous process. Once something has been

learned, there is always potential for that learning to be reformed. Second, experiential learning as the name implies is based on experiences. Experiences cause the learner's ideas to be reformed when the new experiences contradict past experiences. Kolb's theory argues that learning takes place when someone encounters two contradictory pieces of information. The learner has to decide whether the information he or she had previously is still correct or whether the new information is correct. Kolb asserted that experiential learning is part of all aspects of life. People are constantly encountering situations in their environments that force them either to accept new information or to reject new information, especially when it conflicts with previous information. If the new information is accepted, then this new information is considered knowledge.

Kolb (2015) described experiential learning in four steps. The first step of the experiential learning is a person having a concrete experience. For the purposes of this study, the concrete experience could involve moving to a new country and having new cultural experiences, or the concrete experience could be a teacher creating lessons plans, standards, or unit plans. The next step in experiential learning is observations and reflections. For a first-year teacher at an international school, reflective observation might look like a teacher implementing a lesson or unit and then stepping back to think about the effectiveness of the lesson in the teacher's new cultural context. The third step in experiential learning is forming abstract concepts and generalization. A teacher who has implemented a lesson plan in a new cultural context might engage in abstract conceptualization when the teacher decides that a certain part of a lesson or unit was not as effective in the new situation as it was in the teacher's home country. Consequently, the teacher decides that the next time the lesson or unit is implemented in the classroom, the teacher will conduct the lesson or unit in a different way. The last step of

experiential learning is testing concepts in new situations. When the teacher teaches the lesson or unit again and makes the changes that were conceptualized after the last lesson or unit, then that teacher is using active experimentation. After active experimentation, the teacher will then return to concrete experience and will move through the cycle based on the new concrete experience.

Kolb's (2015) experiential learning theory is foundational for this study because it is applicable to curriculum as well as culture and cultural intelligence. Russell-Bowie (2013) conducted a study where the researcher led future music teachers through Kolb's experiential learning theory in order to prepare the students to teach music. In this study, students had concrete experiences that included lectures, online videos, and textbooks readings. Students then moved to the reflective experience by reflecting on what they had learned during the concrete experience. Abstract conceptualization for the students involved creating a music unit, and the active experimentation involved students implementing the unit in an authentic classroom. Russell-Bowie (2013) found that the pre-service teachers gained confidence as they moved through Kolb's (2015) experiential learning theory. Livermore (2011) explained how Kolb's experiential learning theory can be applied to cultural experiences. Livermore described an experience in which he used a direct communication approach with a Liberian pastor. Livermore quickly learned that that the direct approach was not going to be effective way to gain information from the pastor. Livermore moved from this concrete experience to the reflection phase where he wrote in his journal about his experience with the pastor. For Livermore, abstract conceptualization took the form of struggling through what in his thinking needed to change. Livermore then tried a different approach, which completed Kolb's experiential learning theory with active experimentation.

In the last five years, a few studies targeted the ways that experiential learning impacts student learning. In a study of students' experiences in a tourism class, Krajinovic, Matecic, and Cavlek (2016) found that students described having more positive experience with experiential learning when compared to a traditional learning format. Hariri and Yayuk (2018) reported improved science learning comprehension of students in an elementary science class after teachers used an experiential learning model to teach science lessons.

Related Literature

The related literature section begins with a history of curriculum development in the United States. Since this study is focused on international schools, research is provided that centers on curriculum development around the world. Curriculum development research is presented with a focus on experiential learning, curriculum strategies, approaches, and views. The participants in this study will be new teachers to their school, so research studies that identify factors involved with new teacher challenges and new teacher support are discussed as a part of the literature review. Lastly, a body of research is presented that centers around international schools, specifically ACSI schools in an international setting.

History of Curriculum Development in the United States

Wiles and Bondi (2015) defined curriculum developments as "a process whereby the choices of designing a learning experience for clients (students) are made and then activated through a series of coordinated activities" (p. 2). Curriculum development in the United States has grown through three eras beginning with the evolutionary era. The evolutionary era of curriculum development began with the establishment of schools in America in 1647 and continued until the 19th century. The European settlers who came to America believed that education was valuable to teach religious values, to produce literate citizens who could

participate in a democracy, and to promote positive change in the community. By the end of the evolutionary period, students in America were provided with a free public education for twelve years that was paid for by the tax payers, and secondary school students could expect to "study a highly standardized curriculum" (Wiles & Bondi, 2015, p. 11). The next era of curriculum development was the modern era in which the first curriculum text, *The Curriculum* by James Bobbit in 1918, was written and the study of curriculum became a part of professional education Wiles & Bondi, 2011, p. 14). During the modern era, writers and researchers such as Rousseau, Pestalozzi, Froebel, Herbart, and Darwin contributed theories and ideas to the field of curriculum that influenced what curriculum would look like in America. The last era of curriculum development was the postmodern era, and much of the focus of curriculum development was accountability and standards. Today, many of the curriculum development issues facing American schools center around technology and school control.

Curriculum Development Around the World

Curriculum development is also taking place in nations around the world. In South Africa, after the apartheid came to an end in 1990, the South African school system had to develop a new school system that would be inclusive for all students (Ebewo & Sirayi, 2018; Wiles & Bondi, 2015). Furthermore, Scotland has seen the value in preparing students to work with countries like China and has been intentional about developing a curriculum that focuses on technology, language programs, and student exchanges with countries like China. Vietnam, China, and the Cayman Islands are examples of countries that have seen changes taking place in society and, as a response, the countries have made changes to their curriculums in order to meet the needs of society (Wiles & Bondi, 2015).

Schools all over the world are going through the process of implementing new curriculum. A school in South Korea implemented a curriculum called Eccomi Pronto' that focuses on socio-emotional learning. In the study that followed the implementation of this curriculum, teachers found that the curriculum had a positive impact on students psychologically, but there was no significant difference in the students' academic performance (Kim, Hyun, Lee, Bertolani, Mortari, & Carey, 2015). In Norway, the process of curriculum development is focused on teachers implementing the national curriculum with little focus on the teachers creating a local curriculum. On the other hand, in Finland, teachers are given the freedom to create curriculum specific to their schools and students. Local curriculum is seen as an extension of the national curriculum and is encouraged (Mølstad, 2015).

Curriculum Development Research

Wiles and Bondi (2015) have proposed that schools take into account several areas when developing curriculum. Social forces are an important topic for schools to consider (Soto, 2015; Wiles & Bondi. 2015). When developing curriculum for today's students, schools must have a clear understanding of what students will be expected to do in the workforce. It can be challenging for schools to keep up with social forces because society is always changing. However, if schools do not take social forces into consideration, it is possible that students will enter the workforce not prepared to face the challenges ahead of them. The second area that has to be considered is the treatment of knowledge. Schools have to take that into consideration because of technological advances, new fields of knowledge, as well as vast amounts of knowledge available to students (Cloete, 2017; Wiles & Bondi, 2015). The last three areas that need to be considered during curriculum development is the research that has been done in the field of human growth and development, the research that has been done on the learning process,

and the impact that technology has and is going to have on curricula (Kolb, 2015; Wiles & Bondi, 2015).

Wiles and Bondi (2015) argued that there are six important tasks when it comes to curriculum development. These tasks include "purpose, goals, objectives, needs focusing, curriculum alignment, and delivery to student" (p. 83). The first three tasks in curriculum development involve establishing the direction of the school. Chapple (2015) contended that much can be learned about a school system from the school system's mission statement. First, the school needs to decide on the philosophy of the school. In other words, what should students be able to do once they leave the school? Then, the school should take the philosophy and use it to identify goals for the school, and then more specifically, corresponding objectives. The school would then focus on the needs of the school and then plan for curriculum changes in response to the school's needs. Lastly, schools must ensure that what is taught in the classroom lines up with the purpose, goals, and objectives of the school.

Wiles and Bondi (2015) have identified four stages of curriculum development: analysis, design, implementation, and assessment. The analysis stage involves reviewing the data to see where there are needs in the curriculum. The design stage requires a committee to establish a framework for curriculum change at the school. The implementation stage involves identifying those who will be responsible for implementing curriculum changes. Wiles and Bondi (2015) said that the success of curriculum change often depends on the effectiveness of this implementation stage. If a framework is in place but is not implemented effectively, then the curriculum development process will likely fail. An administrator's willingness to use distributive leadership plays a part in a teacher's success when it comes to taking on leadership roles (Mujis et al., 2013). Teachers implement the curriculum, so an administration is more likely

to have buy-in from the teachers if they were able to give feedback with regards to curriculum decision-making. If teachers feel empowered, they are more likely to support curriculum reforms (Song, 2012). The last stage of curriculum development is assessment in which "accountability by school leaders for their performance should encourage them to be both effective and efficient in developing quality school programs" (Wiles & Bondi, 2015, p. 116). Juniaria, Sonhadji, Arifin, and Huda (2017) followed a similar process as Wiles and Bondi (2015) in the curriculum development of an elementary school in Indonesia where they labeled the steps in the curriculum development process as planning, implementation, and evaluation.

Curriculum development first happens at a school or district level; however, curriculum development also takes place at the classroom level. Wiles and Bondi (2015) described a six-phase cycle that teachers go through while developing curriculum in their classrooms. The first phase involves teachers reviewing their curriculum guides, textbooks, teacher guides, testing standards, objectives, and standards (Wiles & Bondi, 2015). Sellheim and Weddle (2015) point out that "reflective practice is a vital skill of effective teachers and a precondition for professional growth" (p. 52). Amador (2016) found that preparing students for assessments often influenced teacher's lesson planning decisions. The second part of phase one is planning the time frame for teaching the content (Wiles & Bondi, 2015). The second phase involves assessing student ability, thinking about how to make the material relevant to the students, and adjusting objectives if needed (Wiles & Bondi, 2015). During the third phase, teachers plan what strategies and methods they will use to teach the content effectively (Wiles & Bondi, 2015). "Here experience and professional knowledge are essential to decision making. Most teachers learn by trial and error, and experience gives insight as to what works under different circumstances" (Wiles & Bondi, 2015, p. 140). A teacher's past experiences are going to impact how a teacher

develops a curriculum (Amador & Lamberg, 2013, Boschman, McKenney, & Voogt, 2014; Davis, Beyer, Forbes, & Stevens, 2011; Forbes, 2013).

The fourth phase involves the teacher implementing the plans made in phase three and making adjustments as needed (Parker, Bond, & Powell, 2017; Wiles & Bondi, 2015). In the fifth phase, teachers access student learning and making changes to the curriculum as result of the data collected during the lesson (Wiles & Bondi, 2015). It is at this point that a teacher's beliefs about how to use data will affect the likelihood of effective instructional change. If a teacher feels confident in his or her ability to use data from an assessment to make changes in future lessons, then that data will be useful to the teacher. However, if a teacher does not believe that analyzing data will help with future instruction, then a self-fulfilling prophesy takes place, and the teacher will not find the data helpful (Datnow & Hubbard, 2016).

During the sixth phase, the teacher makes changes based on the data collected during phase five (Wiles & Bondi, 2015). A teacher's intrinsic motivation plays an important part in the teacher's effectiveness of making adjustments in a classroom setting. If a teacher feels strongly about needed changes, the changes are more likely to take place expeditiously. On the other hand, if the teacher does not have confidence in the data or if the teacher disagrees with the data, the changes are less likely to take place in a timely manner and may not take place at all (Vanlommel, Van Gasse, Vanhoof, & Petegem, 2018; Wiles & Bondi, 2015). Curriculum development in the classroom begins with assessing the expectations for the lesson, moves towards planning the lesson, and ends with reflection that sometimes results in changes when the lesson is taught again.

Tyler (2013) described a similar process in his 1949 book *Basic Principles of Curriculum and Instruction* where he describes the curriculum process as a continuous process where:

> materials and procedures are developed, they are tried out, their results appraised, their inadequacies identified, suggested improvements indicated; there is replanning, redevelopment and then appraisal; and in this continuing cycle, it is possible for the curriculum and instructional program to be continuously improved over the years. (p. 123)

Tyler (2013) and Wiles and Bondi (2015) insisted that development of curriculum is a part of a process. Teachers create and implement curriculum, identify and address the problems in the curriculum, and then make changes to the curriculum before reteaching the curriculum.

Curriculum Development and Experiential Learning

There are similarities between Wiles and Bondi's (2015) six-phase curriculum development cycle and Kolb's (2015) experiential learning cycle. The concrete phase of curriculum development cycle involves teachers reviewing their curriculum material, which could involve curriculum guides, standards, textbooks, and other curriculum materials. Then, teachers move into the reflection phase, which is when the teacher reflects on the all the materials and the material's relevance as well as how the students' different abilities are going to play a part in the curriculum development. Teachers then move into the abstract conceptualization phase, which involves the teacher planning how to implement the lesson or unit. Lastly, the teacher engages in active experimentation to implement the plan that was created during the abstract conceptualization phase (Kolb, 2015; Wiles & Bondi, 2015).

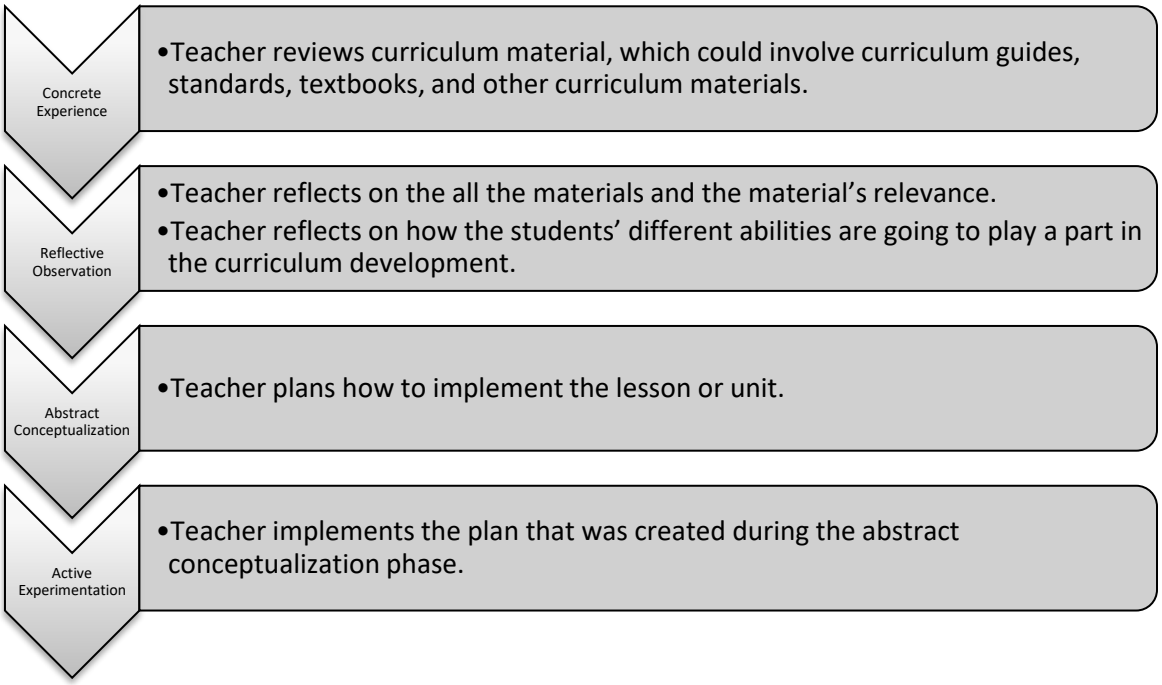

Figure 1. Similarities between Wiles and Bondi's (2015) six-phase curriculum development cycle and Kolb's (2015) experiential learning cycle.

Curriculum Development Strategies, Approaches, and Views

Curriculum is often defined as "all the experiences that a learner encounters under the direction of the school" (Festus & Kurumeh, 2015, p. 62). ACSI (2016d) defined curriculum as "The planned instruction program to be delivered to the students" (p. 36). One of the challenges of defining curriculum is that different definitions exist for curriculum. At the most basic level of curriculum development, teachers are going to create lesson plans, and teachers in today's classrooms use a variety of formats and processes to develop them (Bennison, 2015; Regan, Evmenova, Kurz, Hughes, Sacco, Ahn, & Chirinos, 2016; Salajan, Nyachwaya, Hoffman, & Hill, 2016; Santoyo & Shaoan, 2016). Curriculum development, specifically curriculum development done through ACSI, involves teachers and administrators working together to create standards, curriculum maps, and unit plans (ACSI, 2016d). Curriculum development also

may involve professional learning communities and grade level teams (Hopkins & Spillane, 2014; Lalor & Abawi, 2014; Rigelman & Ruben, 2012; Song, 2012). Some teachers use educative materials like teacher guides to develop their curriculum while other teachers choose to create their own original curriculum (Bismack et al., 2015).

Al-Eraky (2012) in his study of curriculum development in medical schools identified some of the problems that sometimes arise with curriculum development. Some of the issues include investing in resources rather than training, using a top down approach, and not paying attention to the details of the curriculum that is being adopted. Cabrita and Lucas (2016), educational researchers in Timor, Indonesia, concluded that, "curriculum change is more than just a curriculum matter—it extends into most other facets of schooling, including infrastructures, management, administration, teaching and learning" (p. 814). Consequently, curriculum development does not just involve teachers in the classroom; curriculum development often involves decisions made at every level of the school (Al-Eraky, 2012; Carbrita & Lucas, 2016).

Curriculum development strategies. As a part of curriculum development, teachers use a variety of different strategies and materials to help them plan, organize, and analyze the process. Boschman et al. (2014) found that when teachers were working to make curriculum decisions, they tended to make decisions based on their past experience. Then, the teachers moved toward brainstorming with a focus mainly on practical concerns. Boschman et al. noted that, in their study, the teachers often did not spend time analyzing the curriculum situation. The teachers' focus was more on the practical aspects of the curriculum decisions. Educators have created strategies that teachers can use to create effective units. Wiggins and McTighe's (2012) *Understanding by Design* includes resources for teachers to use to create units that guide them

through understanding standards, planning, and responding to feedback. Teachers also use educative materials to develop their curriculum, and these include resources like teachers' guides (Bismack, Arias, Davis, & Palinscar, 2015).

Another resource for making curriculum decisions is a professional learning community. Datnow and Hubbard (2016) "found that when changes in instructional delivery were observed, two-thirds of the time teachers had experienced a professional learning community or coaching" (p. 13). Teachers appreciate being able to share their experiences with one another, and they find that they learn from each other's experiences (Carpenter, 2017; Lalor & Abawi, 2014; Rigelman & Ruben, 2012). Hopkins and Spillane (2014) found that beginning teachers were more likely to seek support than experienced teachers, and that often, beginning teachers went to grade level team members, instructional leaders, and school principals for support. Hence, it is important for these mentors to be trained effectively in how to support new teachers. Salajan et al. (2016) reported that in one methods course that focused on lesson planning, pre-service teachers uploaded their lesson plans to a site and other teachers provided feedback on the lessons. This enabled teachers to improve their lesson plans by incorporating feedback from the peer reviews. Brainstorming, concept mapping, curriculum materials, professional learning communities, and peer reviews are all tool and strategies that teachers use to develop curriculum.

Lesson study is another way of developing curriculum that is popular in Japan and is beginning to be used in North America and around the world (Doig & Groves, 2011; Fujii, 2016; Lewis & Hurd, 2011). This way of developing curriculum focuses on analyzing the lessons. Lesson study begins with a team of teachers discussing and planning how they are going to teach a lesson (Lewis & Hurd, 2011). Next, one of the teachers from the team presents the lesson while the rest of the teachers and some invited outsiders observe the students while they are trying to

work through the lesson. After the first teaching of the lesson, the team comes together to discuss the lesson and make revisions to the lesson. Another teacher from the team agrees to teach the revised lesson. Again, the other teachers from the team as well as invited outsiders observe the revised lesson. The team and the invited outsiders come together to discuss what they observed. The team then discusses the changes that were made between the first lesson and the revised lesson. Many of the studies that focus on curriculum are centered on strategies and materials that teachers use to develop curriculum. However, lesson study is unique in that it focuses on improving the individual lesson (Lewis & Hurd, 2011).

Curriculum development approaches and views. When making curriculum development decisions, schools and school systems take a variety of approaches when making curriculum development decisions. When New Zealand decided to make changes to their geography curriculum, they found that by "engaging teachers from different schools in discussion, networking and collaboratively sharing ideas" teachers were more likely to be receptive and confident with the curriculum changes" (Fastier, 2013, pp. 249-250). Schools in Toronto, Ontario, Canada made changes in the Mathematics 9 curriculum in order to improve student outcomes for the students. The approach of the Toronto school district was to bring three teachers from each of the schools involved with the curriculum change in order to collaborate about the best way to implement the new curriculum. The leaders of the educational system of Korea are moving away from an intensely structured curriculum for teachers to a curriculum where the teachers play a larger role in the development of curriculum. Consequently, So and Kang (2014) argue that professional development will play a vital role in the successful reform of curriculum development in Korea. Naeini and Shakouri (2016) reinforce the argument of the Korean school system with their transformative approach to curriculum development. Naeini and

Skakouri argue that in order for teachers to be effective agents of change in curriculum development, teachers must be active players in curriculum development at a school and must be given the freedom to make changes to curriculum if necessary,

Not only do teachers have different approaches when it comes to the larger picture of curriculum development, but teachers also have different views about the process of lesson planning. Teachers in international settings are often confronted with language learning whether they are teaching a language or not because students in an international setting often speak several different languages. Anderson (2015) stressed that teachers who are teaching in a setting with language learners should use an affordance approach when lesson planning. Essentially, the affordance approach encourages teachers to move away from strict objectives-based lesson planning to an approach that focuses more on providing learning opportunities. Anderson's frustration with more traditional lesson plan formats is that sometimes learning opportunities present themselves in a lesson, but because teachers are so focused on meeting their objectives, they do not allow these learning opportunities to take place in the classroom. Pang (2016) argued against Anderson's affordance approach although he acknowledged that more flexibility is needed when it comes to lesson planning. Pang pointed out that the lesson planning process in which teachers identify the objective for the lesson and then think through the procedures that will effectively reach that objective is a necessary part of teaching.

New Teachers

The level of preparation of new teachers at a school can range from little preparation to extensive preparation (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009). Teachers with extensive preparation may lack experience. One area that teachers may not feel prepared is with planning. In a study conducted in 2011, Graff found that 31% of the teachers questioned did not

feel prepared for planning. New teachers may also feel unprepared to create effective lessons. Meixia and Carlson (2013) found that elementary teachers struggled to prepare effective math lessons, but with help, teachers were able to improve their lessons.

New teacher challenges. Watters and Diezmann (2015) discussed the importance of autonomy and relationships for teachers who are making a career change. The teachers in Watters and Diezmann's study wanted to feel like their expertise was useful in the classroom. In addition, the beginning teachers wanted to have the same type of relationships that they had in their previous careers, before they started teaching. In the same way, teachers in international schools also struggle with how to have relationships with other teachers in an international setting (Savva, 2013). Ingersoll and May (2012) pointed out that the schools who had "higher average levels of individual teachers' autonomy" were more likely to have "lower levels of turnover" (p. 453).

New teacher support. Much of the research about how to support new teachers focuses on mentoring (Schuster, Buckwalter, Marrs, Pritchett, Sebens, & Hiatt, 2012). McCann (2013) argued that, "…the goal for mentoring is to support the professional development of the beginning teacher to advance students" learning and to protect the quality of their experience in school" (p. 89). From a survey given, Hahs-Vaughn and Scherff (2008) reported that 56% of beginning English teachers participated in beginning teacher seminars, and 50% of beginning English teachers were given mentors. Some of the research focusing on mentoring has examined certain aspects of the mentoring process. Athanases (2013) found value in mentoring that focused on the students in the classroom and used "questioning and inquiry as mentoring processes" (p. 48). D'Souza (2014) found that mentoring worked best when mentors did more "listening and questioning while giving fewer suggestions" (p. 187).

Other strategies to support new teachers are also supported by research. For instance, some new teachers have found grade-level meetings to be helpful (Adajian, 1996). Hopkins and Spillane (2014) interviewed in-service teachers and found that one of the most useful strategies for beginning teachers was their grade-level meeting. In-service teachers were able to ask for ideas and were able to get advice from the other teachers in their grade level. This is supported by Levin and Schrum (2013), who interviewed successful leaders and found that one of the reoccurring themes of successful leadership was leadership that encouraged teachers to work together.

International Schools

There are a growing number of international schools around the world (Brummitt & Keeling, 2013). A boom in international schools using American and British curriculums began after World War II (Hobson & Silova, 2014). Hobson and Silova reported that, "American and British families were deployed by their employers throughout the world on assignments for government, the United Nations, and various international agencies, foundations, and multinational corporations" (p. 3). Today, those international schools that started after World War II not only serve American and British students, but many of them also serve upper middle class students from a variety of different cultures (Hobson & Silova, 2014). Hill (2016) pointed out that educators and researchers struggle to define international schools. Some schools are called international schools because they have an international curriculum such as an IB curriculum. Other schools consider themselves international schools because they are serving families living abroad or because the schools have a mission of bringing students from many different cultures together in order to receive an education. Many international schools are

accredited by accrediting agencies that are recognized by schools in North America (Savva, 2013).

Teachers may decide to teach at international school for many different reasons. Savva (2013) interviewed teachers and found that 14 out of the 16 teachers that were interviewed either wanted the opportunity to see new places or wanted their families to have the opportunity to experience new cultures. These teachers believed that teaching at an international school would provide them with these opportunities. For other teachers, their desire to work at an international school came from a need to leave a place and start over in a new setting.

More colleges are focusing on preparing teachers to work in international school settings (Ryan, Heineken, & Steindam, 2014; Shaklee, Mattix-Foster, & Lebron, 2015; Stachowski, Grant, & Stuehling, 2015). George Mason University has a master's degree program that prepares teachers to teach in international schools (Shaklee, Mattix-Foster, & Lebron, 2015). Hrycak (2015) asserted that in the future, teacher preparation programs will need to prepare students to be effective in classrooms in their home country as well as classrooms in countries around the world. International schools bring about different challenges than teaching in a home country school, and because these challenges could lead to high turnover rates, thus impacting the students, and school as a whole, it is imperative that administrators think through how to lessen the challenges of first-year teachers, especially in the area of curriculum development. Universities are taking note of this cause-and-effect, thus creating programs that prepare future international school teachers.

Teachers choosing to go overseas to teach in an international school will first face the challenge of deciding on a school in which they want to teach. Some American international schools are international in that they are not in the United States, but they provide an education

that would be similar to one that a student would receive in the U.S. Other international schools consider themselves international because they hire teachers from all over the world. Additionally, there are international schools that are actually national schools being run by people who are from the country where the school is located, but they consider themselves international because they are using an international curriculum like International Baccalaureate and/or the national school hires expat teachers from different countries. Teachers first have to make the decision about the type of international school at which they would like to work. Teachers also have to take into consideration that if they work at a school with students and teachers similar to those in their home country, the transition might not be as difficult as it would be for a teacher who decides to work at a school very different than those in their home country (Halicioglu, 2015).

Challenges Specific to International Schools

One of the challenges that teachers and students in international schools face is the transient nature of international schools. Corlu and Alapala (2015) found that students and teachers at international schools often come and go. Corlu and Alapala described the culture in international school classroom as being "extremely brittle and is easily affected even by small changes, resulting in confusion and discomfort among the students and for the teachers" (p. 230). Not only do students struggle with the transient nature of international schools, but teachers also struggle with saying goodbye to students. When having to say goodbye to students, teachers' reactions ranged from "It's hard to say goodbye—children get on with life, it's me that mourns," to "it's always a bit sad to see children leave" (Hacohen, 2012, p. 119).

International schools face the challenge of deciding which curriculum is best to use at their schools (Corlu, 2014). When making these curriculum decisions, schools have to decide

what they want the students to know when they leave their school. Many international schools struggle to make the decision between using the International Baccalaureate (IB) Middle Years Programme (MYP) curriculum or the Cambridge International General Certificate of Secondary Education (IGCSE) curriculum. Ultimately, curriculum decisions come down to expectations. Schools have to decide what they are expecting from a curriculum and then look at different curriculums to see which curriculum meets their expectations (Corlu, 2014).

Parent expectations can be a challenge that international schools have to address. International schools, especially IB international schools, struggle with addressing parent expectations while at the same time making sure to stay true to expectations of the International Baccalaureate diploma program (Lee, Halinger, & Walker, 2012). Lee et al. explained that, in their study that focused on IB international schools in East Asia, often the parents at their schools are focused on "exam results, teacher-directed instruction and focus on learning subject content," while the IB curriculum is focused on a "student-directed, process-oriented, 'deep learning' approach" (p. 298). These IB schools have to be intentional about addressing the parent's concerns while at the same time staying true to the IB philosophy (Lee et al., 2012).

Communication is an issue that teachers in an international setting might face (Alban & Reeves, 2014). In a study by Alban and Reeves, teachers had to overcome language barriers. Language barriers could involve everything from not being able to speak the language at all to simply mispronouncing names. Another communication issue that teachers may face is how they communicate with other people from different cultures. For example, those from an American culture may be more direct while those from an Asian culture may be more likely to avoid conflict. As a result, someone from an American culture might think that someone from an Asian culture is acting dishonestly. On the other hand, someone from an Asian culture might think that

an American is trying to cause problems (Alban & Reeves, 2014). When teachers learn the language of the people group they are trying to serve, they often also learn "some general strategies for how to communicate in ways that are respectful and effective" (Livermore, 2009, p. 115).

Mancuso et al. (2011) argued that teacher turnover is a problem in international schools and that turnover causes issues for students, teachers, and administrators. Teacher turnover impacts student achievement negatively (Ronfeldt, Loeb, & Wyckoff, 2013). When a teacher leaves a school, the teachers who are left behind at the school must learn how to work with a new teacher. Brown and Wynn (2009) reported that, "High teacher turnover rates result in: (1) a deficit of quality teachers and instruction; (2) loss of continuity and commitment; and (3) devotion of time, attention, and funds to recruitment rather than support" (p. 37).

Teachers in an international setting face curriculum challenges they might not face in an American setting. Teachers in an international setting are expected to assist students with intercultural competence. In other words, since students in an international setting come from all over the world, teachers must help these students work together despite cultural differences (Demircioğlu & Çakır, 2015). Lai, Shum, and Zhang (2014) found that teachers often need support in identifying strategies that will help them teach content in an international setting. One concern that Corlu and Alapala (2015) pointed out after researching math teachers at an international school in Turkey is that sometimes in international schools, teachers have the freedom to develop their own curriculum. While that can help teachers differentiate their lessons, students sometimes had to focus more on the teacher's cultural approach to the subject as opposed to focusing on learning the mathematics principles the teacher was trying to teach. Casey (2016), the executive director at Singapore American School, pointed out that a "suitcase"

curriculum—a curriculum that comes in with the teacher and leaves with the teacher—can be detrimental to a school's curriculum development (p. 53). Casey advocates for a "guaranteed and viable curriculum," which is a curriculum that does not change based on the teacher (p. 54). Casey shared that one way her school works to create and implement a guaranteed and viable curriculum is by using professional learning communities to establish expected student outcomes, to agree on which assessments will be common and which will be teacher specific, and to discuss what instruction and differentiation will look like for a unit. While teachers do give input into the curriculum decision made by the professional learning community, one teacher is not making all of the curriculum decisions. With a professional learning community, teacher turnover becomes less of an issue because the curriculum decisions are not going to change based on a teacher leaving and taking his or her curriculum expertise with them (Casey, 2016).

In an international school setting, many teachers will develop relationships that are different than the relationships those teachers would develop at a school in their home country (Savva, 2013). Teachers that begin teaching in an international school will likely have the experience of being the "other." Many teachers will learn over time how to adapt and live in their new culture, but initially this feeling of being the other leads many teachers to develop closer relationships with their colleagues. Savva observed from her interviews that "Whether they liked it or not, colleagues at work became an integral part of teacher social circles outside of the school. As a result, the relationships formed with co-workers were much closer than peer relationships formed back home" (p. 222). While these close relationships with colleagues are a reality of teaching in international setting, sometimes these relationships prevent teachers from engaging with the culture, and because of this, teachers are sometimes called "long term tourists"

by local teachers (Savva, 2013, p. 219). The struggle for many teachers in international schools is to find the balance between developing healthy and supportive relationships with colleagues while at the same time developing relationships with people in the host country that will help the teacher understand the culture there. Consequently, first-year support that includes mentoring from local teachers can assist in CQ development, cultural acclimation, and therefore retention.

A phenomenon that is unique to the international school setting is the third culture kid (TCK). International teachers often find that they have students who are transitioning to the new school and that they carry much of the responsibility for ensuring that the transition goes smoothly (Hacohen, 2012). Rameker-Rogers (2016) points out that, "The term third culture results from when these highly mobile children merge values and norms from the host country with their own native culture into a third, different, and distinct culture" (p. 26). Some TCKs will move to a new country and may stay in the country for an extended amount of time. Other TCKs will move around to several different schools during their time living abroad. Even for TCKs who live in one country for an extended amount of time, it is likely that they will do more traveling than children living in their home country. One of the strengths of TCKs is they are globally minded. They have often lived and worked with people and students from different cultures, which often leads to them being adaptable and able to respond well to change. One of the drawbacks of being a TCK is that they often struggle to establish roots. They do not feel like they fit in their home culture or in the culture of the country in which they are currently living. International students sometimes struggle with the expectations when they move from country to country, and international students also struggle with expectations that are different between the home and school environments (Corlu & Alapala, 2015). In order to address the needs of TCKs, international schools can provide different programs and resources to help them transition to a

new culture. In addition, since TCKs have often moved around to different schools, international school must be intentional about identifying and supporting students with the gaps that may have occurred in their education (Rameker-Rogers, 2016). Further support for first-year teachers in regards to TCKs is necessary if they are to be the ones ensuring the transition goes smoothly.

Association of Christian Schools International

The Association of Christian Schools International (ACSI) is a Christian organization with a mission to "strengthen Christian schools and equip Christian educators worldwide as they prepare students academically and inspire them to become devoted followers of Jesus Christ" (ACSI, 2016c). International schools that are members of ACSI receive the following benefits: professional development opportunities, hiring support, student assessment tools, faith and teaching resources, and accreditation services (ACSI, 2016b).

ACSI began when three Christian organizations—the Western Association of Christian Schools, the National Christian School Education Association, and the Ohio Association of Christian schools—joined together (Swezey, 2008). The National Christian School Education Association was the only association of the three to have international schools as part of their member schools. The merging of the three associations on July 1, 1978 came about as a result of friendships formed at a summer conference that many Christian educators attended every summer for many years at Grace College and Theological Seminary in Winona Lake, Indiana (Swezey, 2008). ACSI began serving international schools focusing mainly on "meeting the needs of missionary schools and Christian schools that served American nationals" (Swezey, 2008). One of the first ways that ACSI supported international schools was to send Christian educators to international schools to lead seminars and workshops (Swezey, 2008). ACSI serves two types of schools that are outside of the United States: international schools and national

schools. International schools usually have an expatriate student population and a Western style curriculum and aim to prepare students for a university education outside the host country. National schools tend to serve students from the local population, and the goal of ACSI in these national schools is to support local educators in providing a Christian education for the local population (ACSI, 2017).

One of the differences between international schools in general and ACSI Christian international schools is that ACSI schools are intentional about teaching with a Christian worldview (ACSI, 2016d; Moore, 2014). Moore (2014) surveyed ACSI teachers and found that ACSI teachers have the following characteristics: "exhibiting a Christ-like attitude," "creating a classroom climate that promotes spiritual growth," and "being intentional in the spiritual disciplines" (p. 255). While Christian schools often have the intention of teaching from a biblical worldview, Scouller (2012) found in his observation of two Christian schools that teachers' actual teaching practice differed little from those teaching in a public school setting. Christians in international schools find themselves in a position where they must understand the culture, not only so that they can teach effectively, but also so that they share their faith in a way that their students and community will understand. In the Bible, "One of the unique things that distinguished Israel's God from other gods was the way he personally communicated with his people in ways they could understand" (Livermore, 2009, p. 33). Not only are students at Christian international schools often from a variety of cultures, but Christian international schools often have students from the United States that are described as third culture kids. Morales (2015) pointed out that "although international mobility can expose students to unique experiences, it can also be stressful for children, especially during their formative years" (p. 51). Christian educators in international setting have a responsibility to engage students from

different cultures. That being said, Christian educators also have a responsibility of understanding third culture kids and showing them God's love in a way that they can understand.

ACSI curriculum development. Curriculum development in ACSI international schools is connected to ACSI accreditation (ACSI, 2016d). For schools that will be going through the accreditation process for the first time, the first step of the process begins with the school sending an application to ACSI requesting to begin the process. If the school is planning on pursing joint accreditation with another accreditation agency that ACSI works with, the school will make those intentions known in the application. The next step of the accreditation process is that ACSI will send a consultant to the school mainly to meet with the leadership of the school in order to determine if the school will be able to work through the rest of the accreditation process within three years. If it is determined that the school will be able to work through the process in three years, a consultant is assigned to the school. International schools are required to then have another visit six to nine months before the team visit. Before the team visit, schools are required to complete a self-study. The school will create committees for each of the standards, and faculty, staff, and stakeholders will be on the different committees. Within each standard, the school is expected to comply with different indicators. Schools can either be in noncompliance, partial compliance, compliance, or exceeds compliance. The committees have four responsibilities for each standard: the committee will rate the school for each of the indicators, identify the strengths and weaknesses for that standard, write a narrative describing the school for that standard, and "compile a list of evidence which the school used to rate the indicator" (ACSI, 2016d, p. 2). The last part of the initial accreditation for the school is the team visit. ACSI identifies the main purpose of the accreditation team visit " is to verify the integrity of the self-study and observe that the standards are being met" (p. 3). The team then sends its

recommendations for accreditation to the global office where it makes the final decision for accreditation. Any major recommendations from the accreditation team should be incorporated in the school's improvement plan. In order to maintain accreditation, the school will send annual reports. For an international school, ACSI will conduct a midterm visit (ACSI, 2016d).

ACSI curriculum guides. When an ACSI accreditation team comes to a school, the schools are expected to meet standards that focus on different aspects of a school environment (ACSI, 2016d). One of the standards that teachers are expected to meet is a standard that focuses on instructional programs and resources. One of the major elements of instructional programs and resources is the creation of a curriculum plans/maps. ACSI identifies the main components of curriculum maps, which include:

> (1) schoolwide expected student outcomes, (2) scope and sequence of instruction for each subject area at each grade level, (3) biblical integration concepts, (4) school-selected standards, and (5) assessments. The plans course goals and objectives, resources, as well as the time allotted for each unit. (p. 13)

The key to an effective curriculum guide is to keep the curriculum up-to-date. ACSI believes that, "As a school matures and adjusts its instructional program, the curriculum guide/plan must change as well" (p. 30). When a teacher begins teaching at a new school, a curriculum guide/plan may be helpful in providing guidance for the teacher in terms of what is expected of him or her when it comes to curriculum (ACSI, 2016d).

The following are some of the requirements included in a curriculum guide for each core subject area: an introduction and educational philosophy, a curriculum map, time frames, instructional goals, resources, integrative elements, schoolwide expected student outcomes, instructional objectives, instructional methods, assessment techniques, and standards alignment

(ACSI, 2016d). The introduction and educational philosophy for each core instructional area should be written in narrative form and should include "the school's approach to that subject, the biblical foundation for teaching this subject, and any suggestions that might help the users of the guide with this course or content" (ACSI, 2016d, p. 30). When the school is creating the initial curriculum guide, the school should include instructional goals for each course. When the curriculum guide is close to the completion, the curriculum guide should also include school-wide expected student outcomes and specific instructional objectives for each unit. A scope and sequence shows what content is taught during each course and in what order the content will be taught. Curriculum guides will also provide time frames, materials used, Biblical integration, instructional methods, and evaluation techniques for each unit.

Schools can use whatever tools best suit their situation to organize their curriculum guides and documents. Schools may choose to construct a curriculum map that is a hard copy, electronic, or web based (ACSI, 2016d). The construction of an electronic curriculum map might involve teachers using a specific template provided by the school and entering information into the template in a word document. Schools then may choose to print out the word document in order to have the curriculum guide available as a hard copy. One program that international schools, including Christian international schools, are using is a program called Atlas Rubicon. This is software in which schools can store all of their curriculum documents (Sutherland, Price & Harris, 2014). Other curriculum mapping software is available such as Curriculum Trak. ACSI (2016d) recommends that schools use curriculum-mapping software "because of the significant enhancement that technology brings to the school's ongoing curriculum development review and analysis" (p. 31).

While the curriculum guide is one of the main pieces of the instructional program and resources standard, there are a few other critical indicators that are part of this particular standard (ACSI, 2016d, pp. 22-23). If the indicator is labeled "critical," then it must be met in order for the school to obtain accreditation. One of the first critical indicators is that the school must be able to show that the curriculum is taught from a biblical worldview. In addition, the school must include Bible as one of the core subjects. Next, the school must show that "there is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over time to accomplish the expected student outcomes" (ACSI, 2016d, pp. 22-23). The school should then be able to take the data from these assessments and be able to identify trends that are taking place within the school, identify strengths and challenges for individual students, identify factors that could be impacting different groups of students, and compare the data to groups outside of the school (ACSI, 2016d, pp. 22-23). Teachers should be able to analyze data and use this information to improve the curriculum.

Summary

Earley and Ang argue that some people are able to adapt to a new culture and therefore are able to work with other people in a new cultural setting. Kolb's experiential learning theory informs this conversation by showing that learning is a process. This literature review shows that an extensive amount of research and discussion has taken place surrounding curriculum development. Research has also focused on different aspects of international schools including teacher motivation to teach in international schools, international education preparation programs, teacher challenges, teacher turnover, curriculum challenges, and the TCK phenomenon that takes place in international schools. Little research has been done on ACSI international schools, and even less research has been done that focuses on ACSI international

school curriculum decisions. That being said, ACSI does have procedures and protocols in place for developing curriculum. In this literature review, research has shown that culture does have an impact on a teacher's experiences when the teacher is teaching outside of their home country. A gap in educational research exists in the area of curriculum development in ACSI international schools, and there is value in giving voice to teachers who are going through the process of developing curriculum in international schools.

CHAPTER THREE: METHODS

Overview

The purpose of this phenomenological study is to describe the experiences of first-year teachers developing curriculum at ACSI international schools. In this chapter, the research design of transcendental phenomenology (Moustakas, 1994) will be described and research questions are restated. The setting for the study is identified and the reasoning behind the choice of setting is explained. The participants are described, including sample size and sample selection procedures. Next, the researcher's role in the study is explained. The data collection and data analysis methods, which are based on Moustakas' transcendental design, are then discussed. Lastly, trustworthiness and ethical considerations are addressed.

Design

Moustakas (1994) described transcendental phenomenology as the process by which a researcher seeks to learn about participants' experiences with a phenomenon as it appears to those participants. Moustakas stated that, with transcendental phenomenology, the goal is to describe the phenomenon as opposed to analyzing or interpreting the phenomenon. By describing the phenomenon, the researcher understands the essence of it. For this study, I sought to understand the experiences of new teachers at ACSI schools as they worked to develop curriculum during their first year of teaching in the international school. Participants for this study may have taught at a previous international school; however, I will focus this study on the teachers' experiences at their current international school, specifically focusing on their experiences during their first year teaching at their current international school. The goal was to understand the essence of the phenomenon and not to analyze or interpret the participants' experiences, as one would attempt to do in hermeneutic phenomenology (Moustakas, 1994).

Moustakas (1994) argued that the researcher in a transcendental phenomenological study should ask specific questions to help the researcher understand the phenomenon being studied. Researchers must ask the right questions in order to obtain data that will help them understand the participants' experiences, therefore helping to understand the essence of the phenomenon. Consequently, in this study, a photo narrative activity and interview questions helped glean an understanding of the participants' experiences.

I moved through Moustakas' (1990) phases of analysis by first immersing myself in the data that was collected and then taking the time to process the data. This required me to analyze data as it came in as opposed to waiting until all the data was collected and then analyzing it. Once interviews were conducted and photo narratives and curriculum documents were received, the interview was then transcribed, and the process of analyzing the data began. As data was analyzed, themes emerged as a part of illumination, and then patterns emerged as a part of explication. In the end, connections were made between the participants' experiences in an effort to synthesize the participants' experiences.

Research Questions

RQ1: How do first-year teachers describe their experiences developing curriculum during their first year of teaching at an international Christian school?

RQ2: What challenges do first-year teachers encounter when beginning to develop curriculum for their classes?

RQ3: What are first-year teachers' expectations of support during curriculum development?

RQ4: How do first-year teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum?

Setting

The setting for this study was ACSI international schools in Southeast Asia, Africa, Central America, and South America. The goal of this study was to hear the experiences of teachers teaching at ACSI international schools. The experiences of international teachers are different than the experiences of teachers teaching in their home country because teachers working in international schools are often confronted with challenges associated with culture (Halicioglu, 2015). In order to focus the study, I chose to collect data solely from ACSI schools and not from international schools in general. One of the main reasons for focusing on ACSI international schools is that little research exists that focuses on curriculum development in ACSI international schools; therefore, this study helps to identify and address a gap in the literature.

After securing approval from ACSI to contact ACSI international schools, ACSI international schools were contacted through email. The director or principal was asked if their school would be interested in participating in a dissertation study. Participants were also contacted directly and asked to complete the questionnaire if they were willing to participate in the study. Snowball sampling was used to identify participants to participate in the study (Patton, 2015). The requirements for the schools to participate in the dissertation study were that the school be outside of the United States and that the school be accredited by ACSI. All interviews took place over video platforms such as Facetime or Skype. All collection of photo narratives and curriculum documents took place through email.

Participants

The participants for this study were a purposeful sample of 8 participants. In order to address maximum variation, participants were chosen from multiple international schools. The

participants for this study were teachers with a degree from an American college or university teaching at an ACSI international school. The participants for this study were purposefully selected classroom teachers who had been teaching at the school at least one year, but no more than three years. While teachers were included who have been teaching at the school up to three years, the focus of this study was collecting data about their experiences during their first year teaching at the ACSI international school. When it was possible, potential participants were utilized who were as close to their first year of teaching at the school as possible. However, sometimes, turnover at international schools is high (Mancuso et al., 2011). Consequently, some schools had experienced a high level of turnover, and it was sometimes necessary to use participants who had been at the school for up to three years. However, when the teachers were interviewed and when they were completing their photo narrative, it was made clear that the teachers should refer back to experiences that took place during their first year teaching at the school. In addition, participants had to be classroom teachers who were responsible for developing curriculum. Developing curriculum can be as simple as creating and implementing lesson plans or as complex as creating standards, curriculum maps, and unit plans for the curriculum guide (Wiles & Bondi, 2015).

One of the essential components of choosing participants is to identify participants who have experienced the phenomenon first hand (Moustakas, 1994; Patton, 2015). In order to identify participants who had experienced the phenomenon of developing curriculum at an international school, teachers at the schools were given questionnaires. In the questionnaires, teachers were given a description of what would be required of participants in the study. Teachers were asked to provide their name and email address so that they could be contacted if they were chosen to participate in the study. Teachers were first asked if they have been teaching

at their current ACSI international school for three years or less. This study was focusing on a teacher's first year at an ACSI international school, so teachers who had been teaching at the school for more than three years did not participate in this study. Because of high levels of turnover at international schools, teachers who were in their second or third year of teaching were potential participants. However, the teachers who were chosen first to participate in the study were teachers who were the closest to their first year teaching at the school. Next, teachers were asked if they had a degree from an American university in order to focus the study on teachers who had an American college education and were teaching in an international setting. Considering that cultural intelligence is one of the main theories that this study is built on, it is important to try to narrow the participants to teachers who are more likely to be teaching in a culture that is not their own. Teachers were then asked if they have developed curriculum. The phenomenon of this study centers on the teachers experiences developing curriculum. Therefore, it was essential that the participants had the experience of developing curriculum. The last question that was asked was whether or not the teacher was interested in participating in the study. In order to address maximum variation, participants were chosen from multiple international schools.

Procedures

After receiving permission from ACSI to conduct the study and obtaining IRB approval, international schools were contacted to inquire as to whether or not they were interested in participating in the study. Potential participants were also contacted directly, and in some situations snowball sampling was utilized. Potential participants were asked to complete the online survey questionnaire (Appendix A). The online survey questionnaires were reviewed and all teachers who had completed their first year teaching at the international school or had been at

the school for up to three years, had an American degree, and had experience developing curriculum were considered for the study. Teachers who were closest to the their first year teaching were chosen to the participate first. If teachers met all of the criteria listed on the online survey questionnaire, they were emailed the consent form (Appendix B), and they were asked to sign and return the form. Teachers were interviewed using a video platform such as Skype or Facetime. After the teachers were interviewed, a request was made that teachers provide me with the teacher's handbook for their school as well as the curriculum guide documents for the grade level or subject they taught. In addition, teachers were asked to provide three pictures that described their experiences during their first year teaching at their current international school and write a short explanation about how those pictures described their adjustment to the new country or new school (Appendix C). In some cases, teachers were asked to complete the photo narrative and send the curriculum documents before the interview. After each interview, either a transcription company or I transcribed the interview. Participants were then sent the transcript to check for accuracy.

The Researcher's Role

I have had the experience of teaching at international schools in Casablanca, Morocco, and Bucharest, Romania. Additionally, I was a part of an accreditation team in which my role was to focus on the curriculum of the school. Also, I worked as a curriculum coordinator, working to help teachers develop the curriculum for their schools. Therefore, I have experiences developing curriculum, and I have had experiences guiding the curriculum process. In addition to developing curriculum, I have also had the experience of adjusting to life in new cultures in both Morocco and Romania. My desire was to hear the voices of the teachers in this study (Moustakas, 1994), so I bracketed my experiences in order to prevent my experiences from

influencing the study. Moustakas explained that by "bracketing" their own experiences, researchers are able to have a clearer understanding of the phenomenon from the participants' experiences and points of view. Bracketing is when researchers "set aside their experiences, as much as possible, to take a fresh perspective toward the phenomenon under examination" (Creswell, 2013, p. 83). I bracketed my experiences by journaling my thoughts, experiences, and reactions as I collected and analyzed data.

My relationship with the participants was solely in connection with this study. I did not have any previous connections to the participants before conducting this study. My role was to collect data about the teachers' experiences developing curriculum during their first year. I introduced myself to the participants when I emailed them to ask them to participate in the study. Then, I interviewed the participants and collected the photo narrative in order to learn more about their experiences. I worked with the teachers to collect documents that I then analyzed. All participant were interviewed via a video platform.

Data Collection

Data were collected to describe the experiences of first-year teachers developing curriculum at ACSI international schools. Patton (2015) claimed that triangulating methods helps the researcher to see different parts of a phenomenon. Therefore, multiple methods were used for this study, in order to triangulate the data. The data collection methods for this study included analyzing school documents, a photo narrative, and interviews. Creswell (2013) encouraged researchers to consider creative means of collecting data. While the photo narrative is not a common data collection method, it is a method that researchers are starting to use in their studies (Casey, 2016; Snyder, 2012). Snyder (2012) discussed seeking a data collection method that was not time intensive but would produce rich data, and the photo narrative falls into that category.

Observations were not utilized because observation data would not be the most useful data for this study and because the observations would have to take place while I was visiting the school, and that time needed to be spent conducting interviews. Also, in some situations, travel to the schools was not possible; consequently, observations were not a practical data collection method for this study. Travel to the schools was not always possible because participants were located in widespread global locations. Instead, documents were collected such as teacher handbooks and curriculum guides. Creswell suggested having teachers do journaling. A potential concern with having teachers journal was that they might not have the time to journal and, therefore, would not have participated in the study. Consideration was given to the thought that teachers may have the time to respond to a photo narrative and participate in an interview and may even appreciate the fact that they were given the opportunity to voice their thoughts on this subject. Moustakas (1994) stated, "Typically in the phenomenological investigation, the long interview is the method through which data is collected on the topic and question" (p. 114). So, interviews were one of the main sources of data collection.

Online Survey Questionnaire

An online survey questionnaire was sent to potential participants in order to see if participants met the criteria for this study (Appendix A). The questions in the online survey questionnaire were meant to identify potential participants who worked at an ACSI international school, who had a bachelor's degree from an American university, who had experience with curriculum, and who were interested in participating in the study. The potential participants who met the criteria were then given a consent form to read and sign.

Document Analysis

All ACSI schools were required to have a teacher handbook and a curriculum guide if they are an accredited ACSI school (ACSI, 2014). For the purposes of this study, it was helpful to understand the curriculum development procedures at the school as well as be able to see what curriculum documents were available. I requested the teacher handbook in order to give insight into the procedures of the ACSI school, and the curriculum documents were reviewed to understand the format of the curriculum documents for that ACSI school.

Photo Narrative

Snyder (2012) conducted a study in which he had participants take pictures that would help him understand the participants' professional lives as educators. In the study, Snyder had teachers use a 20- shot disposable camera to take pictures, and he had the teachers write about how each picture described the teacher's experience as an educator. Casey (2016) used a variation of Snyder's data collection method; however, Casey chose to have educators choose 2-3 images that illustrated their "professional growth" and then educators wrote "a brief description in a narrative formation of the 'teacher you have become'" (p. 167). For this study, teachers chose three pictures from their first year teaching to insert into a Word document. Then, the teachers wrote a short description explaining how the pictures illustrated their adjustment to a new country, culture, or school.

Interviews

Some schools were given the option of having me travel to their country to conduct the interviews. Since the schools in this study only had one to two participants, it was more practical to conduct the interviews over a video platform such as Skype of Facetime.

Interview Questions. The following open-ended, semi-structured interview questions were asked:

1. Why did you become a teacher?
2. Please explain why you decided to teach overseas.
3. What previous intercultural experiences have you had and how do you believe these experiences have affected your first year at your current international school?
4. What intercultural experiences do you wish you had prior to teaching at your current international school?
5. What do you think are some of the benefits to intercultural training, exposure, or mentoring before one's first year teaching at an international school?
6. What challenges did you face as you transitioned to a new culture?
7. What highlights did you experience as you transitioned to a new culture?
8. During your first year teaching at your current international school, what experiences did you have developing lessons and curriculum?
9. What resources were available to assist you in curriculum development?
10. What role did other teachers at your school play in developing curriculum?
11. Describe the curriculum, materials, and resources that were given to you by the administration during your first year teaching at your current international school to help you develop lessons and the curriculum?
12. What advice or suggestions did you receive from teachers that have been working at the school for more than one year?
13. What type of curriculum support were you expecting from your mentor and/or administration?
14. What did the administration and your mentor do during your first year, in terms of curriculum support, that you have found helpful?

15. What are some examples of curriculum support that you wish your mentor or administration would have helped you with?
16. What direction were you given for long term planning for your classes?
17. What direction were you given for planning your lessons?
18. What are some of the challenges you felt as you began to think about lesson plans and long term planning?
19. What were some of the aspects of lesson plans and long term planning that you felt confident about? Why?
20. In the process of developing curriculum, what changes did you make while working through the process and why did you make those changes?
21. How would you describe your most beneficial, supportive, or empowering experience developing curriculum? Why?
22. Is there anything else about this subject you would like to share?
23. If need be, for clarification purposes, would it be okay if I emailed or called you?

For this interview, broad questions were used with the hope that they would "facilitate the obtaining of rich, vital, substantive descriptions of the co-researchers experience of the phenomenon" (Moustakas, 1994, p. 115). Question 1 is an icebreaker question. The first question was meant to help the participant feel comfortable with the interview process and to help the interviewer get to know the participant (Moustakas, 1994). Teachers decide to teach in international schools for many different reasons (Savva, 2013). Teachers often move overseas because of a desire to explore and discover; however, often these same teachers are confronted with the reality of being considered the "other" (Savva, 2013). Question 2 gave the participant an opportunity to explain why they decided to teach overseas. If the reason that teacher decided to

move overseas is significant enough, that might be the catalyst that causes a teacher to stay when they are confronted with great challenges.

Earley and Ang (2003) argue that cultural intelligence impacts success in a work environment. The participants in this study were teaching in cultures that were new to them; consequently, they were able to speak to the role that culture played in their experiences developing curriculum at an ACSI international school in a new environment. Questions 3-7 asked participants about their previous and current experiences with culture.

Teachers go through a process as they develop curriculum (Wiles & Bondi, 2015). Waterval et al. (2015) found that it was not effective for schools to take a curriculum from one school and try to use that same curriculum in another school without making adjustments. The question then becomes, practically speaking: Do the teachers make the adjustments, does the administration make the adjustments, or are no adjustments made when a new curriculum is introduced to a school? Questions 8, 19, 20, and 21 focused on how teachers develop curriculum at their schools. These questions provided the researcher with data about teachers' experiences working through the curriculum development process at an ACSI international schools.

Questions 9-17 focused on the support that teachers receive when developing curriculum in an international setting. Some schools have found professional learning communities to be effective at supporting teachers with curriculum development. For instance, schools in China found that professional learning communities empowered teachers and made them more receptive to curriculum reforms (Song, 2012). Question 18 centered on any challenges that teachers face when developing curriculum in an international setting. Questions 22 and 23 gave the teachers the opportunity to share anything that might have been on their mind and asked for permission for the researcher to follow up.

Interviews were recorded and transcribed. Interviews were either transcribed by a transcription company or were transcribed by the researcher of this study. Patton (2015) defined member checking as "verifying data, findings, and interpretations with the participants in the study" (p. 524). In order to verify the data in this study, I asked participants to read over the transcripts to ensure that the participants were comfortable with everything that was in the transcript. If participants decided that they did not want something included in the interview, the information was removed from the transcript. After a few participants had given interviews, it was decided that the participants age and race would be included as part of the data collection. Therefore, I had to email a few of the participants to ask them for the additional information of their race and age.

Data Analysis

Data analysis followed Moustakas' (1994) method of analysis, which is a "modification of the Van Kaam methods of analysis of phenomenological data" (p. 120). Data analysis involved bracketing, phenomenological reduction, imaginative variation, and composite textural and structural descriptions. The end result of data analysis was a written description of the essence of teachers' experiences developing curriculum in an ACSI international school during their first year.

Bracketing was used in this study to ensure that the focus of the study was on the experiences of the participants and not on the experiences of the researcher (Creswell, 2013; Moustakas, 1994). I bracketed my experiences by journaling my thoughts, experiences, and reactions as I analyzed data. This was especially relevant in this study because I had experienced the phenomenon that is the center of this study. Being conscious of the fact that my preconceived notions about the phenomenon could influence the study was in itself an act of bracketing. In

addition to intentional awareness of my potential bias, I used reflective notes to help process through any of my own thoughts that might influence the study.

I read through and reviewed the transcripts of the interviews, the photo narratives, and the school documents. Following Moustakas' (1994) method, the data analysis began with horizonalization, which involved listing "every expression relevant to the experience" (p. 120). Expressions were identified in the data that encompassed the experiences of first-year teachers developing curriculum at ACSI schools. After the initial review of the data, I went back through and highlighted the phrases that I thought might lead to a code. Then, I labeled the highlighted parts with a subcategory code. The subcategory codes were than grouped into a category code. After labeling the expressions, the next step was to "cluster the invariant constituents of the experience that [were] related into a thematic label" (p. 120). Transcripts were checked to make sure that what the participants were expressing, in the writing or interview, supported the theme that had been identified. The next part of the process involved writing descriptions. An "individual textural description" and an "individual structural description" were written for each participant (p. 120).

After working through phenomenological reduction, I worked through imaginative variation. The goal of imaginative variation is to "arrive at structural descriptions of an experience… the "how" that speaks to conditions that illuminate the "what" of experience" (Moustakas, 1994, p. 98). Themes were identified that were common among the participants, so I moved forward to identify how it came to be that these participants all came to have this shared experience.

Imaginative variation led to the writing of composite textural and structural descriptions. "From the Individual Textural-Structural Descriptions," the objective was to "develop a

Composite Description of the meanings and essences of the experience, representing the group as a whole" (Moustakas, 1994, p. 120). Composite descriptions were based on the participant's individual descriptions. Composite textural and structural descriptions were used to describe the essence of a teacher's experience developing curriculum in an ACSI international schools based on the experiences of the participants.

Trustworthiness

In order to ensure credibility, dependability, confirmability, and transferability, triangulation, member checking, and peer reviews were used. The data were triangulated by using three methods of data collection: interviews, document analysis, and a photo narrative. "Consistency of findings across the types of data increases confidence in the confirmed patterns and themes" (Patton, 2015, p. 660). The participants read over the findings of the study. Member checking ensured that that findings accurately reflected what the participants intended to communicate. A peer with more experience with qualitative studies reviewed the different steps of the study. A peer review helped the researcher see any mistakes made. "Having more than one eye look and think about the data, identify patterns and themes, and test conclusions and explanations reduces concerns about the potential biases and selective perception of a single analyst" (Patton, 2015, p. 660).

Credibility

The credibility of a study involves four elements: "systematic in-depth fieldwork," "systematic and conscientious analysis of data," "credibility of the inquirer," "and readers' and users' philosophical belief in the value of qualitative inquiry" (Patton, 2015, p. 652). Some of the ways that the study had in-depth fieldwork was by collecting data in a variety of ways, including analyzing documents, conducting interviews, and having teachers complete a photo narrative

activity. In addition, teachers were interviewed in person when it was possible and a pilot study was conducted that allowed the researcher to work on her interviewing skills and to see if there were any flaws in the photo narrative. By using Moustakas' (1994) method of analyzing data, a systematic analysis of the data was used for the study. In order to be a credible inquirer, the researcher was committed to "understand the world as it unfolds, be true to the complexities and multiple perspectives as they emerge, and be balanced in reporting both confirming and disconfirming evidence with regards to any conclusion offered" (Patton, 2015, p. 58).

Dependability and Confirmability

In order to establish dependability, the analysis process took place in a logical manner (Lincoln & Guba, 1985) by using a consistent method of identifying codes and then by using Moustakas' (1994) method of analysis. All parts of the data collection and analysis were documented, thus ensuring that all information was traceable (Lincoln & Guba, 1985). All interviews were recorded and kept in a safe and secure location, and all documents and transcripts were kept in a secure location as well. Confirmability involves linking the findings to the data (Lincoln & Guba, 1985). By conducting a thorough literature review, I established a strong understanding of the research done on curriculum development and international schools. As the data of this study were analyzed, further review of the literature took place in order to identify literature that supported or contradicted the data.

Transferability

Lincoln and Guba (1985) claimed that transferability requires the researcher to have analyzed enough data that another researcher in the same situation would be able to identify similarities between the two similar situations. I went in depth describing the different

participants and contexts so that another researcher would be able to identify similarities or differences between this study and the other researchers' study.

Ethical Considerations

In order to protect the privacy of the participants, pseudonyms were created for all the participants and the names of the schools. Regions were used to describe locations of the schools as opposed to countries in order to ensure anonymity of the schools and the participants. For the privacy of the interviewees, the interviews took place wherever the interviewee chose. Teachers may not feel comfortable sending their photo narrative through email. Therefore, the teachers were given the option of submitting the photo narrative during the interviews at the school, or they were able to send their photo narratives through the mail. A password-protected computer was used when collecting and storing data. Any hard copies with sensitive information were kept in a locked cabinet. Data were not collected from any participants until IRB approval had been given and until participants had completed a consent form.

Summary

In this chapter, the design of the study, which was a transcendental phenomenology design, was described and the four research questions that guided this study were stated. The participants and the setting were outlined, which included teachers teaching in ACSI international schools. The researcher's role in this study was communicated. Data collection methods were explained, which involved analyzing documents, a photo narrative, and interview of participants. The data analysis of this study, which followed Moustakas' (1994) method, was detailed, and the researcher explained how she utilized Moustakas' (1994) method. Lastly, trustworthiness and ethical considerations were described.

CHAPTER FOUR: FINDINGS

Overview

This chapter reports the findings of this transcendental phenomenological study. In this phenomenological study, I described the experiences of teachers at ACSI international schools during the process of developing curriculum for their classes during their first year of teaching at the school. The following research questions guided this study: (a) How do first-year teachers describe their experiences developing curriculum during their first year of teaching at an international Christian school? (b) What challenges do first-year teachers encounter when beginning to develop curriculum for their classes? (c) What are first-year teachers' expectations of support during curriculum development? (d) How do first-year teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum*?* Participant descriptions and demographics are presented. I followed Moustakas' method of data analysis, which began with horizonalization. Expressions were given a subcategory code and then a category code, which then led to a thematic label. The following themes emerged as a result of analyzing teacher interviews, photo narratives, and curriculum documents: (a) decision to teach internationally, (b) first year challenges teaching overseas, (c) outgrowth of living cross culturally, (d) developing curriculum at an international school, and (e) challenges to developing curriculum in an international school.

Participants

A link to an online questionnaire was sent out to potential participants. Eleven teachers completed the questionnaire. Eight of the teachers who completed the questionnaire met the criteria of the study and chose to participate in the study. Two of the teachers that completed the questionnaire chose not to participate in the study, and one of the teachers that completed the

questionnaire did not meet the criteria of the study. Data saturation was met using the data collected from the eight participants. Participants were assigned the following pseudonyms: Alexandra, Brittany, Camilla, Diana, Elizabeth, Henry, Fiona, and Isabelle. All of the participants were in their twenties. Seven of the eight participants were female and one of the participants was male. Seven of the eight participants were Caucasian and one of the participants was Filipino/Lithuanian. Two of the participants were in the midst of their first year at their international school. Five of the participants had completed two years at their international school. One of the participants was currently not teaching at an ASCI school, but she was teaching at an ACSI school the year and a half prior to this year. All data collection from this participant focused on her time at the ACSI school. Regions were used to describe locations of the schools as opposed to countries in order to ensure anonymity of the schools and the participants. Diana and Isabelle taught at the same international school in Africa; all other participants taught at different international schools. Two participants were teaching at international schools in Southeast Asia; three participants were teaching at international schools in Central America; and one teacher was teaching at an international school in South America. Participants had a variety of different experience developing curriculum.

Table 1

Participant Demographic Overview

Participant	Age	Gender	Ethnicity	Years Completed at an ACSI International School	ACSI School Location	Curriculum Participation
Alexandra	25	Female	Caucasian	2	Southeast Asia	lesson planning, developing units, developing instructional guides, choosing curriculum
Brittany	24	Female	Caucasian	2	Central America	lesson planning, developing units, developing instructional guides
Camilla	25	Female	Caucasian	2	Central America	lesson planning, developing curriculum guides, choosing curriculum
Diana	24	Female	Caucasian	1.5	Africa	lesson planning, developing units, developing instructional guides, choosing curriculum
Elizabeth	22	Female	Filipino/ Lithuanian	First Year	Southeast Asia	lesson planning, developing units, developing instructional guides, choosing curriculum standards and/or standards alignment, choosing curriculum

Participant	Age	Gender	Ethnicity	Years Completed at ACSI International School	ACSI School Location	Curriculum Participation
Fiona	21	Female	Caucasian	First Year	South America	lesson planning, developing units, developing curriculum guide
Henry	24	Male	Caucasian	2	Central America	lesson planning, developing units, developing instructional guides, choosing curriculum
Isabelle	24	Female	Caucasian	2	Africa	lesson planning, developing units

Alexandra

Alexandra, age 25, taught Grade 3 at an international school in Southeast Asia that uses an International Baccalaureate (IB) curriculum. Alexandra wanted to teach overseas because she loved doing new things and learning about new cultures. In college, Alexandra traveled to India twice. She traveled to India the first time to work as a nanny, and the second trip to India was to work at an orphanage. Alexandra was the only English speaker at the orphanage, and as a result, Alexandra described that time in India as one of the loneliest times of her life. However, through this loneliness, Alexandra found that she could do things completely on her own, and she also learned how to communicate appropriately in Indian culture by speaking more indirectly. Alexandra's student teaching and first year of teaching took place in Title 1 schools.

One of the challenges that Alexandra faced while adjusting to the culture in a new country was trying to accomplish everyday tasks. The everyday tasks that she attempted to accomplish, like paying the phone bill and getting around, were challenging because she had to

ask people for help in order to accomplish those tasks. One of the highlights of her experience transitioning to a new culture was the community that was developed among the expatriate community. Alexandra found that developing this sense of community with other expatriates was a matter of survival, and was particularly special because they were all going through similar challenges together.

During Alexandra's first year at her school, she worked closely with her Grade 3 team to brainstorm how they were going to teach the information that was in the scope and sequence document. The school provided several resources for Alexandra and her team to pull from, and Alexandra and her team used resources that previous teachers had left behind. When the grade level team would do their collaborative planning before each unit, specialists in the school—like the art or music teacher—were invited to be a part of the meeting to see how they could integrate what is being taught in the grade-three lessons into their art or music lesson. Alexandra expected to create much of her curriculum, because the school is an IB school and there is not a set curriculum. Alexandra did not have an official mentor, but the other grade-level teacher played the role of the mentor and Alexandra was thankful for her. Alexandra expressed that it would have been helpful to have all resources in one place, because some of the resources she did not know existed at first. Alexandra felt confident about taking assessment, projects, and essays and breaking them down so that students were able to do what was asked of them.

Brittany

Brittany, age 24, taught Grade 3 at an international school in Central America. Brittany described her decision to teach overseas as a calling. While Brittany did have some previous intercultural experiences including a trip to Haiti during her senior year of college, Brittany found that much of the preparation for teaching internationally came about through her own

research. One of the challenges that Brittany faced when coming to teach abroad was that she encountered so many new experiences. She had to learn to live in a new culture with new people at a new school while being a beginning teacher.

One of the highlights that Brittany experienced while transitioning to a new culture was working with teachers from Central America. Brittany also enjoyed immersing herself in the culture. She pointed out that she lives about 30 minutes outside the city, and the other teachers who live around her speak the same language, have the same jobs, and enjoy similar things. Brittany pointed out that it is easy for people in this situation to get stuck in their own little world. However, by going into the city to do things like go to the farmer's market, Brittany was able to learn more about culture.

During Brittany's first year, two other third grade teachers took Brittany under their wing. For the first month, the two other third grade teachers planned for Brittany. After the first month, the other two teachers gave Brittany a couple of subjects to plan for. Brittany would meet with the other two teachers to share her plans and the teachers would give her feedback. Brittany appreciated this team approach. The school had a curriculum template in the form of a Microsoft Word document, but Brittany found the curriculum template to be messy and out of date. The third and forth grade teachers would get together to make updates to the curriculum template; however, Brittany did not feel qualified to make changes to it. On the whole, Brittany found her fellow second grade teachers to be more helpful than the curriculum template. Brittany did point out that since her first year, the school hired a curriculum coordinator whose sole focus was curriculum and the school started using a website called Curriculum Trak to plug in lesson plans and units and she has found that website to be helpful.

The textbooks that Brittany used for her classroom came with resources. All of the students had textbooks, and Brittany had a teacher's edition, which had extra resources and day-by-day plans. For math and reading, Brittany had access to an online platform that included PowerPoints, games, and videos. The reading curriculum came with chapter books, magazines, and picture books. The math and Bible curriculum came with workbooks for the students. Brittany felt like it would have been helpful to have more support with the online resources. She was given a username and password for the online resources, and she used the online resources to find handouts. However, Brittany felt like additional training might have helped her to use other components of the online resources that might have been useful in her lessons. Overall, Brittney voiced that having the textbooks to follow gave her confidence during her first year.

Brittany was surprised that there was not as much of a focus on standards as there had been in her teacher education classes in college. Brittany pointed out that in college the expectation was that lessons were built based on specific standards. During her first year, Brittany said she had objectives for her lesson plans, but the objectives were not based upon specific standards.

Camilla

Camilla, age 25, taught Grade 3 at an international school in Central America. Camilla became a teacher because of the positive influence of her Spanish teacher in high school. Camilla was currently working on her master's degree, and she has found that many of the effective teaching methods that she was learning about in her classes are methods that she saw her Spanish teacher use in high school. Camilla has a love for Latin- American culture. She had visited Central America several times, studied abroad in Peru, and lived in Mexico for a month.

Camilla's familiarity with Spanish and Latin culture has allowed Camilla to focus on her work and not be so stressed out about the cultural effects that come with living in a foreign country.

Despite the fact that Camilla had visited several different countries in Latin America, one of the challenges that Camilla has encountered is that she does not feel comfortable walking around the country where she lives by herself. In contrast, Camilla felt comfortable walking around by herself in other Latin American countries. Camilla points out that there is a significant risk to her safety that is not present in other countries she has traveled to. One of the highlights Camilla experienced as she transitioned to a new culture was meeting new people and learning about them. Camilla also described enjoying and trying new food as one of her favorite things when transitioning to a new culture.

Camilla's school had curriculum guides that were kept in binders. During her first year, Camilla would take the content from the curriculum guides, and she would decide what she was going to teach on each day. If she did not like what was in the curriculum guide, she would replace it with something else. Camilla was also given past lesson plans and told to make changes as needed to make them her own. One particularly empowering and liberating experience that Camilla had with developing curriculum was when she found that a unit was too long and needed to be changed. She consulted with the curriculum coordinator who told her to go ahead and make the changes. She made the changes that were needed to improve the unit.

Camilla indicated that the school did not have many textbooks or workbooks for the different subjects that she taught. Camilla was provided a reading and math textbook, and a math workbook. Handouts and activities were provided in the curriculum guide binder for the different subjects. While Camilla did appreciate having the binders as a guide during her first year, the binders did not provide enough resources for subjects that do not have textbooks. Camilla found

her own multimedia resources like YouTube clips and online activities to help beef up her lessons.

Camilla did not have a mentor, but she described her third grade team leader as an encourager who would give constant feedback on any lesson plans, quizzes, or tests. Camilla would meet with the third grade team leader/coordinator and at those meetings the team leader would tell her the things in the curriculum that were good and the things that needed to change. One way that the team leader would support her third grade team that Camilla found helpful was that she would send lesson plan exemplars to Camilla and the other new third grade teacher.

Overall, Camilla said it was hard to get lost with curriculum because of the scope and sequence and lesson plans that were provided for her. Camilla felt that more of her focus during her first year was on how to manage her classroom. When it came to curriculum, Camilla said she relied on her team leader and she felt that if she was doing something wrong that the team leader would tell her. Camilla would then do her best to fix the problem.

Diana

Diana, age 24, taught fourth grade at an international school in Africa. At the time of the interview, she was not working at an ACSI international school; however, since she had taught at the ACSI international school within the last three years, she was included in this study. The focus of the interview and photo narrative was on her first year in Africa.

Diana described herself as a TCK (third culture kid). Diana grew up attending international schools in Japan. Diana wanted to become a teacher because she saw that teachers at international schools have the potential to make a positive impact on students who are living between cultures and who may need an extra support system. Diana felt called to work with the families of TCKs. Diana had many intercultural experiences before teaching in an international

school. Diana completed her student teaching overseas and she also completed the intercultural training that was offered by her school. Diana did not feel like she had trouble transitioning to a new culture. In the country where she lived while she was teaching at the ACSI school, the culture is warm and welcoming, and everyone speaks English. Previous cultures that Diana lived in required her to learn a new language and had more of an inside-outside mentality. Because the culture is so welcoming, Diana was able to engage with the culture by attending a wedding, making friends, and being a part of a church choir.

At the beginning of Diana's first year at her international school, she was surprised by the number of resources in her classroom. The challenge that Diana faced was that many of the resources were unorganized and not relevant. Diana kept the core curriculum including textbooks, resources connected to the core curriculum, and workbooks. Diana de-cluttered her classroom and did not use all of the extra resources including past lesson plans that she described as confusing. The school provided Diana with a lesson plan template, but Diana did not recall being given feedback on how much detail was supposed to be used for the lesson plan. The school also provided her with yearlong plans, which Diana liked and found useful.

During Diana's first year, her primary resource was the fifth grade teacher. The fifth grade teacher was the only elementary teacher who was in the same position as the previous year. That being said, it was only his second year in that position. The fifth grade teacher would share with Diana what he did in the classroom. The fifth grade teacher told Diana that she could follow his lead but that he was trying to figure things out himself. Most of the elementary teachers were new to their positions, so overall teachers had to figure out the curriculum on their own.

Diana pointed out that the school used a program called Atlas Rubicon for curriculum mapping. Diana enjoyed curriculum mapping, although, she shared that she was frustrated at first because she was never trained on how to use Atlas Rubicon. Diana said that Atlas Rubicon could be used to its full potential if teachers understood why they were using Atlas Rubicon. The main reason given for using the software was that it needed to be done for accreditation. The school had days when a sub would be provided for teachers so that they could work on curriculum mapping in the office. Diana felt that if teachers understood what information was useful to put into Atlas Rubicon and what information was not useful, then Atlas would be a great thing.

Fiona

Fiona, age 21, was in her first year teaching high school English at an international school in South America. Fiona's father was a history teacher, which impacted Fiona's decision to become a teacher. In the church that Fiona grew up in, the church hosted a Spanish-speaking church in the building on Sunday evenings. Fiona sang in Spanish as a part of the worship team. Fiona was comfortable speaking Spanish as a part of the Spanish speaking church and working with of variety of people from different Hispanic cultures. Fiona has been on several mission trips, which included trips to Spanish speaking countries. She also studied abroad in Costa Rica, in order to complete her Spanish minor.

Fiona graduated early from college, and when she interviewed for her job, she was asked about how she would feel teaching 11th and 12th grade. Fiona was concerned about teaching students who were so close to her age. The director felt that she was capable and qualified to teach 11th and 12th grade honors English class that prepared students for the AP literature and composition exam. Teaching this class is unique because she is "preparing 10 [native Spanish speakers] to take an exam that's designed for Americans who are first language English

speakers." Fiona was given the challenge of taking the class she was given and changing the curriculum from being British literature focused to a class that uses world literature to prepare students for the AP exam.

At Fiona's school, because of smaller class sizes, the English teacher teaches all 9th and 10th graders 9th grade English curriculum one year, and then the next year the English teacher will teach all 9th and 10th graders the 10th grade English curriculum. The same type of situation takes place for 11th and 12th graders. Before Fiona moved to South America, she was sent a Google doc with some ideas about books that could be used for a world literature class preparing students for an AP exam. When she arrived at the school, she sat down with the other English teachers to work through their ideas. Fiona voiced that she received quite a bit of input in the creation of this AP class as well as the curriculum for other English classes.

The teacher who Fiona replaced was still at the school, but in a new position. She was serving as Fiona's mentor, and Fiona had been able to go to her with her ideas to get affirmation and/or guidance. The high school principal previously was an English teacher and had been encouraging of Fiona. Her boss had also been supportive of Fiona attending an AP summit in Colombia, and the principal was working to find the funding for Fiona to attend the conference.

Elizabeth

Elizabeth, age 22, taught sixth grade English at an international school in Southeast Asia that uses the Cambridge curriculum with the goal of preparing students for the IGSCE and IB curriculum that they will complete in high school. Elizabeth described middle school as a difficult time in her life. Elizabeth wanted to teach middle school English because she wanted to share her love of reading with her students, and she wanted her students to know there is more than just middle school.

Elizabeth completed her student teaching at this same school. When Elizabeth began her student teaching, she did not have any intention of continuing to teach at the school once her student teaching was completed. About three weeks into her student teaching, Elizabeth felt like the "Holy Spirit" was tugging at her to continue teaching at the school after student teaching. Elizabeth fell in love with the community of teachers and the community of students. Once Elizabeth returned to the US, she decided that she was going to go back to the school to teach. Elizabeth felt like coming back to the same school prepared her well for her first year teaching at the international school because she knew how to do everyday things like walk to the store and cross the street. That being said, this teaching job was her first job out of college, and so Elizabeth did find it challenging learning how to live on her own.

Elizabeth had several intercultural experiences before deciding to teach overseas. Elizabeth's mother is a first generation immigrant from the Philippines, and so Elizabeth has visited the Philippines a couple times and Elizabeth pointed out that Asian culture was not something that was completely new to her. Elizabeth felt like before moving overseas to teach she tended to want to prepare for everything that was going to happen to her. Elizabeth has learned since moving overseas that situations are going to arise, and she will have to make decisions in the moment even if she does not feel prepared to deal with the situation. Elizabeth described teaching during a major earthquake and how there was really nothing she could have done to prepare for that experience.

When asked about curriculum support expectations, Elizabeth shared that it would have been helpful to have access to curriculum material earlier. However, Elizabeth expressed her appreciation for supportive co-workers and administrators. Elizabeth felt that lesson planning in general was not difficult; however, the fact that lesson plans have to be done in a marathon type

of style made it difficult for her to see the full picture. Elizabeth felt like the lesson plans she completed in college helped her write her later lesson plans.

Henry

Henry, age 24, teaches secondary math at an international school in Central America. Henry loved math and felt a [spiritual] calling to teach internationally after a teacher who was teaching internationally Skyped in for a chapel at his high school. Henry enjoyed teaching math in an international setting, but he thought that if he returned to the States that he would probably use his math knowledge in a different profession. After student teaching in Bogota, Colombia, Henry decided to focus his search for his first teaching job in a Spanish speaking country. One of the intercultural experiences that Henry wished he had before teaching abroad is Spanish language training. Henry expressed that another benefit to intercultural training is that it prepares teachers to understand that it is not useful to come into a cultural with a macho "my culture's the best" mindset. Intercultural training helps people understand that different people do things in different ways. Overall, Henry did not feel like he experienced much culture shock.

Henry described several unique highlights that he experienced transitioning to a new culture. Henry enjoyed the street vendor food. Henry also enjoyed the rainforest and tropical climate the country had to offer. He pointed out that seeing sloths and monkeys was an everyday occurrence for him. Some advice that people gave Henry was not to plan too many activities for an outing. He was told that if he planned to do three errands that most likely he would get one of the errands accomplished.

When asked about his experiences developing curriculum at his school, Henry said that the math teacher before him left him lesson plans, but the lesson plans were not useful. Henry's lesson plans and PowerPoints were created based on the textbooks provided for him for his class,

on resources that came with the textbook, and on resources from the internet. Overall, Henry did not seek out assistance from other teachers. The school used a program called Curriculum Trak, which was where Henry would submit his lesson plans. Henry said that Curriculum Trak required him to fill in an objective, lesson plan, and homework. For setting up the lesson plan part, Henry used the template that he was provided in college. One of the challenges that Henry faced with long term planning was knowing how much of the textbook he was expected to cover in a year. At times, he was not sure if his pacing was too slow or too fast.

Henry said that at the beginning of his first year he spent quite a bit of time working on his lesson plans. While teaching, he would also closely follow what was in his PowerPoints. Towards the end of the year, Henry did not need to spend as much time working on the lesson plans, and he did not need to follow the PowerPoints as closely as he did at the beginning of the year. One of the most empowering experiences that Henry had was a lesson that he did that involved Angry Birds and learning about parabolas. The students commented to him that they were impressed that he was able to incorporate a video game application into math.

Isabelle

Isabelle, age 24, taught elementary school at an international school in Africa. Isabelle described her cultural experiences before moving to teach in Africa as “quite limited.” Isabella pointed out the importance of being open-minded as she began her new experience of teaching overseas. Isabelle was required to attend an intercultural training, which she found “immensely helpful.” One of the challenges she faced when transitioning to the new culture was “everything being brand new at one time.” As Isabelle transitioned to a new culture, she described it as a vacation that required a lot of work, and she felt like it was an honor to be there.

When Isabelle first arrived at the school, she participated in professional development, was introduced to her colleagues, and then was shown her room. Isabelle felt like she was going to have to figure it out on her own, which was overwhelming. In regards to curriculum, Isabelle was encouraged to teach out of the book. The administration would do a walkthrough of her classroom, but she felt that the administration was more focused on classroom management than the delivery of curriculum. Isabelle did say that a new science curriculum was introduced her first year, but she did not have the time to explore the new curriculum in depth. Isabelle pointed out that the administration supported her by being open and available to answer questions.

One moment of realization was when Isabelle understood the role of standards in a lesson plan. Isabelle's first year she felt like she needed to include everything that was in the textbook. Once she understood the role of standards in the lesson plan, she realized there were certain standards that she needed to meet using the curriculum book, but that she did not have to do everything that was in the textbook. Isabelle felt like, if that had been made more clear at the beginning of her first year, it may have saved her some confusion.

When Isabelle was asked about what changes she made while working through the curriculum development process, she said that many of changes came about as a result of MAP testing. Isabelle's class took the MAP test at the beginning of the year, and the results from the MAP test influenced what she taught for the second part of the year. For example, the MAP test showed that Isabelle's students were struggling with phonics, so Isabelle decided to do a phonics game every morning to help students with their phonics skills.

Results

I began data analysis by identifying expressions that were relevant to the experience of first year teachers developing curriculum at ACSI international schools. I gave each expression a

code, and the codes are listed in Table 2. Once the expressions were given a code, I grouped the codes and expressions into larger categories. After reviewing the categories, I identified themes that emerged from the categories (Table 2).

Table 2

Themes and Codes

Themes	Codes
Decision to Teach Internationally	Calling Spiritual God Lord Holy Spirit Teacher's Influence Own Research Culture Prior Experience Challenges Different Language Food Clothes Friendships Unique Experiences Mission Trips Multicultural Experiences Adventure Grow Different Churches Different Language God New Things
First Year Challenges Teaching Overseas	Daily Life Missing Family Mindset New Challenges Different Language Spanish Food

	Safety Dependence Transportation Independent Dangerous Driving
Outgrowth of Living Cross Culturally	Engagement Culture On my own Living Changes Expectations Meaningful Relationships Friends Helpfulness Friendliness Relational Laid back Fast Paced American
Developing Curriculum in an International School	Teacher training Pacing College Preparation Mentoring School Culture Team Collaboration Curriculum Standards Expectations Autonomy Create Liberating Extracurricular Success Lessons Assessments Curriculum Coordinator Revising Past Work Unorganized Lesson Plan

One Place
IB
International School
Turn Over
Primary Years
Program
Grade Level Teacher
First Year
Qualified
Mentor
Third Grade Team
Coordinator
Quizzes
Tests
Exemplars
Primary Resource
Questions
Expert
Cooperating Teacher
Student Teaching
Weaknesses
Administrators
Level
Scope and Sequence
Overarching Ideas
Themes
Framework
Curriculum
Document
Word Document
Curriculum Traks
Online Database
Curriculum Mapping
Atlas Rubicon
Standards
Aligned
Ren Web
Resources
New South Wales
Excellence in Writing
Math Tracks
Textbooks
Multi Media
Resources
You Tube
Online

	Binders
	Glencoe
	McGraw Hill
	PowerPoint
	Worksheet
	CD
	Pacing
	Big Picture
	Department
	Team
	Advice
	Community
	Principal
	IGCSE
	Cambridge
	Curriculum
	Questions
	Willing
	Answers
Challenges to Developing Curriculum in an International School	Receiving curriculum
	Ineffective
	Lesson Plan Format
	Non-transferable
	First Year
	Binder
	Break It Up
	Autonomy
	Behind
	Flustered
	Messy
	Better Way
	Confused
	Redo It
	Unnecessary
	Delete
	Simplify
	Change
	Gone over together
	Open Discussion
	Purpose
	Accreditation
	Curriculum Mapping
	Problem
	Hated

No Training
Lack of Direction
Unexplained
Not Useful Past
Lesson Plans
Pacing
Slow
Too Fast
Time
Lot of Work
Done Twice
Extracurricular
Exhausting
Creating New
Material
Tired Zone
Curriculum Building
Committee
Lot of Time
Lot of Work
Choosing Curriculum
Lengthy
Expensive
Disappointed
No Textbooks
Mediocre
Hard
Bare
Meh
One Place
Turn Over
Crash Course
Overwhelming
Number of Resources
Burn Out
Scaling Back
Chaos
Clutter
Trimming Down
Super Confusing
Needed Guidance
Revising Past Work
Complicate
Reliance
Make It Up
Different Ways

Decision to Teach Internationally

Participants had a variety of reasons for choosing to teach internationally. While each participant had a reason for teaching overseas that was specific to them, several themes emerged among the participants about the influences and experiences that impacted their decision to teach overseas. Three main themes that emerged were as follows:

- participants felt called to teach overseas,
- participants prior experiences had impacted their decision to teach overseas and their ability to transition well to their new school,
- participants appreciated the idea of trying something new.

These themes support earlier research by Crowne (2013) who argued that cultural exposure impacts cultural intelligence (CQ), and Konanahalli et al. (2014) who found that cognitive and motivational CQ were significant predictors when it came to work adjustment.

Spiritual calling. Participants described their reason to teach overseas as a spiritual calling. Spiritual calling for the participants involved a belief that God desired them to go somewhere or minister to a specific population. Some participants felt called to teach internationally in general, while others felt called to teach a specific subject or a specific population. When asked why Brittany decided to teach overseas, Brittany said, “Oh, goodness. I think ultimately, it was a big God thing and God just working in my life, and just answering that call that he had for my life.”

Diana attended an ACSI international school while growing up in Japan. As a result of her experience growing up as a third culture kid (TCK), Diana felt called to teach internationally with a focus on ministering to and supporting TCK students. She acknowledged,

> I feel called to the families of TCKs and for really just this group of people who are finding themselves, navigating life and learning and their own spiritual journeys in the midst of being in a culture that is not their own and feeling like an outsider and not quite fitting in any circle.

Elizabeth felt called to teach internationally during her student teaching. She did not have any intention of teaching overseas past her student teaching placement. However, after about three weeks at her student teaching placement in Southeast Asia, Elizabeth felt God calling her to continue teaching after her student teaching was completed. Elizabeth said,

> I didn't have any intention of staying beyond student teaching. But sometime around the third week the Lord was kind of just saying, [Elizabeth], you like it here. I want you to be here. So I kind of already knew that the Holy Spirit was tugging at me to come. But I didn't make, I decided not to make that decision until I came home from student teaching because it's one thing to be here in the moment and have it be really like wow I love it here. But it is another thing to be back where you call home and you want to be somewhere else too. And the reasons why I kept on saying is because, not just because of the Lord's call, but I ended up falling in love with the community of teachers here, the community of students, and I'm learning new things about the culture every day and I'm loving it.

In the end, Elizabeth chose to return to the school that she student taught at because of the teachers, students, and the culture.

Henry felt called to teach overseas during a chapel in high school. Henry has always loved math and so Henry hoped to combine his love of math with his desire to teach internationally. Henry ultimately attended college with the hope of teaching math at an international school. Henry declared,

> I went to a Christian high school, and one of the chapels was—we had a teacher who Skyped in another teacher who was teaching internationally in Guatemala I think. And so, that's made me start thinking about this idea of math, teaching, and then teaching internationally with all of them. And so, from there. So, it's also, it's that like I felt like hearing God saying that. I love math. Always loved math, and I kind of enjoyed helping people like my classmates, helping them in math and things like that, so the teaching side. So, really my idea—I went to college knowing that I'm going to be a math teacher and I'm going to teach at least two years out of the country.

Henry felt called to teach a specific subject at an international school.

Prior experience. Participants' prior experiences traveling and working internationally impacted the participants' desire to teach internationally. Several of the participants traveled outside of the country before choosing to teach abroad. Participants described how their time abroad impacted their decision to teach internationally and/or their experience transitioning to a new culture. Alexandra traveled to India twice before deciding to teach abroad, and she described her time abroad as "highly formative." Many of the participant shared experiences that showed that their time abroad was also highly formative.

Camilla explained that she has traveled to Latin America several times. Her travels abroad included a mission trip to Guatemala, studying abroad in Peru, trip to Latin America, and

living in Mexico for a month. Camilla asserted that her time abroad had a significant impact on her ability to transition well to her international school. She pointed out,

> I think just being comfortable in the country translated culturally, if that makes any sense, into my experience in [Central America]. It in turn affected my teaching and my work at the international school. I didn't feel like ooh, stressed out about the culture or the language barrier or anything related to that because I've already been there, done that. I've lived it. I speak Spanish, so that wasn't a problem. I was able to focus on my work and not be so stressed out about the cultural side effects that come with living and working in a foreign country.

The fact that Camilla spoke Spanish and was not new to the culture helped her be able to focus on her work.

Diana grew up attending ACSI international schools in Japan. Diana found that her experiences as a TCK prepared her to teach in a different culture than the culture in which she had grown up. Diana explained,

> I did know going into my first year of teaching overseas that there would be a common thread of cross-cultural type issues, but that culture would be probably pretty different from the cultures that I had experienced before, in East and South Asia, and that was fairly true, and that I would be needing to apply all thing I'd learned and experienced before my own process of transition into a new culture, and then bring that to bear on my interactions with my students.

Overall, Diana did not feel like she had trouble transitioning to a new culture, because the previous culture that she had transitioned to were more challenging.

Elizabeth's mother is Filipina and Elizabeth traveled to the Philippines a few times growing up and believed that theses experience prepared her to work outside of American culture. Elizabeth pointed out,

> So, I haven't left the country a lot. But having my mom be actually a first generation immigrant from the Philippines that kind of makes a little bit of a difference because I went to the Philippines with my family a couple of times. Asian culture was not something I was completely new to. And so I think even though that was a long time ago, that prepared me a little bit, and even just in the United States having family that is also first generation immigrants and being able to share, my mom being able to share that and just interacting with them has prepared me at least for a culture besides American culture.

Elizabeth also student taught in Southeast Asia and decided to teach at the same school at which she did her student teaching. Elizabeth's previous intercultural experiences prepared her for her first year of teaching internationally.

Henry is another international teacher who did his student teaching overseas. Henry completed his student teaching at a school in Bogota, Columbia. After completing his student teaching, Henry focused his job search on schools in Spanish-speaking countries. When Henry was asked about how his intercultural experiences affected his first year at his international school, he answered,

> Well, let's see. I've gone to Bosnia on a missions trip. I went to Mexico on a missions trip. But the one probably affected most was – I did my student teaching in Bogotá, Colombia actually. So, that was the most I guess living in a Spanish-speaking culture there, the Latin culture. And that actually made me look more in South America or

> Central America for a job, because I was like well, I'm getting some of the Spanish language already, kinda know it, so I'll be a little more familiar with that.

Henry had learned some Spanish during his student teaching and he felt that his experiences during student teaching in Colombia would be useful to him at another international school in a Spanish-speaking country.

Even the participants that had not had many prior experiences with cultures in which they would be teaching understood the importance of learning about the culture. Brittany stated,

> I feel that I wasn't super prepared, and a lot of the preparedness that I had was just by doing research on my own and kind of knowing, okay I'm going to [Central America]. So, then I looked up things and asked people questions about that, and I had a lot of conversation with other teachers who had been here before to hear their experiences and how they moved to a new country and all the ups and downs of that. I don't know. I don't feel like I had a lot of intercultural teachings or background before I came here.

Brittany found that doing her own research and asking questions was helpful in understanding the culture in which she would be living and teaching.

Fiona felt like having multicultural experiences before going abroad was important. She said, "I think that it's really helpful for college students to have experience in working specifically with multicultural experiences in teaching before they go into the workforce abroad." In her interview, she described her different experiences serving and studying abroad,

> I also have been on five different missions trips, some out of the country, some not. I was in Puerto Rico. Then I went to New Mexico and worked with Native American tribes, so while that wasn't out of the country, it was definitely a different culture. I went to Jamaica. Then I went to Guatemala, and then I came to [South America] once I was in

> college and that was two and a half years ago at this point. And so that's how I got connected with this school. And then I also studied abroad in Costa Rica in order to finish my Spanish minor in college, and I lived with a Costa Rican family for a month and that was really helpful.

New experiences. Several of the participants described their experiences teaching abroad as unique, interesting, and different. Some highlights of transitioning to a new culture that were mentioned by the participants were the friendships, the food, the culture, the language, and the unique experiences. Alexandra said, "I love doing new and interesting things and I love challenges, I really enjoy getting to learn things about different cultures, different languages, different foods, different clothes." This attitude was shared by several of the participants.

Camilla, who had visited several countries in Latin America, shared that she enjoys developing new friendships and trying new foods when she visits a new county,

> For me, it's always the same highlight in every country I visit and stay for a prolonged period of time, which is meeting new people. Making new friendships. I love doing that. I love to connect with somebody and to learn about them and to make time to hang out with them. It's one of my favorite things. I would say that, and I also enjoy trying the food.

In Henry's interview, he said that some of the highlights of transitioning to a new country were experiencing the food from different street vendors, experiencing different environments like the rain forests, and having unique experiences. In Henry's photo narrative, he included a picture (Figure 2) of his classroom, which is a shipping container.

Figure 2. Henry's photo narrative picture.

Henry explained in his photo narrative why this picture was important to him.

> The "portables" for our school were old shipping containers. They were created by taking two containers and welding them together…Shipping containers are in abundance and by making the extra classrooms out of containers, our private school was able to save a lot of money. During the rains, it becomes very hard to teach because of the loud noise from rain pounding on the metal roof. When the air conditioner shuts off, they heat up very, very quickly. The inside looks almost exactly like a normal classroom, but it was still a unique experience teaching in a shipping container.

When Fiona was asked about the highlights she experienced transitioning to a new culture, she described it as an adventure. She responded,

> I think it's an adventure. It's really cool to be able to experience a new culture, new country, new people. And that's fun. Also, it is fun to challenge yourself and to grow in your language skills and to kind of put what you've learned this whole time to the test in a real situation. I think, one of the other really fun things is seeing how God is worshipped in another culture, as a Christian, and getting to go and visit many different churches. And then starting to become a part of a [South American] church body. It's just different than just hearing worship and preaching in English all the time. And so, you can learn new things about God that you hadn't learned before, or you learn the same things just expressed in a different language, and that's been really cool. So, I've appreciated that.

The perspective of teaching abroad as an adventure was a common theme among several of the participants.

First Year Challenges Teaching Overseas

For many of the participants, the fact that they had to adjust to so many new experiences was a challenge for them. Brittany described the challenges of being a new teacher in new culture in the following way,

> So, this is my third year teaching, but as a first-year teacher just being in a new culture, new people, a new school and being a first-year teacher just prevented… made a lot of challenges in itself. All of those things being so new, the newness of everything is challenging.

It often took time for new teachers to adjust to living in their new culture. In Camilla's photo narrative, she showed pride in the country that she is now living and working in, but she also points out that working in a new culture could sometimes be difficult. She include the following picture (Figure 3) and description in her photo narrative:

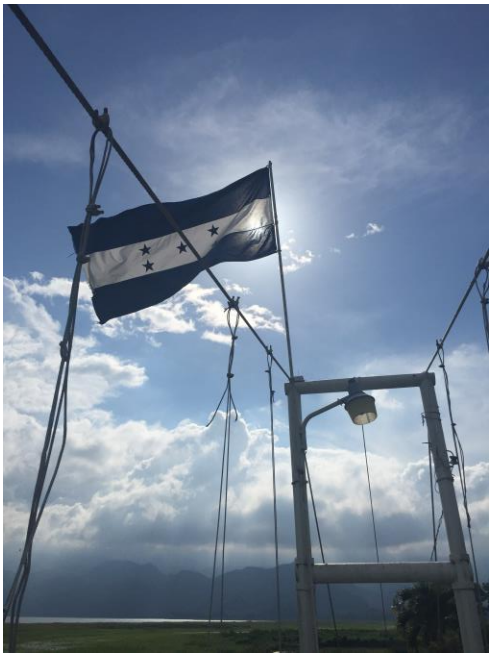

Figure 3. Camilla's photo narrative picture.

> I chose the picture of the … flag proudly flying over a brilliant sky and the mountains in the background. I thought it would be fitting to include a picture that represented the culture I lived and worked in. It took time to adjust to the … culture, and at some points in was and still is difficult working with somebody from a different culture.

Two of the main challenges discussed for participants adjusting to a new culture were trying to accomplish everyday daily life tasks and trying to learn the language.

Daily Life. Alexandra described some of the challenges that she encountered with daily life tasks when she moved to Southeast Asia. When asked about what challenges she faced transitioning to a new culture, she responded,

> Daily life things – that are so inconsequential that you don't usually think about them – suddenly become very difficult. Things like, "How do I pay my phone bill, where do I [audio cuts out] I find food?" Yeah, all those little things that kind of make you go, hmph? Okay, in the States I would not have to ask for help with this; now I need to so, what is *pulsa* and why does it make my phone go?

In Alexandra's photo narrative she pointed out that when teaching and living overseas, teachers, "make do with what they have." Alexandra included the following picture (Figure 4) in her photo narrative.

Figure 4. Alexandra's photo narrative picture.

In this picture, Alexandra is using a soy sauce bottle as a rolling pin in order to do her baking for an American Thanksgiving Day pie.

Several of the participants shared their experiences adjusting to daily life. Elizabeth shared that she was thankful to have done her student teaching at the same school where she did her first year of teaching. Elizabeth found that she had worked through how to accomplish everyday task during her student teaching. Therefore, during her first year of teaching, she was able to focus on her teaching. Elizabeth said in her interview,

> I love teaching at the same school I was at. Because coming back here it's just like oh I know how to walk to this store. I know how to cross the street. I already had that experience.

Camilla shared how her school had teachers participate in a scavenger hunt as an introduction to the many parts of daily life. She said in her interview,

> We do a scavenger hunt of the city, so that it forces us to get to know the city itself and to figure out transportation systems, like how to use taxis or how to make a phone call using our [calling] cards and learning some basic Spanish phrases.

Brittany expressed in her interview that experiences like getting around can be a challenge. She went from being able to drive herself to where she needed to go to having to depend on other people to get to the places she needed to go.

Fiona found it challenging to have to depend on others to complete tasks that would not be as difficult if she lived in the United States. Transportation was an area that came to her mind when she was thinking about this challenge. She stated,

> Also, just having to depend on people for things is hard because I feel like American culture, we're more trained to be independent, in a sense. And here, we don't have our

> own cars, nor would I want to because the driving is kind of dangerous here, and so that means I have to rely on public transportation or the school transportation that's provided. So, that just means that that's one more thing that I can't do on my own.

Fiona had to adjust to being dependent on others to get where she needed to go.

Language. Language was another common theme discussed throughout the interviews. Teachers who were fluent in the language of the school in which they were teaching saw their fluency as a definite asset. In Brittany's interview, she pointed out that it was helpful to know Spanish because all her students' first language is Spanish. Especially, when teaching English, Brittany felt like it helped her students when she was able to point out the similarities between English and Spanish.

When Henry was asked about what intercultural experiences he wished he had had, he said,

> Something to give me more language. Because my Spanish is like I can't have conversations. I just know some. So, any sort of intercultural thing where I'm actually learning the Spanish, being able to speak in Spanish. I think multiple times of the Spanish classes I had in high school, and I didn't take them very seriously, and I would've taken them a lot more seriously.

Fiona, who speaks quite a bit of Spanish but does not consider herself fluent, articulated well the value of being able to speak the language of the country that a teacher is living and teaching in,

> And so, by not understanding language, it's hard because you can kind of feel left out. And I still do feel that a little bit because I'm not fluent and I'm—and even if you know Spanish, … Spanish is different than just any general Spanish class would be. So, just learning the nuances of what the language dialects are here can prove to be a challenge.

> Not always understanding somebody is hard. Like, if you just want to do a simple task and, I don't know, go get a phone plan or something. It's not like you just roll up to Verizon, and you get out of your car, and you speak English to them. It's like you have to figure out the words in your head and translate it over and go through that process. So yeah, language has been hard.

When teachers were not fluent in the language of the country and school, it made it more difficult for them to engage students and people in general, and it sometimes made it difficult to complete everyday tasks.

Outgrowth of Living Cross Culturally

Participants articulated that after living cross culturally, they had found that their thinking had changed in regards to what they were capable of doing. In addition, the participants found they enjoyed engaging with the culture.

Mindset. After living overseas, Alexandra and Elizabeth both found they could live confidently and independently within a new context. After working at an orphanage in India where she was the only one who spoke English for miles, Alexandra said, "Those were probably the loneliest two months of my life, but they were some of the best too because I learned so much. And I learned I could do it completely on my own."

In the same way, Elizabeth's first job teaching internationally was right out of college. She described living on her own as a major transition; "I think just the fact that now I'm a working woman, and I am not a college student I think was the biggest transition for me." Elizabeth learned that she could successfully live on her own.

Participants' expectations also changed after working overseas. Before student teaching, Elizabeth wanted to be able to prepare for anything she might encounter. After experiencing an earthquake while student teaching, Elizabeth had the following thoughts,

> Nothing could have prepared me for that and that is like one of the things I am learning about you know being here now is. You can prepare all you want, but you don't really understand how it works until you are in that setting.

Henry was given advice when he moved to Central America about how to manage time in Central America. Teachers gave Henry the following advice,

> So, kind of the advice of if you're planning to go get something, get something done, plan less, because you'll probably only get one of the three things done. So, that was kind of a big thing around the time management, I guess. That was big advice they would give of—yeah, just plan a little less, because then you'll feel more fulfilled like you actually accomplished something.

Isabelle also shared in her interview the challenges of learning how to function in a culture, which is more "relational and laid back," as opposed to American culture, which is more "fast-paced."

When asked about the benefits of intercultural training, exposure, or mentoring, Alexandra shared that having intercultural training and training, helps teachers learn "how to not be quite so embarrassingly American." Alexandra went on to say,

> Being overseas really helps you learn to read situations differently. And in reading those situations you are to react accordingly, so for me it really—I was already a person who was—I had preferences to kind of observe situations and listen before I interacted with them, which helped a lot but, I think being overseas trained me to do that even more. To

> watch, and learn, and try to consider what else might be playing into the situation that I had not thought of.

Henry echoed Alexandra's sentiments that the American way is not necessarily the only way to do something. Henry describes how a teacher's mindset might change after having intercultural experiences,

> Not coming in with this macho mindset that your culture's the best. And I think the more intercultural things you do, the more you just see different people do it different ways, and different doesn't mean better or worse.

Participants found that teaching overseas and living cross culturally often caused or required them to change their thinking. Participants' expectations of themselves and/or the situations that they encountered were influenced by the advice they received and the experiences they had.

Engagement with culture. Several of the participants shared experiences where they engaged with the culture. The result of the engagement with the culture often resulted in a better understanding of the culture, meaningful relationships, and insight into the lives of the people with whom the participants worked. Brittany expressed how easy it was to become detached from the culture and how engaging with the culture was often a choice.

> The school that I live in actually has their own apartments. So, North Americans are allowed to live in these apartments rent-free. I live in an apartment complex with a bunch of other North American teachers, so being on campus in the apartments it doesn't feel a lot different or like you're in a third world country because you're surrounded by people who speak your language, who have the same type of job as you, enjoy some of the type of the same things. So, it's very easy to just be stuck in your apartment and live in your own little world here. I live about 30 minutes outside of the city, so going into the city

> you can definitely—you immerse yourself in the culture a lot more. When I first came, the first weekend I was here we went to this stadium market, so like a farmers' market here, and I was super thrown into the types of food that they eat and what they're selling and how they go about selling those things. I think it was a little overwhelming at first but it was cool to actually be a part of the culture and not just stuck up here in our own little world.

Brittany chose to venture out beyond what was familiar and learn more about the culture in which she lived.

By engaging with the culture of the school and the culture of the country where the participants were living, the participants found community and meaningful relationships. In the interview, Alexandra described how important community was to surviving in a new culture.

> The wonderful thing about living overseas is you develop a community. I don't know if you've really experienced that but, man, like expat community—national community—you bond because you have to. It's survival, and it becomes something really special because you're all in this together, and you are all equally clueless. You're all at varying levels of cluelessness, though you can be helpful to one another, but—you're all in the same boat. So, that was a real blessing.

For Alexandra, the community that developed among the expats helped her survive her first year.

Diana valued the relationships she made with the people. She reflected on her experiences by saying:

> The friendliness of the people in [Africa] was one of the greatest things. The sense of welcoming was amazing, and I haven't seen the likes of it in my other experiences, and so that was very helpful as a first-year teacher as well.

As a response to the friendliness of the people, Diana became prayer partners with her colleagues whom she dearly misses. She visited her pastor and his family at their farm, and she joined the worship team at her church.

Developing Curriculum in an International School

In the interviews, many participants spoke about how their teacher training impacted their experiences of curriculum development. Participants described the resources that they used as they developed curriculum at their international school. In addition, participants described the systems or frameworks that were used to help them see the "big picture" of curriculum for their school. Teachers also shared their experiences of team collaboration, while others shared their experiences working with one or two key people at their school.

Teacher training. Many of the participants were in their twenties and several of the participants started teaching at their international school right out of college. Consequently several of the participants mentioned their experiences in college. One of the participants who was in the midst of her first year teaching in her international school explained how her experiences in college prepared her for lesson planning during her first year of teaching. Elizabeth explained,

> Were it not for my years of college where we did constant lesson planning and especially in my last year when I created a unit plan and completed the edTPA, I would have been worried about my abilities as a teacher. The structure that I had in college was helpful, but now I can make it my own and feel confident about my lessons.

Henry had a similar experience when it came to developing lesson plans. When Henry was asked about what direction he was given for planning his lessons, he felt like the direction he had been given in college about how to write a lesson plan was the most useful. He said,

> The biggest direction I have of my lesson plans and kind of how I model them is how I learned them in college. So, at [our school], the way we set them up there, and in fact during some of my practicums there they give us this template for lesson plans….That's the one I still use today. It's more what I learned in college versus what they gave me at the school for it.

When Isabelle was asked the same question about what direction she had been given for developing lesson plans, she also referred back to her college preparation. She explained that at the school she taught at she was given freedom on how she executed her lesson plans, and her student teaching prepared her to know how to deliver the lessons.

Brittany was surprised that lesson planning was not done in a similar way to the way she had learned in college. Brittany said,

> I think coming from college there was a lot of all your lessons were based off of these standards. So, first you found your standards, put those in your lesson plans and then you built from that. And when I came here I didn't really have to do that at all, and I didn't see other people really like this is our standard, this is what we're trying to reach; we did objectives, which are kind of the same thing but not specifically what I had had to do in college.

Camilla did point out in her interview that some of the teachers who teach at her school are not "trained teachers." Consequently, the school tried to go over some of the basics of teaching during their training before school starts. Camilla said,

> Our school takes a full academic week for the teachers to come in and do training. It's not specifically related to international training, but a lot of the teachers who come are not

> actual trained teachers. I think what the school does is to try to cram in how to become a teacher in a week type of thing.

College preparation and training played an important role in teachers' lesson planning..

Resources. Each school used a variety of resources. Some resources were from countries outside of the United States, while other resources were textbooks from the United States. Some schools had handouts that had been collected over the years that were made available for the teachers. For some teachers, resources were left in their class, and for other teachers the resources were left in a resource room, still others had resources that were left on a specific drive on the school's computer. Alexandra, who teaches at a school in Southeast Asia with an IB curriculum, said,

> Although IB does not have a curriculum, we have different curriculum sources we can pull from. In the research room we had various things. We used some New South Wales resources which is a curriculum from Australia. We also have some *Excellence in Writing* which is a writing program pulled from a couple of different spots in the world, but we also use it in the English instruction. *Math Tracks* was one that we had available as well to look at, I'm not sure exactly were that hails from, but it is someplace that is not the States because of the spelling—spelling is a dead giveaway—British English. So, it could be Canadian and I don't know.

Alexandra's resources were more international in nature because her school is a part of International Baccalaureate.

Brittany, who teaches in Central America, described the resources for her classroom. At her school, each student has a textbook for most subjects, which comes with a teacher's edition. For math and reading, students have access to an online platform that provides additional

resources. The reading curriculum comes with independent reading books, chapter books for the whole class, magazines, and a picture book; workbooks are provided for math and Bible. When asked about what aspect of lesson plans and long term planning she was confident about, she responded,

> Using the book and the curriculum that I was handed, the teacher's edition, helped me to have confidence in what I was doing because it was coming from this book that was based on the curriculum we were supposed to be meeting. There was a lot of following those, not necessarily following all of the worksheets or the things they were asking you to do, but taking ideas from that and sticking along those lines helped me to become more confident in the long run of things.

For Brittany, the resources she was given acted as guide for her during her first year.

Camilla, who also teaches at a school in Central America, however, not the same school as Brittany, was provided with a math and reading textbook and a math workbook. Handouts and activities could be found in binders that had been left by previous teachers. Overall, Camilla found that she had had to supplement the curriculum she was given with outside resources.

At Fiona's school, resources that have been created digitally are kept on a drive on the computer called Teacher Share. Fiona shared her experience using Teacher Share,

> We have a giant drive here on the computers called Teacher Share. So, basically, every teacher that's ever taught here …, all of the materials that they created and left behind are digitally inside that folder. And so, at the beginning of the year we have a week of new teacher orientation, and I had come a week before that too, so I had about two weeks. And I took those two weeks, and I went through those folders, and I looked to see what past teachers had done, and tried to figure out, 'Okay. What can I use? What do I have to

> get rid of and start over with? What can I improve upon?' I was kind of asking myself those questions as I went through those materials.

Fiona ended up creating many of her own materials to use in class, but it was helpful for Fiona to have a starting point and to not come into her new teaching position with nothing.

Henry, who teaches math in Central America, had American textbooks from publishers like McGraw-Hill and Glencoe. When Henry was asked to describe the curriculum materials and resources that were given to him by the administration during his first year teaching at his current international school to help him develop lessons in the curriculum, Henry responded,

> A textbook for each class. With them, you have the textbook answer keys. You had with a couple of them access to the Internet, the online portion of it, which would have some worksheets you can print out, PowerPoint. I had a few hard copies of worked out solutions for all the math problems and stuff like that.

Overall, resources that are made available for teachers differ from school to school.

Collaboration. For several of the participants, collaboration was one of the keys to their success. When Alexandra was asked about the role that other teachers played in developing curriculum, she said,

> We're all in the same curriculum boat. It's IB so you all make it up together. We have collaborative planning right before each new unit, where we get together as a grade level and we invite in the specialists: the art teacher, music teacher, all of the others, to see how they can also align, at least somewhat, with the unit that we're in. That's a lot of collaboration there—the PE department comes in—we have a party, and we just put it all together. We exchange resources quite a lot, and you're on committees for various teams.

For Alexandra, time with her team allowed her to integrate other content areas, make sure there is alignment between her class and the other classes, and exchange resources as needed.

For Brittany, meeting with her team allowed her to debrief after a lesson. She was able to think through what worked and what could be done differently. Brittany explained her experience working with her team as a new teacher,

> I was given a lot of advice just because the school that I'm at is very big on working as a team doing things together. So, those two teachers that I worked with, I was the only first-year teacher in our building, so I was able to go to them and get a lot of help and attention from them in that way. I think they helped me the most after I had planned something, or after I had done an activity, just verbally talking that out and seeing how did it work, how could we change it in that way and then making notes and just getting their advice on how they had taught that same thing the year before and what had worked from them.

Brittany's experience developing curriculum mirrors Kolb's (2015) experiential learning cycle (Figure 5).

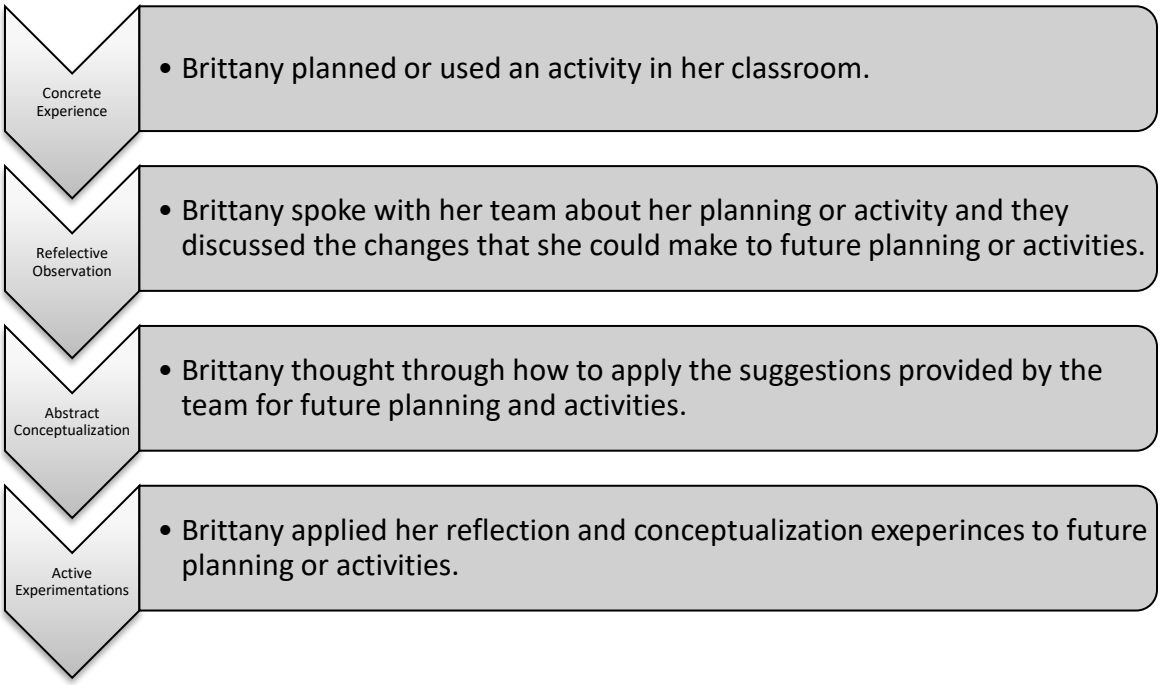

Figure 5. Similarities between Brittany's experience developing curriculum and Kolb's (2015) experiential learning cycle.

Brittany also felt that time with her team helped her understand the school culture. Brittany said,

> And then too, just how the school runs and advice on how to be a part of the school and how to add to the school community. Them knowing where to be at what times and what to do in different situations, they were very quick to help me in those ways too, just as a teacher rather than just with the kids.

Elizabeth, who teaches middle school English in Southeast Asia, sat down with her principal and another English teacher after another English teacher left the school. They sat down together to make sure that they were meeting everything that the Cambridge curriculum expected them to cover, that student were being prepared for the IGCSE curriculum, and to ensure that students were reading more books. Elizabeth described that collaboration as,

> That one meeting that I had with the principal and English teachers was the most beneficial experience in developing curriculum yet. I came in with a clear mind, ready to collaborate together, and figure out how to make the curriculum clear, accessible, and fun for our students while still adhering to the standards.

Collaboration helped Elizabeth make sure that she was meeting all the expectations that her school had of her.

Key people. Collaboration on teams was important to many of the participants. Many of the participants also identified key people that were helpful to them as they developed curriculum in their new setting. Alexandra had several key people that assisted her as she developed curriculum. The Primary Years coordinator guided her to the resources that she would need for her curriculum. The English head provided her with guidance on what was expected for writing samples, and the other grade level teacher was a resource. Alexandra described the other grade level teacher,

> The other grade level teacher was great for me to run to for various things. She was really good for that, she was kind of the unplanned mentor, and now I get to do it for the new grade three teacher.

Camilla found that she was more focused on classroom management during her first year than on curriculum development. Camilla depended on her team leader to guide her in the area of developing curriculum. Camilla felt that if the team leader saw something that needed to be changed with the curriculum that she would tell her. Camilla said,

> I just figured, you know what, whatever questions I have, my team will be there to help me. Especially our team leader, because she's been there for a long time. I thought,

> honestly, that I'm just going to rely on her so that if she sees something that's not good, she's going to tell me and then I will do my best to fix it.

During the Camilla's first year, Camilla's team leader played a key role in helping her with lesson plans and long term planning.

Diana taught fourth grade at a school in Africa where there was one teacher for each grade level, so the fifth grade teacher was her "primary resource." However, while the fifth grade teacher was willing to help her, it was only his second year at the school. One of the most beneficial people to Diana was her roommate who taught at the school. Diana stated,

> I think the experiences that were the most encouraging were when the second-grade teacher and I, who were also roommates at the time, would just discuss our ideas back and forth as we were in the planning stages and we would help one another, because we had very different approaches to teaching. And so, we ended up being able to give each other advice that the other one was, you know, in an area of weakness for the other person, or just an area of perspective that the other person didn't have. So, I think—and that was something that is happening over dinner at our house, not something that was happening during school, but I think those were the highlights of my experiences there.

The key people that participants identified were different for each person; however, a common theme for many of the participants was that there was a key person or persons that supported them or encouraged them. Elizabeth described several key people who were supportive of her,

> Going into this experience, I am very thankful to have such a supportive group of co-workers and administrators. My cooperating teacher from student teaching still works at the school, so it is nice to go to him and ask questions about how things worked the

> previous year and collaborate on things according to curriculum. In addition, I have a great lead teacher who answers my questions and helps me feel like the work I am doing is up to standard. He is very knowledgeable and knows so much about the curriculum. Then my boss has been helping me find my way as a new teacher. She actually used to be an English teacher herself, so it's nice to hear her ideas and her perspective. Sometimes, I just get to sit down with her, talk about ideas for my units and how to mix it in with the required curricula, and she makes sure that I not only understand it, but feel comfortable teaching it with the best of my abilities.

When Isabelle was asked about what her administration and mentor did during her first year that she found helpful, she replied,

> Probably the most helpful thing that my mentors or administration did was just being open and available to question if I had them, being willing to, if I did have any problems, answer them or step in at that moment. So definitely, they were open to that.

At Isabelle's school, new teachers were not provided with mentors, and Isabelle felt like she was left on her own. Nevertheless, Isabelle did feel the freedom to speak with her administration when she encountered challenges

Big picture. Many of the participants described a desire to see the big curriculum picture. Diana stated, "I like to think about the big picture." Elizabeth said, "I'm the kind of person that likes to see the full picture." Many of the schools had some type of framework that helps teachers see the big picture.

When Alexandra was asked about what resources were available to assist her with curriculum development, she responded,

> And we had the IB scope and sequence of interdisciplinary units. And we have overarching ideas called transdisciplinary themes that make up for six units throughout the year, and then everything is kind of based around those six units. So, in grade three for example, Unit 2 which is what we are doing right now is community based. So, the transdisciplinary theme could be interpreted multiple ways, but at our grade level, we take it to one central idea—that communities are places that people use goods and services to meet their needs—and we discuss that with them. So, there is some framework, some guidance there within the IB itself.

For Alexandra, a framework was provided for teachers through the International Baccalaureate (IB) program.

When Brittany arrived at her school, the framework was compiled on a Word document, but in the years following the school started using Curriculum Trak. Brittany shared her thoughts on using Curriculum Trak in comparison to compiling a framework on a curriculum document,

> But then this year we just started using—I guess it's a website or a platform—I don't know what you call it, but it's called Curriculum Trak. It's an online database, and now weekly we plug our lesson plans into that, and we plan units and then within the units we put lessons in, and then the database automatically links up our lesson plans with curriculum that we're supposed to be meeting. Then it will give us a percentage of how much we have already met the curriculum for the year. So, that's what we just started this year. It's something very new that we're still learning how to use, but I think it's a lot better than what it has been in the past.

Henry's school in Central America also uses Curriculum Trak, but in his interview he pointed out that Curriculum Trak was not as useful for him because of the lack of detail in the lesson plans from the previous teacher. Henry explained,

> Okay. So, I know a lot of schools use RenWeb to keep track of attendance and grade book and like online for those. Curriculum Trak is used with that where you put your lesson plans into Curriculum Trak and it syncs with RenWeb so the students can see homework and stuff. So, this school uses Curriculum Trak, which holds a database of your lesson plans and previous teachers' lesson plans. So, I did have that so I was able to look at what that other teacher's lesson plans were. The problem with that is his were like, do problems on the whiteboard. And so, that was it for most of them.

Another program that was used by Diana's school was Atlas Rubicon.

Camilla's school used a system that involved binders. In her interview, she described how she used the binder system,

> We have binders, and those are our curriculum guides. Basically, it is already a lesson plan, so I had it pretty easy my first year, but I was still in charge of creating lesson plans. I would take that content—it's not broken up or anything, and I had to break it up into days. So, I took information and I gleaned what I wanted and what I didn't want I kind of binder itself, which was a great help to me as a first year, to help with my stress levels of doing work in an international school for the first year, and I just added my own flair.

Camilla summed up in her interview the value of having a framework that the teachers can use as a reference,

> Everything was there, so I could not get lost or off track because everything was so detailed. The scope and the sequence is so detailed to the date. I couldn't get lost. In the

> lesson plans, like I said, is basically a giant script of what we are to do. So there's no way to get lost. So I felt confident that I'm not going to get lost and I just took that and ran with it. I never did get lost, by the way, because it was all there.

Challenges to Developing Curriculum in an International School

Participants in this study encountered challenges with resources, frustrations with curriculum documents, and the challenge of being assigned additional tasks. The challenges that participants encountered with resources were different for each participant; however, the common theme was that participants faced challenges with the resources that were provided for them by their school. Another challenge that participants faced is that curriculum documents that were give to them at the beginning of their first year were not useful. In addition to challenges with resources and frustrations with curriculum documents, some participants were assigned additional tasks and responsibilities.

Challenges with resources. One of the common themes among the majority of the participants was the struggle they had with managing resources. For some of the participants, there were too many resources to try to navigate through during their first year. For others, the resources that were available were messy and disorganized. Still for others, there was a lack of resources available to them during their first year.

Alexandra found there were an overwhelming number of resources available. She came to the point where she had to scale back on the resources that she used, and she decided that she could use the resources that did not get used that year the following year. Alexandra explained,

> I stopped trying to use so many resources—in case there are too many resources, it's just, no. It was burning me out trying to keep up with all of them, and trying to juggle all of them, and find out what different pieces, so—I decided to rely mostly on the other

> teacher, my brain, the planner from previous year teachers, and one specific resource, and start out with that for year one. And then I said, 'You know what, year two I can start incorporating more other stuff, but for now, scaling back – because it's like drinking it out of a fire hydrant.'

Alexandra pointed out that it would have been helpful to have all of the resources in one place.

> So, it would've been nice to have all of that in one place. And there were some resources I kept on finding out about later, 'Wow where was this? Oh wow, I would've loved to have this.' I think it's the nature of the beast for IB. There's just so many things that, or things from all the teachers that came before you, because of course international school high turnover rate, you have a lot of people who come and go, and they leave a lot of great stuff, but you have to know where to find the really great stuff.

Alexandra did acknowledge that teachers may go on SharePoint to get access to different document; however, she felt like she needed more guidance to use SharePoint. She said,

> SharePoint is great because you can upload a ton of stuff that other people can get too. But it's also interesting to figure out how to navigate sometimes when you're first getting started. So, I think I would've loved more of a crash course in how to navigate the SharePoint, that would've been nice.

While some participants had more resources than they knew what to do with during their first year, other teachers were frustrated with the lack of resources available at their school. Camilla stated,

> I was actually disappointed—really disappointed—to learn that we don't have much in terms of textbooks or workbooks. We just have a reading and a math textbook and then we get math workbooks. Those are the only textbooks that we have. Then, I was

> bummed, and I found out that parents were kind of 'aww' also, like new parents that were in my classroom. They're asking 'Okay but miss, where are this textbook? Where is the social studies textbook? Where is the science textbook, et cetera et cetera.' We don't have it. The only thing that we had in order for us to build a lesson plan was what was found in the binders, the—what I was talking to you about, that basically has the entire layout of the course in full detail in which we can divide up into days for lessons. That was really it. The binder also includes a bunch of handouts and other activities that we could do. That's really it. It's very, very bare and I just feel kind of meh.

Camilla found that she had to use many outside resources to supplement her curriculum. Isabelle also struggled to get the resources she needed at times. She was limited to the resources that she could get in Africa and the resources that came with the books. Even with the curriculum books, there were some resources and materials that the curriculum book would require to do an activity that she could not get in Africa. Even with the challenges of limited resources, Isabelle found a way to make it work.

Henry found that over time how he used his resources changed. Henry had to create many of his own resources during his first year, because the teacher before him did not leave many resources that he could use in his classroom. At the beginning of his first year, he would rely on the resources he created such as PowerPoints. Henry said,

> The first quarter I would really type out what I'm going to do like not word for word but almost like that. I spent a lot of time. I'd rely a lot more on PowerPoints I make or other resources I make, so I have those ready so when I'm teaching I can just go to the slide and click the next thing, but as your year goes on, in fact even more this year, I'm recognizing I'm a lot more comfortable sort of going in with nothing much, because it's

> all in my head, I'm confident with just using the whiteboard maybe, because I know what's coming next so I can go here, to here, to here.

As he became more confident, he did not feel like he needed to create resources that were as detailed as the resources he created at the beginning of his first year.

Still for other participants, resources were described as "messy," "confusing," and "disorganized." Diana described an overabundance of resources that were not organized or relevant,

> That was a part of a cleaning of my classroom where I was actually quite surprised by the number of resources that were in my classroom, but there was a lot, which I was not expecting, but they were not organized, and many were not necessarily relevant.
>
> So, there was the core curriculum that we were expected to use as far as the textbooks, the resources, the workbooks, etc. And so, we kept all that, but there were a ton of other resources that just created general chaos and clutter. I spent a lot of time cleaning in that first week and de-cluttering. And so, that was a surprise to me.

Camilla had a similar experience with resources that she used for her unit. She stated,

> It started in the first year, when we found out that it was an absolute mess. There's one section. It's called create a culture. It was a big mess. It was way too long. It was complicated. The handouts were messy and unorganized, so our curriculum director entasked (sic) me to shortening it and simplifying it, which I did. So, we found out after the first year that that particular section of that unit was a mess.

Camilla organized the unit and created resources that were useful, and she describes this experience of organizing the unit as one of her beneficial and empowering experiences developing curriculum.

Participants also expressed the importance of having technology available as a resource for curriculum development, in addition to having support and guidance to use the technology. Henry found that because some of the books were outdated, he was not able to find online or digital resources that often come with more current textbooks. Henry explained,

> Like most textbooks nowadays have your physical and then the online portion where again, they'll have the PowerPoints, worksheets, maybe tests and stuff you can use. The curriculum was a little outdated, so it didn't have some of that online stuff or even like a CD to get material off of.

On the other hand, Brittany did have access to online resources, but would have liked to have been shown what was available on many of the online resources. Brittany described her experience with the online resources,

> I was given a password and a user name and not really taught or trained on how to use it or even just how to find things within that platform. And then how to use that stuff in my classroom to help with my teaching. I just felt like it was there, and the only time I really used it was if I needed to print an extra page for the students. So, it was more just using it to find worksheets that went along with what we were teaching rather than activities or videos or different ways to incorporate that in my lesson. I didn't really know how to use it or when to use it.

Frustrations with curriculum documents. Many international schools have some type of curriculum management system or curriculum document that they provide for the teachers as a guide for the teachers. Teachers often played a primary role in maintaining and updating these documents. Some of the curriculum management systems that teachers in this study used were Curriculum Trak and Atlas Rubicon. Alexandra provided an example of a curriculum overview

that is used at her school, which is part of an IB program (Appendix D). Fiona provided an example of a curriculum guide document that she is currently developing for a class that is new to her and to the school (Appendix E). Many international schools also have a lesson plan format that the schools expect the teachers to the follow. At Camilla's school, lesson plan requirements are included in the teacher handbook (Appendix F).

Overall, participants shared frustrations with how curriculum documents or curriculum managements system where presented or utilized. Elizabeth shared that she would like to have had access to curriculum documents earlier. She stated,

> I was hoping to receive curriculum support as soon as I accepted the job, but I didn't receive any materials until the week or two before I started teaching. It made initial planning and transition very difficult. Thankfully, all of the new teachers were in the same boat, and that just meant that we all had the same goals. That being said, I knew that my mentors and administrators would support me and try to make me feel as comfortable and ready as possible.

Other participants shared that they would like to have had lesson plans from past teachers that they would be able to use to guide them when creating their lesson plans. Diana pointed out that the lesson plans she received her first year were confusing. She stated,

> So, when we first came in, we were given—I had copies of the previous teacher in my grade's weekly lesson plans from the entire year previously. They were super confusing. They were like a bullet-point list, and they were organized by week. So they really were not transferable then, and they were not in units. It was more of a day-by-day using the curriculum-type thing.

Henry experienced a similar situation at his school. He shared,

> The teacher before me—so, it's a small, private, Christian school here. One math teacher, and the one before me was an engineer and not a math teacher. And so, when he left, there really wasn't any lesson plans for me to use. So, I had to develop all the lesson plans the first year and stuff. So, a lot of experience there.

Diana and Henry were disappointed that they had to start from scratch.

Participants also shared frustrations with curriculum management systems or long-term planning documents used at their schools. Diana explained that Atlas Rubicon was used at her school during her first year. She believed that it is a great tool, but it was not being utilized well because teachers did not understand why they were using the program. She explained,

> I think when it is fully used, it will be great, but I think the understanding by everyone at the school of what it's even for of why we're doing it beyond accreditation, that was the only reason ever given, is just we do this for accreditation. Both. That was about it. So, when that is more clear to everyone and they know what is useful information to put in there and what is not, then I think it would be great that they're doing it. Yeah.

Brittany's frustration with the long term planning curriculum document at her school was that it was outdated and messy. She said,

> The school itself, when I first came, had a curriculum document that was just like a Word document, and it hadn't been updated for a very, very long time so it was really messy. So, as a first-year teacher just looking at it was very overwhelming, and I didn't really know exactly what it meant or, if we were meeting those because it was very kind of all over the place. So, I wouldn't say the curriculum Word document that we had was super helpful. It was more relying on my team to help me plan those lessons the best way.

When Alexandra was asked about the challenges of lesson planning and long-term planning, she answered,

> I sometimes didn't know exactly where we were going with there you are—I sometimes didn't know exactly where we were going with specific units, so we would pull out a unit and then say, 'Okay here's what we're doing; okay great; so what exactly are we supposed to do with this unit and what even are here?' So, they would introduce the final—well this is going to be our summative assessment okay—that's great, but how do we get there? What exactly are we planning on using in the interim to make sure they can actually get there? Help me out a little bit, what direction are we taking? Are we going east, north, south, west? I don't know. Suspense especially, and just when you started to feel like, 'Oh yeah, I've got a handle on this unit, it is coming together, life is good,' the next unit would show up like, 'Oh man, I don't know what I'm doing all over again,' so, yeah, preferably that.

Alexandra felt a need to have some direction with long term planning.

Additional tasks. Several of the participants shared about different additional tasks they were asked or told to do during their first year. Alexandra explained that she was put on the social studies committee. She explained,

> First year I also got stuck on the social studies committee – that was our school's initiative to basically create if you will, a scope and sequence for social studies and then see how it was better integrated into all of our units. I got to take the Unit of Inquiry which is like science; social studies mixed kind of, and basically see how to best demonstrate social studies in all of those units. That was a lot of time and a lot of work, but that was really good too.

Alexandra also pointed out that in addition to curriculum development tasks, she was also expected to take part in extracurricular activities. She shared her thoughts about the extracurricular activities,

> You're expected to not just teach, you're also expected to help do after school projects, and to lead clubs and committees, and you name it, you'll end up doing it eventually. It doesn't matter how much experience or skill you have in it, somebody's got to do it, and you will volunteer or be 'voluntold.' That requires another level of stamina, in some ways your life is really not your own.

For Alexandra, the additional task added something positive to her experience; however, she did point out that those additional task can be exhausting.

Henry described his experiences choosing curriculum during his first year in his photo narrative, which included a picture (Figure 6) of some of the textbooks that are used in his classroom.

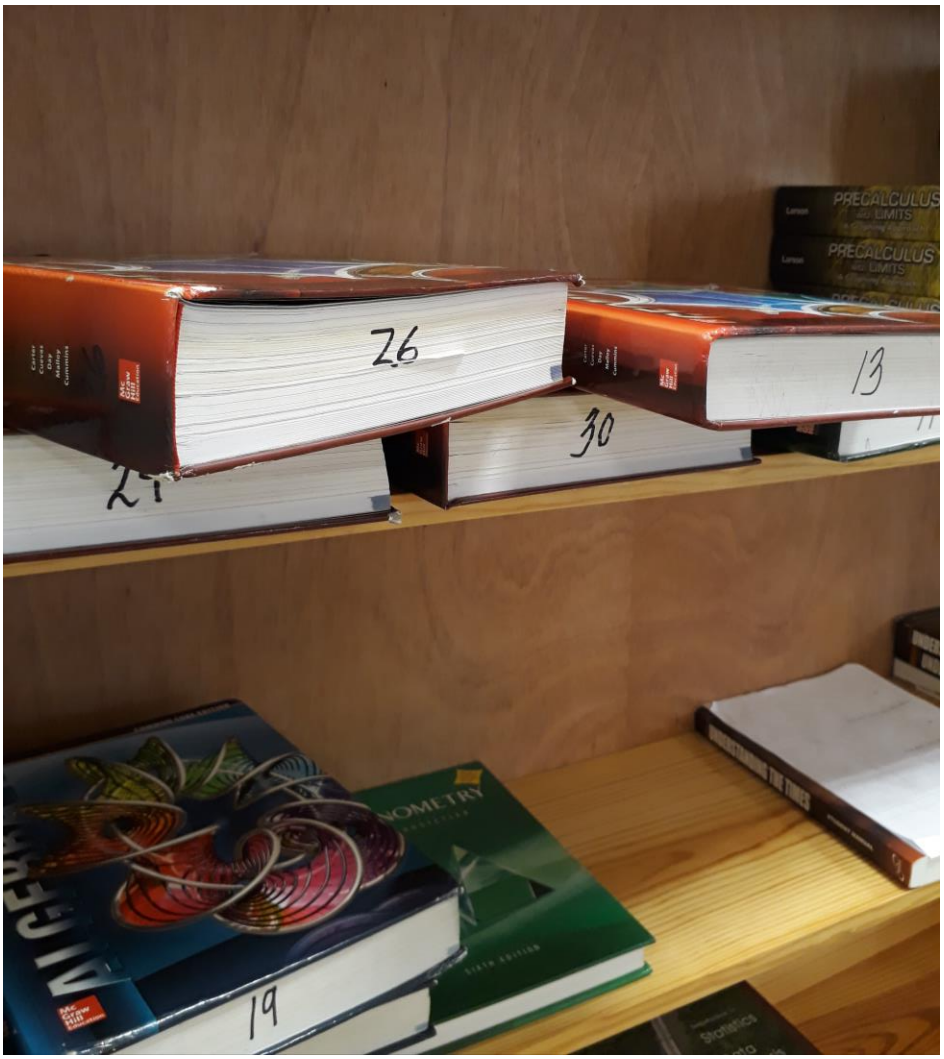

Figure 6: Henry's photo narrative picture.

Henry wrote,

> In my first year as a teacher, I was responsible for choosing the new math curriculum for the next year. Because it is a small school without a curriculum coordinator and I am the only high school math teacher, it was mostly my responsibility for choosing the new math curriculum. Also, unique to teaching internationally, it is difficult to find companies that will sell textbooks to international schools and only some versions may be available. Shown in the picture are the new geometry textbooks that we bought. The first round we bought had messed up bindings that were too large and easily broke. Due to being in

> [Central America], there was no representative for the company to come look at and replace our books. Instead, we had to wait for the new books to arrive and then pack up the old books and ship them back to the United States. This process was lengthy and expensive due to the shipping costs and delays caused by customs.

Henry's first year at the international school was also his first year teaching. Choosing curriculum was not only an additional task, but a great responsibility.

Elizabeth shared that she was surprised at the amount of the curriculum building that she had to do during her first year. Many of the participants were asked to do curriculum development above and beyond creating lesson plans and resources for their classes. Participants were asked to revise long-term planning curriculum documents, make decisions about textbooks and be a part of committees. Elizabeth summed up the surprise she felt about the level of curriculum developing that has happened during her first year,

> It's just because so many teachers keep on leaving here and there. And especially leaving after those two years. Sometimes they do not leave anything for the new teachers that come, so sometimes those teachers have to restart and figure out what they're going to do. They may have something like oh you have to teach this book, oh you have to teach this unit. But it's really not the full picture. And I'm actually surprised how much curriculum building I've had to do as a first-year teacher. I think it's because people leave after two years and they don't really provide anything for the next people.

Research Question One

Research question one sought to describe the experiences of teachers developing curriculum during their first year at their international school. One of the themes that emerged in regards to developing curriculum during the first year overseas is the importance of training.

Several of the participants shared how much of what they did with lesson planning they learned in college. When a teacher does not have a background in developing curriculum, then the school often must step in to make sure that teachers have the skills to participate in curriculum development. The next theme that emerged was the different types of resources that participants utilized at their school (Table 3). The next two themes that emerged were the value of collaboration and key people (Table 3). Participants really appreciated either one key person or a team of people to work with to help them work through their struggles with curriculum development. Finally, participants explained that curriculum development was less challenging when they were able to see the big picture. Lesson planning and working through the curriculum was easier when teachers understood where they were going.

Table 3
Experiences Developing Curriculum

Participant	Experience with Resources	Key People/ Team Approach	Curriculum Management System
Alexandra	International resources found in the research room Sharepoint One Drive	Third Grade Team Primary Year Program Coordinators Specialists (Art Teacher, PE Teacher, Music Teacher) English Head	IB Scope and Sequence of Interdisciplinary Units Curriculum Maps
Brittany	Textbooks Resources with the Textbooks Online Platform Teacher's Guide	Third Grade Team	Word Document transitioning to Curriculum Trak
Camilla	Handouts in Binders	Third Grade Team Leader	Binder System
Diana	Textbooks Workbooks	Fifth Grade Teacher Second Grade Teacher/ Roommate	Atlas Rubicon
Elizabeth	Binders Library Books Cambridge Curriculum Account	Principal Other English Teacher Cooperating Teacher from Previous Year Lead Teacher	Scheme of Work Online Management Tool used with Understanding by Design
Fiona	Teacher Share Drive	High School Principal Previous Teacher	Curriculum Document Year in Review Document APL
Henry	Textbooks CDs Online Resources	Middle School Math Teacher	Curriculum Trak
Isabelle	Textbooks	Third Grade Teacher Forth Grade Teacher Administration	N/A

Research Question Two

Research question two focused on the challenges that first-year teachers encounter when they begin to develop curriculum for their classes. One of the challenges that teachers encountered when beginning to develop curriculum is how to manage resources (Table 4). Some teachers felt like they did not have enough resources. Other teachers had too many resources and still other teachers felt like they needed more guidance on how to use more effectively the resources. Next, teachers shared that they felt frustrated with the curriculum documents like lesson plan documents and long term planning documents (Table 4). Some teachers received lesson plan documents or long-term documents that were not useful, so the teachers had to start from zero. Other teachers would like to have received curriculum documents earlier in the year. Still other teachers would like to have been shown the big picture. Teachers found that additional curriculum tasks and extracurricular tasks were often enriching to their experience, but these additional tasks were often overwhelming and exhausting.

Table 4

Challenges with Resources and/or Curriculum Documents

Participant	Challenges with Resources and/or Curriculum Documents
Alexandra	It would have been helpful to have all electronic resources in one place. She had access to Share point and One Drive, but it she was not sure how to navigate those tools. Overwhelming number of resources Summative assessments were provided at the beginning of a unit, but there was sometimes a lack of direction on what to teach in order to prepare students for the assessment.
Participant	Challenges with Resources and/or Curriculum Documents
Brittany	Brittany was given a username and password for online resources, but she did not feel like she was able to utilize the resources to the fullest extent because she did not know what was available. Additional training for online resource would have been helpful.
Camilla	Some of the resources passed down from previous teachers were complicated, messy, and disorganized. Frustrated that textbooks are not provided for all subjects.
Diana	Lesson plans from previous teacher were not usable. Many of the resources left in the classroom were not organized and not relevant. Lack of direction and feedback for lesson plans. Diana's school used Atlas Rubicon for long term planning, but the purpose for using Atlas Rubicon was not explained. The main explanation that was given is that Atlas Rubicon is being used for accreditation.
Elizabeth	Teachers often leave after their two-year commitment and sometimes those teachers do not leave resources for the new teachers. Elizabeth did not get curriculum materials until a week or two

	before school started. Elizabeth would like to have received curriculum materials as soon as she got the job.
Fiona	Fiona was developing a new class, and many of the resources for the new class had to be created from scratch. A new curriculum document also had to be created for the class.
Henry	The lesson plans from the previous teacher were not usable. Some of the textbooks were outdated, so they did not have the online resources or resources in general that come with newer textbooks. The process of ordering and receiving new textbooks can be challenging, lengthy, and expensive.

Participant	Challenges with Resources and/or Curriculum Documents
Isabelle	Isabelle felt like she needed to cover everything in her textbooks. Once she understood that there were certain standards she was supposed to meet, then she felt the freedom to only cover those concepts and skills that were a part of the standards for subject and grade. She no longer felt the pressure to cover everything in the textbook. Limited to materials she could get in Kenya.

Research Question Three

Question three sought to understand teachers' expectations of support during curriculum development. It was challenging to find a common theme among participants to answer this research question. Expectations spanned from having no expectations to having a variety of different expectations. An overarching desire for guidance was voiced throughout the interviews. Some participants wished the curriculum support had been offered as soon as they were hired. It was also mentioned that teachers expected to have textbooks for all their classes and applicable lessons from the previous teacher.

Research Question Four

Question four focused on how first-year teachers described their experiences adjusting to a new culture while at the same time developing curriculum. Dimensions of Earley and Ang's (2003) cultural intelligence theory were found in participants' interviews and photo narratives (Table 6). Many first-year teachers decided to teach overseas because they felt like God had called them to teach overseas and because they had a desire to have new experiences (Table 5). The majority of the participants in this study had prior experience in a culture that was not their home country culture (Table 5). Some of the challenges that first-year teachers encountered was just learning how to do daily life in a new culture. In addition, a challenge for many of the teachers was not knowing the language. As a consequence of living in a new culture, the first-year teachers found that their way of thinking changed and they were able to experience many of the benefits of engaging with a new culture.

Table 5

Previous Intercultural Experiences or Spiritual Calling

Participant	Previous Intercultural Experiences or Spiritual Calling
Alexandra	Alexandra traveled to India twice. The first time she worked as a nanny and the second time she worked in an orphanage.
Brittany	Brittany worked at a school in Haiti for two weeks during her senior year of college. Brittany felt called to teach overseas.
Camilla	Camilla went to Guatemala on a mission trip. She studied abroad in Peru, and then lived in Mexico for a month. She traveled around Latin America.
Diana	Diana is a TCK who grew up attending to ACSI school in Japan. Diana felt called to serve and minister to the families of TCKs.
Elizabeth	Elizabeth's mother is from the Philippines and Elizabeth traveled several times to the Philippines. More recently Elizabeth went on a mission trip to Costa Rica. Elizabeth completed her student teaching in Southeast Asia.
Fiona	Fiona led the worship team at a Spanish-speaking church, which was a ministry of her home church. Fiona went on mission trips to Puerto Rico, New Mexico to work with Native American tribes, Jamaica, Guatemala, and Columbia. Fiona studied abroad in Costa Rica and she lived with a Costa Rican family for a month.
Henry	Henry went on mission tips to Bosnia and Mexico. Henry completed his student teaching in Bogota, Columbia.
Isabelle	Isabelle worked with Hispanic community outreaches in her local neighborhood.

Table 6

Examples of Cultural Intelligence among Participants

Dimension of Cultural Intelligence	Participants' Experiences
Cognitive CQ	Camilla had previous experiences traveling and living in Latin America. She expressed in her interview that her knowledge of Latin American culture and her ability to speak Spanish allowed her transition to Central America to go smoothly, which in turn allowed her to focus on her teaching.
Motivational CQ	Diana included pictures and descriptions in her photo narrative that exhibited her desire to engage with the culture. Some of the experiences she described included her joining the choir at her church, visiting her pastor out in the country, and becoming prayer partners with some of the teachers at the school. All of the experiences described took place with people who were from the country where she was teaching.
Behavioral CQ	Alexandra described in her interview how her previous experiences in India taught her to "weigh every word carefully before [she] spoke it, to try to maximize understanding and minimize confusion."
Metacognitive CQ	Henry explained in his interview how the more intercultural experiences someone has the less likely that person is going to come into a new culture with a "macho mindset". Henry said in his interview that, "the more intercultural things you do, the more you just see different people do it different ways, and different doesn't mean better or worse."

Summary

This chapter discussed the findings of the lived experiences of first-year teachers developing curriculum at ACSI international schools. The following four questions were investigated in this research study: (1) How do first-year teachers describe their experiences developing curriculum during their first year of teaching at an international Christian school? (2) What challenges do first-year teachers encounter when beginning to develop curriculum for their classes? (3) What are first-year teachers' expectations of support during curriculum development? (4) How do first-year teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum? All of the participants had taught at an ACSI international school in the last three years, and all of the participants had experiences developing curriculum. Seven of the participants were Caucasian, and one the participants was Filipino/Lithuanian. Seven of the eight participants were female. All of the participants were in their twenties. Participants taught in five different countries and four different regions: Southeast Asia, Africa, Central America, and South America. Participants taught in seven different ACSI accredited schools. The first three themes that emerged, (a) the decision to teach internationally, (b) first-year challenges, and (c) outgrowth of living cross culturally, were connected to the fourth research question. The first research question is connected to the theme of developing curriculum in an international school. The last theme of challenges in developing curriculum in an international school answers the second research question.

CHAPTER FIVE: CONCLUSION

Overview

This chapter discusses the findings and implications of this research study, which focused on ACSI international teachers developing curriculum during their first year. This chapter is organized with a summary of findings, discussion of the findings, implications of the study, delimitations and limitations of the study, recommendations for the study, and summary of Chapter 5. The experiences of ACSI international teacher developing curriculum during their first year is discussed using experiential learning theory and the theory of cultural intelligence.

Summary of Findings

This study included participants who taught in international schools in Africa, Central America, South America, and Southeast Asia. Participants taught at seven different schools in five different countries. All of the participants had experience developing curriculum at an international school. First year teachers experiences were shared through interviews, photo narratives, and curriculum documents. The following four themes emerged from the data: (a) decision to teach internationally, (b) first year challenges teaching overseas, (c) outgrowth of living cross culturally, (d) developing curriculum at an international school, and (e) challenges to developing curriculum in an international school.

The first research question focused on the experiences of teachers developing curriculum during their first year of teaching at an international Christian school. As teachers described their experiences developing curriculum during their first year of teaching at an international school, three themes emerged: the teachers talked about the resources utilized, the people who supported them, and the systems for managing the curriculum. Schools used a variety of different resources and organized those resources in a variety of ways. Many of the schools had textbooks, and some

of the teachers were told to follow the textbooks closely, especially during their first year. Binders were often passed down to new teachers full of handouts from previous teachers. Schools also had drives on the computers that teachers were able to go to in order to access other teachers' documents or previous teachers' documents. Schools sometimes decided to house resources in one room, and other schools had resources housed in the teachers' classrooms.

Another theme that emerged was the importance of having people to support the first-year teachers. Very few of the participants had official mentors. However, a few of the participants were a part of grade-level teams. Teachers who were a part of a team described the people on their team as valuable to their success. A few of the participants felt like they were left to figure out curriculum on their own, but even these participants had at least one person that was helpful to them in some way.

The way curriculum was managed was also discussed during the interviews and shown in some of the curriculum documents. Schools that used IB or Cambridge curriculum had frameworks that they were expected to follow. Some of the schools had curriculum long-term planning Word documents that teachers were required to update every year. Schools also had binders with curriculum documents for each class that a teacher was given when assigned a class. Still other schools used online curriculum management systems such as Atlas Rubicon and Curriculum Trak.

Research question two addressed the challenges first-year teachers encounter when beginning to develop curriculum for their classes. The challenges that teachers faced centered mainly on curriculum resources and curriculum documents. One of the common themes was the frustration teachers felt when resources and curriculum documents such as lesson plans were passed down to them and they were not usable. Teachers also encountered the challenge of

having extracurricular activities or additional responsibilities added on to the their responsibilities to develop curriculum. Some of the additional responsibilities that teachers had included committees, clubs, and curriculum adoption. The challenges that first-years teachers faced were compounded by the fact that they were working through cross-cultural adjustments while at the same time adjusting to new teaching assignments, developing curriculum, and taking on other additional tasks.

Research question three examined first-year teachers' expectations of support during curriculum development. Teachers' expectations of support during curriculum development varied. One teacher did not have any expectations for support during curriculum development. One teacher expected curriculum support as soon as she got the job. Other teachers had expectations in terms of materials or documents that they would receive such as lesson plans and textbooks. Overall, teachers did expect to be supported. The teachers' expectation of support looked different for every teacher.

The fourth research question focused on first-year teachers experiences adjusting to a new culture while at the same time working to develop curriculum. Teachers described the challenges of adjusting to daily life in a new country and the struggle of having to learn a new language. Teachers also described the change in their thinking and the experiences they had engaging with culture. One of the most valuable themes that emerged is how previous international experiences impacted teachers' experiences when they decided to teach overseas. Some first-year teachers did not have previous international experiences, and for those participants a calling or a call to adventure played an important part in their experiences overseas.

Discussion

The purpose of this study was to describe the experiences of teachers in international schools during the process of developing curriculum for their classes during their first-year teaching at the school. This study showed the value of mentoring in the curriculum development process. In addition, this study showed the importance of first year teachers at international school having resources and curriculum documents that are appropriate and pragmatic. The findings of this study aligned with Early and Ang's (2003) cultural intelligence theory and Kolb's (2015) experiential learning theory and will help to guide further research that focuses on teachers developing curriculum at an international school.

Empirical Literature

A gap in the literature existed when it came to understanding the experiences of teachers new to the international school setting, specifically when it came to developing curriculum. This study helped to fill the gap in the literature. In addition to filling a gap in the literature, the findings of this study contributed to empirical literature by supporting the findings of previous research. Previous research showed that mentoring plays an important part in supporting first-year teachers (Langdon & Ward, 2015; Manwa, Mukeredzi, & Manwa, 2016). In this study, teachers were able to identify a group of people or one or two key people that supported them through the curriculum development process. Previous research also showed that teachers being able to use resources effectively impacts classroom management and student learning (Drits-Esser et. al, 2017; Hoglund et. al, 2015). Participants in this study also shared their experience with resources and how important having appropriate resources was to their experience of developing curriculum.

Developing curriculum in an international school. When discussing curriculum, teachers focused on the resources they had, the curriculum documents that their school used, and the people involved in supporting their curriculum development. Schools accredited by ACSI are not required to follow a prescribed curriculum. Schools are given the freedom to choose their own curriculum and resources. Schools are required to have a curriculum guide/ plan (ACSI, 2016d). In this study, schools used a variety of different resources and curriculums. Resources took the form of handouts, textbooks, workbooks, and online resources. Resources could be found in classrooms, in resource rooms, or on computers. Some schools used specific programs like IB or Cambridge, while other schools got their textbooks and resources from a variety of different sources. Curriculum documents were also managed in different ways. Curriculum documents could be found on Word documents or in binders, while some schools went the direction of managing curriculum documents using online management systems such as Atlas Rubicon or Curriculum Trak.

Teachers who were able to be a part of a team, which in this study often involved teachers being a part of grade-level teams, felt supported. The more support teachers had from a team or from a key person the more the teachers felt confident and content with their experiences developing curriculum (Drits-Essar, Gess-Newsome, & Stark, 2017). Mentoring plays an important role in a beginning teacher's first year (Langdon & Ward, 2015; Manwa, Mukeredzi, & Manwa, 2016). Several of the participants were beginning teachers, and all of the teachers were in their first couple years of teaching. Few, if any, of the participants had official mentors, but most of the teachers could identify one key teacher or administrator who was supportive of them. It is challenging to find high quality mentors because of the professional development and time needed to develop high quality mentors (Beutel, et al., 2017; Gardiner & Weisling, 2018).

Ideally, teachers need to be able to be a part of a team or have a mentor, but when that is not possible, it is valuable for teachers to have key people that they can talk through curriculum concerns and ideas. Furthermore, if it is possible for a mentor to have training, this training will be in the best interest of the mentor and the mentee.

Challenges to developing curriculum in an international school. Based on the findings of this study, one of the challenges that teachers faced was with resources. Teachers rarely felt completely satisfied with their resources. Teachers either did not have the resources that they needed, did not have the training needed to use the resources, or the resources were unorganized and therefore not useful to the teachers. Hoglund, Klingle, and Hosan (2015) argued that an organized classroom leads to clearer expectations for students and fewer opportunities for behavior problems, which in turn leads to more learning opportunities. Teachers voiced in this study that administrators were sometimes more concerned about classroom management than with the teachers' experiences developing curriculum. The way that resources are used in the classroom have the potential to impact the level of organization in the classroom. The level of organization in the class has the potential to impact student behavior and therefore classroom management. Schools that invest in resources and in how to use resources effectively have the potential to impact classroom management and student learning (Drits-Esser et. al, 2017; Hoglund et. al, 2015).

Teachers also expressed challenges with developing and managing curriculum documents. Every school included in the study either had a process for ensuring that the previous teacher's lesson plans or curriculum documents were passed on to the current teacher, or the school had a process of developing curriculum documents as a team. Teachers in larger schools were often on teams where they would lesson plan together and the teachers who were a part of

these teams were appreciative for the experience to work on curriculum together. At schools where lesson planning and curriculum development did not take place on a team, teachers expected to get lesson plans from previous teachers. Some teachers were disappointed when they learned that the lesson plans or curriculum documents were not usable. Lesson plans where teachers said what they were going to do out of the textbook each day or lesson plans that were not organized meant that teachers were going to have to start from scratch developing lesson plans and curriculum documents.

When curriculum documents such as lesson plans are not usable for first-year teachers, teachers have to develop their own lesson plans with often no guidance. In this study, all of the participants were in their 20s and several of the participants took a job teaching overseas as their first teaching job. To add to the complexity of this issue, teachers who were not part of a curriculum development team often did not have mentors. Consequently, a first-year teacher and sometimes a beginning teacher was trying to develop lessons without support while also adjusting to living in a new culture. Capel, Bassett, Lawrence, Newton, and Zwozdiak-Myers (2018) found that teachers understood the importance of lesson plans, but that some teachers wrote lessons in order to "tick a box" (p. 15). For the teachers in this study, past teachers who completed lesson plans to tick a box often wrote lesson plans that were not useful for future teachers. One of the participants believed that lesson plans that were written in unit plans would have been more useful for her and would be more useful long term. According to Cappel et al. (2018), lesson planning can take between 30 minutes and an hour and a half for one lesson. This is a monumental time investment for a curriculum document if it is not useful for the present teacher or future teachers.

One of the themes that emerged in regards to curriculum documents for a first-year teacher was how useful teachers' college preparation was for them. The beginning first-years teachers in this study mentioned how beneficial college training was to them in developing curriculum documents when they started teaching overseas. Two of the participants completed their student teaching overseas. One of the participants decided to continue teaching at the school where she did her student teaching. Another participant completed his student teaching in Colombia. For many of the participants in this study, their experiences developing curriculum in college and their experiences in student teaching played a part in their success teaching overseas.

Theoretical Literature

One of the theories guiding this study is the theory of cultural intelligence (Ang & Dyne, 2009). Cultural intelligence is the understanding that a person's metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ impact how that person adapts to a new culture and works effectively within that culture (Ang & Dyne, 2009). All of the participants in this study had previous intercultural experiences, although some had more intercultural experiences than others. Those who had fewer intercultural experiences were highly motivated. They were motivated to learn more about the culture in which they would live and work; and they were open to the idea of having new experiences. Participants addressed metacognitive IQ when they noticed their own cultural assumptions. When Henry was asked about the value of intercultural training, exposure, or mentoring, he responded,

> Not coming in with this macho mindset that your culture's the best. And I think the more intercultural things you do, the more you just see different people do it different ways, and different doesn't mean better or worse.

Another participant talked about not being so "embarrassingly American." The participants were aware of their assumptions and had a desire to act appropriately in their new cultural setting.

Some of the participants had studied abroad, taken mission trips, or lived for a short time in the same region that they decided to teach. These students knew more about the region where they were going to teach. Teachers who did not have that same level of previous intercultural experiences had a desire to learn more about the culture once they arrived in the country where they were going to teach. The data collected from this study supports the theory that cultural intelligence impacts a person's ability to adapt and work effectively in a new cultural setting (Table 6).

The second theory guiding this study was Kolb's (2015) experiential learning theory, which follows the premise that people are always learning as they confront new ideas or new ways of doing things that does not align with their previous thinking. The participants in this study were in a constant process of learning during their first year. During a teacher's first year, learning revolved around school expectations, the process of curriculum development, how to best utilize resources and curriculum documents, how to develop lessons to teach students effectively. In the study, Camilla described how she taught a unit her first year that had been passed down to her from a previous teacher, and she described the unit as a "mess." Over the summer following her first year, she made changes to the unit, and the revised unit will be used when the unit is taught again. Camilla said that her experience revising this unit was one of her most empowering experiences.

Implications

The implications of this study are theoretical, empirical, and practical. Early and Ang's (2003) and Kolb's (2015) experiential theory can be applied to the experiences of first-year

teachers at international schools. The empirical implication for this study is that more research needs to be done to better understand the experience of first year teachers developing curriculum international. The practical implications of this study are for teachers moving overseas to teach and international schools.

Theoretical Implications

A theoretical implication of this study is that Earley and Ang's (2003) cultural intelligence theory and Kolb's (2015) experiential learning theory can be applied to the experiences of first-year teachers at international schools. Different dimensions of cultural intelligence (CQ) were identified in participants' experiences (Table 6). Participants still mentioned challenges such as adapting to daily life in their new setting and learning a new language, but overall teachers were willing to take on a new mindset and engage with the culture.

In addition, Kolb's (2015) experiential learning theory could be applied to the international school setting. Sparse research exists that focuses on how Kolb's experiential learning theory can be applied to curriculum development. Often experiential learning theory is focused on creating learning experiences for students and the learning process that student go through in the classroom. Additional research that focuses on how experiential learning theory applies to curriculum development is needed.

Empirical Implications

Participants in this study shared that they enjoyed teaching abroad and engaging with new cultures. However, they also revealed that there are some challenges to developing curriculum as a first-year teacher in an international setting. Of the eight participants that were interviewed, all of them shared some aspect of curriculum development that was challenging. Because of the qualitative nature of this study, only eight participants were able to share their

experiences. The empirical implication of this study is that further research needs to be done to see if these challenges are more widespread than the schools in this study. It also might be beneficial to see if the challenges differ based on the size of the ACSI international schools. The data from this study would indicate that there are likely differing challenges based on the number of students and teachers at a school.

Practical Implications

The practical implications of this study centered on international schools. International schools should take into consideration the importance of having curriculum documents that are useful to teachers and the value of having support for first year teachers.

International schools. Many of the challenges the participants discussed in their photo narratives and interviews centered around the management of resources and use of curriculum documents. Teachers want to have access to resources that are organized and useful. If teachers do not have the resources that they need when they begin their first year, it adds an additional burden to them as they prepare to begin the school year. In addition, the curriculum documents that teachers use need to be pragmatic. Teachers want administrators to explain to them the value of the curriculum documents, whether the curriculum document is a lesson plan or a long-term planning document. One of the frustrations of the teachers was that no one explained to them the value of completing curriculum documents.

International schools should consider that first-year teachers need a team or key person to go to in order to discuss their questions about curriculum. The grade-level team approach for developing curriculum was praised by the participants. In addition, research shows the benefits of using the team approach (Drits-Esser, Gess-Newsome, & Stark, 2017; Wardrip & Herman, 2018). The struggle that some international schools encounter is the small number of teachers.

Therefore, developing an effective mentoring program can be challenging. In order to mentor effectively, teachers need to have access to professional development that is focused on mentoring and teachers need time to develop the skills associated with mentoring (Gardiner & Weisling, 2018). In the case where a school only has one teacher for each grade level, one possibility of creating a team approach would be to have grade levels work together as a team. Kindergarten through second grade could be a team, and third grade through fifth grade could be a team. Teachers who felt alone seem to be more frustrated than teachers who felt supported by a team or by someone.

Delimitations and Limitations

The first delimitation is that this study is a phenomenological study. The reason for using a phenomenological study was to give voice to the teachers who had the experience of developing curriculum at an ACSI international school. The definition of "developing curriculum" was also a limitation. In order to be able to include more participants, I used a broad definition of curriculum development. In order to learn more about teachers' experiences with specific aspects of curriculum development such as curriculum mapping and scope and sequences, it would have been helpful to narrow the definition. The second delimitation is that this study focused on first-year teachers at ACSI international schools. As a part of the ACSI accreditation process, schools are expected to meet certain standards or expectations. I wanted to have a common expectation among the schools in the study, so that I could focus on the teacher's experience and not what is happening at the schools. The third delimitation is that teachers had to have a degree from an American university. Since this study is focused on international schools, teachers may come from multiple educational backgrounds. In order to focus on the teachers

experiences and not the teachers' educational background, I decided that all teachers in the study would come from a similar educational background.

One of the limitations of this study was that there were only eight participants. One of the participants had taught at an ACSI school the previous year, but she was not presently teaching at an ACSI school. She was included in the study, because we focused on her first-year experiences at an ACSI school. Another aspect of the first limitation is that seven of the eight participants were female, which could have influenced the results. Another limitations of the study was the number of people who responded to the initial questionnaire. When ACSI sent out an email of introduction with the questionnaire for the study, only four people completed the questionnaire as a result of the email, and only two of the four people who completed the questionnaire participated in the study.

An additional limitation is that interviews were completed over Skype and FaceTime, and curriculum document and photo narratives were sent over email. Some challenges arose during the interviews because of troublesome internet connections. Consequently, in some of the interviews, there were parts that were inaudible where I had to go back and ask the participants to repeat their answers. Also, in one of the interviews, the internet connection became so inaudible that the second half of the interview was not utilizable, and the participant chose to write out her answer to the second half of the interview.

All participants participated in the interviews and sent photo narratives. Curriculum documents were collected from all of the schools involved in the study. Lastly, a limitation was that the schools in this study were narrowed to ACSI schools. Limiting schools to just ACSI schools became increasingly problematic as the study went on.

Recommendations for Future Research

The first recommendation is that research be expanded past a teachers' first year. This study focused on the experiences of first-year teachers at international schools. However, since several of the participants had completed two years of teaching, participants, at times, would share how their experiences have changed or not changed since their first-year. While some of the themes—like having a mentor or adjusting to a new culture—were specific challenges to a first- year teachers, other challenges—like managing resources and curriculum documents—could be a challenge for teachers despite how long they have been teaching at the school. The second recommendation for research would be to broaden the criteria for who could participate in the study. Because of the limitation of only including ACSI schools, the number of participants was low. If the criteria were broadened, the voices of more teachers might be able to be heard. In this study, teachers' cultural intelligence played an important role in their first year experience teaching in an international school. The third recommendation is that further research be conducted to look at how intercultural training or orientation impacts a first year teachers' experience at an international school. The research from this study was a qualitative study focused on ACSI international schools. The fourth recommendation is that further research could be done on a larger scale using a quantitative approach or qualitative approach. The last recommendation would be to conduct the research at the international schools. While technology has many benefits, it can also be dubious at time when trying to collect data.

Summary

This study was comprised of eight participants who shared their experiences developing curriculum at their ACSI international schools. They shared their experiences by providing curriculum documents from their schools, by participating in interviews, and by completing a

photo narratives. The findings focused on four research questions that centered on curriculum development. The first research question explored how first-year teachers describe their experiences developing curriculum during their first year of teaching at an ACSI international school. Teachers shared their experiences with resources, curriculum documents, and support from teams or key people at their schools. The second research question concentrated on the challenges that first-year teachers encounter when beginning to develop curriculum for their classes. The challenges that many teachers faced focused on the management of resources and curriculum documents. The third research question was centered on teachers' expectations of support during the first year teaching at an international school. It was challenging to pinpoint an overarching expectation from all teachers; however, it was clear that teachers did expect to be supported. The last research question focused on how first-year teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum. While teachers did acknowledge the challenges they faced adjusting to daily life and learning a new language, one of the key themes that emerged was how previous intercultural experience or a spiritual calling to work overseas impacted the teachers' experiences once they began teaching overseas.

REFERENCES

Abramova, I. (2013). Grappling with language barriers: Implications for the professional development of immigrant teachers. *Multicultural Perspectives, 15*(3), 152-157.

ACSI. (2016a). *About ACSI & membership.* Retrieved from https://www.acsi.org/membership

ACSI. (2016b). *International school benefits.* Retrieved from https://www.acsi.org/about-acsi-and-membership/member-benefits/international-school-benefits

ACSI. (2016c). *Mission and vision.* Retrieved from https://www.acsi.org/about-acsi-and-membership/acsi-overview/mission-and-vision

ACSI. (2016d). *Reach 2.1 standards manual for accreditation.* Colorado Springs, CO: Association of Christian Schools International.

ACSI. (2017). *International.* Retrieved from https://www.acsi.org/interest/international.

Adajian, L. (1996). Professional communities: Teachers supporting teachers. *The Mathematics Teacher, 89*(4), 321-364. Retrieved from http://www.jstor.org/stable/27969765

Alban, D. J., & Reeves, P. L. (2014). Cultural fusion: International teacher responses to multiculturalism. *Journal of Ethnographic & Qualitative Research, 9*(1), 1-15.

Al-Eraky, M. M. (2012). Curriculum navigator: Aspiring towards a comprehensive package for curriculum planning. *Medical Teacher*, *34*(9), 724-732. doi:10.3109/0142159X.2012.689445

Al-Jarrah, A. (2016). The cultural intelligence level among international students in Jordanian universities. *Educational Research Quarterly*, *39*(3), 23-39.

Alkahtani, A. (2017). Curriculum change management and workload. *Improving Schools, 20*(3), 209-221.

Alon, I., & Higgins, J. M. (2005). Global leadership success through emotional and cultural

intelligences. *Business Horizons*, *48*(6), 501-512. doi:10.1016/j.bushor.2005.04.003

Amador, J. (2016). Mathematics pedagogical design capacity from planning through teaching. *Mathematics Teacher Education and Development, 18*(1), 70-86.

Amador, J., & Lamberg, T. (2013). Learning trajectories, lesson planning, affordances, and constraints in the design and enactment of mathematics teaching. *Mathematical Thinking and Learning, 15*(2), 146-170.

Anderson, J. (2015) Affordance, learning opportunities, and the lesson plan pro forma. *ELT Journal, 69*(3), 228-238. doi: 10.1093/elt/ccv008

Ang, S., & Dyne, L. V. (2009). *Handbook of cultural intelligence: Theory, measurement, and applications.* Armonk, GB: Routledge. Retrieved from http://www.ebrary.com.ezproxy.liberty.edu

Ang, S., Dyne, L.V., & Tan, M.L. (2011). Cultural intelligence. In Sternberg, R. J., & Kaufman, S. B. (Eds.). *The Cambridge handbook of intelligence*. (pp. 582-602). New York, NY: Cambridge University Press.

Athanases, S. (2013). Questioning and inquiry in mentoring new teachers of English: A focus on learners. *The English Journal, 102*(3), 40-48. Retrieved from http://www.jstor.org/stable/23365371

Bailey, L. (2015). Reskilled and 'running ahead': Teachers in an international school talk about their work. *Journal of Research in International Education, 14*(1), 3-15. doi:10.1177/1475240915572949

Baumi, M. (2015). Beginning primary teachers' experiences with curriculum guides and pacing calendars for math and science instruction. *Journal of Research in Childhood Education, 29*(3), 390-409. doi:10.1080/02568543.2015.1040565

Bennison, A. (2015). Supporting teachers to embed numeracy across the curriculum: A sociocultural approach. *Mathematics Education, 47*(4)*,* 561–573. doi:10.1007/s11858-015-0706-3

Bense, K. (2016). International teacher mobility and migration: A review and synthesis of the current empirical research and literature. *Educational Research Review, 17,* 37-49.

Bettini, E. A., Jones, N. D., Brownell, M. T., Conroy, M. A., & Leite, W. L. (2018). Relationships between novice teachers' social resources and workload manageability. *The Journal of Special Education, 52*(2), 113-126. doi:10.1177/0022466918775432

Beutel, D., Crosswell, L., Willis, J., Spooner-Lane, R., Curtis, E., & Churchward, P. (2017). Preparing teachers to mentor beginning teachers: An Australian case study. *International Journal of Mentoring and Coaching in Education, 6*(3), 164-177. doi:10.1108/IJMCE-04-2017-0030

Bismack, A. S., Arias, A. M., Davis, E. A., & Palinscar, A. S. (2015). Examining student work for evidence of teacher uptake of educative curriculum materials. *Journal of Research in Science Teaching, 52*(6), 816-846. doi: 10.1002/tea.21220

Blazar, D. (2015). Grade assignments and the teacher pipeline: A low-cost lever to improve student achievement? *Educational Researcher, 44*(4), 213-227.

Boschmann, F., McKenney, S., & Voogt, J. (2014). Understanding decision making in teachers' curriculum design approaches. *Education Technology Research Design, 62*(4)*,* 393–416. doi: 10.1007/s11423-014-9341-x

Boyd, D. J., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis, 31*(4), 416-440.

Brown, K. M., & Wynn, S. R. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools, 8*(1), 37-63.

Brummitt, N. & Keeling, A. (2013). Charting the growth of international schools. In R. Pearce (Ed.) *International Education and Schools: Moving Beyond the First 40 Years*. (pp. 25-36) London, GB: Bloomsbury Academic.

Bunnell, T. (2016). Teachers in international schools: A global educational 'precariat'?, *Globalisation, Societies and Education, 14*(4), 543-559. doi:10.1080/14767724.2015.1068163

Cabrita, I. & Lucas, M. (2016). The implications of curriculum change: Perceptions of East Timorese policymakers. *The Asia - Pacific Education Researcher, 25*(5-6), 807-815.

Capel, S., Bassett, S., Lawrence, J., Newton, A., & Zwozdiak-Myers, P. (2018). How trainee physical education teachers in England write, use and evaluate lesson plans. *European Physical Education Review*. doi:10.1177/1356336X18785053

Carlyon, T. (2018). Teachers in schools transitioning from one year level to another: What impact does this have on teachers' professional identity? *Asia-Pacific Journal of Teacher Education, 46*(1), 98-13.

Carpenter, D. (2017). Collaborative inquiry and the shared workspace of professional learning communities. *International Journal of Educational Management, 31*(7), 1069-1091. doi:10.1108/IJEM-10-2015-0143

Casey, M. (2016). *Motivational factors that sustain experienced teachers in high-need, low-performing public schools: A phenomenological study* (Doctoral dissertation). Retrieved from http://digitalcommons.liberty.edu/doctoral/1310

Casey, T. (2016). Creating a guaranteed and viable curriculum in international schools. In T. S. Stuart (Ed.), *Global perspectives: Professional learning communities in international schools*. (pp. 53-69). Bloomington, IN: Solution Tree Press.

Chapple, J. (2015). Mission accomplished? School mission statements in NZ and Japan: What they reveal and conceal. *Asia Pacific Education Review, 16*(1), 137-147.

Charalambous, C. Y., & Hill, H. C. (2012). Teacher knowledge, curriculum materials, and quality of instruction: Unpacking a complex relationship. *Journal of Curriculum Studies, 44*(4), 443–466.

Cloete, A. L. (2017). Technology and education: Challenges and opportunities. *HTS Teologiese Studies/Theological Studies, 73*(4), 1-7.

Corlu, M. (2014). Which preparatory curriculum for the International Baccalaureate Diploma Programme is best? The challenge for international schools with regard to mathematics and science. *International Review of Education, 60*(6), 793-801. doi:10.1007/s11159-014-9446-9

Corlu, M. S., & Alapala, B. (2015). On mathematics and culture: Insights from an international school. *Journal of Humanistic Mathematics, 5*(1), 223-232. doi:10.5642/jhummath.201501.13

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). [Kindle version].

Crowne K. A. (2013). Cultural exposure, emotional intelligence, and cultural intelligence: An exploratory study. *International Journal of Cross Cultural Management, 13*(1), 5- 22. Retrieved from http://journals.sagepub.com/doi/full/10.1177/1470595812452633

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education, 40*(3), 291. doi:10.1080/02619768.2017.1315399

Datnow, A., & Hubbard, L. (2016). Teacher capacity for and beliefs about data-driven decision making: A literature review of international research. *Journal of Educational Change, 17,* 7-28. doi:10.1007/s10833-015-9264-2

Davis, E. A., Beyer, C., Forbes, C. T., & Stevens, S. (2011). Understanding pedagogical design capacity through teachers' narratives. *Teaching and Teacher Education, 27*(4), 797–810. doi:10.1016/j.tate. 2011.01.005.

Dee, T. S., & Wyckoff, J. (2015). Incentives, selection, and teacher performance: Evidence from IMPACT. *Journal of Policy Analysis and Management, 34*(2), 267-297. doi:10.1002/pam.21818

Delamarter, J. (2013). Literary practice and imagined community in Christian secondary schools. *Journal of Research on Christian Education*, *22*(3), 283-300.

Demircioğlu, S., & Çakır, C. (2015). Intercultural competence of English language teachers in International Baccalaureate world schools in Turkey and abroad. *Journal of Language and Linguistic Studies, 11*(1), 15-32.

Doig, B., & Groves, S. (2011). Japanese lesson study: Teacher professional development through communities of inquiry. *Mathematics Teacher Education and Development*, *13*(1), 77-93.

Drits-Esser, D., Gess-Newsome, J., & Stark, L. A. (2017). Examining the sustainability of teacher learning following a year-long science professional development programme for inservice primary school teachers. *Professional Development in Education, 43*(3), 375-396. doi:10.1080/19415257.2016.1179664

D'Souza, L. A. (2014). Bridging the gap for beginning teachers: Researcher as mentor. *International Journal of Mentoring and Coaching in Education, 3*(2), 171-187.

Dunn, A. H. (2011). Global village versus culture shock. *Urban Education, 46*(6), 1379-1410.

Dyne, L., Ang, S., Koh, C. (2009). Development and validation of the CQS: The cultural intelligence scale. In Ang, S., & Dyne, L. (Eds.), *Handbook of Cultural Intelligence*. (pp. 16-38), New York, NY: Routledge.

Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford University Press. Retrieved from http://search.proquest.com.ezproxy.liberty.edu/docview/37788443?accountid=12085

Ebewo, P. J., & Sirayi, M. (2018). Curriculum transformation in a post-apartheid South African university: The arts faculty, Tshwane University of Technology. *Africa Education Review, 15*(2), 82-95. doi:10.1080/18146627.2017.1307090

Farley-Ripple, E., & Buttram, J. (2015). The development of capacity for data use: The role of teacher networks in an elementary school. *Teachers College Record, 117*(4), 1–34.

Fastier, M. (2013). Curriculum development in New Zealand: New directions, opportunities and challenges for school geography. *Review of International Geographical Education Online (RIGEO), 3*(3), 241-252.

Fee, J. F. (2011). Latino immigrant and guest bilingual teachers: Overcoming personal, professional, and academic culture shock. *Urban Education, 46*(3), 390-407.

Festus, A. B., & Kurumeh, M. S. (2015). Curriculum planning and development in mathematics from the formative stages. *Journal of Education and Practice*, *6*(2), 62-66.

Forbes, C. (2013). Curriculum-dependent and curriculum-independent factors in pre-service elementary teachers' adaptation of science curriculum materials for inquiry-based science. *Science Teacher Education, 24*, 179-197. doi:10.1007/s10972-011-9245-0

Fujii, T. (2016). Designing and adapting tasks in lesson planning: A critical process of lesson study. *ZDM International Journal on Mathematics Education, 48*(4), 411-423. doi:10.1007/s11858-016-0770-3

Gardiner, W., & Weisling, N. (2018). Challenges and complexities of developing mentors' practice: Insights from new mentors. *International Journal of Mentoring and Coaching in Education, 7*(4), 329-342. doi:10.1108/IJMCE-12-2017-0078

Graff, N. (2011). 'An effective and agonizing way to learn': Backwards design and new teachers' preparation for planning curriculum. *Teacher Education Quarterly, 38*(3), 151-168. Retrieved from http://search.proquest.com/docview/892988583?accountid =1205

Greany, T., & Waterhouse, J. (2016). Rebels against the system: Leadership agency and curriculum innovation in the context of school autonomy and accountability in England. *International Journal of Educational Management, 30*(7), 1188-1206.

Haas, K. P. (2012). Mentoring new teachers by empowering the 'peeps'. *English Journal, 101*(5), 12-14.

Hacohen, C. (2012). 'The norm is a flux of change': Teachers' experiences in international schools. *Educational Psychology In Practice*, *28*(2), 113-126. doi:10.1080/02667363.2011.646092

Hahs-Vaughn, D., & Scherff, L. (2008). Beginning English teacher attrition, mobility, and retention. *The Journal of Experimental Education, 77*(1), 21-53.

Halicioglu, M. L. (2015). Challenges facing teachers new to working in schools overseas. *Journal of Research in International Education, 14*(3), 242-357, doi:10.1177/1475240915611508

Hariri, C. A., & Yayuk, E. (2018). The application of experiential learning model to increase students' comprehension in the subject material of light and its properties. *Scholaria: Jurnal Pendidikan Dan Kebudayaan, 8*(1), 1-15.

Hill, I. (2016). What is an international school? *International Schools Journal*, *35*(2), 9-21.

Hobson, D. P, & Silova, A. (Eds.). (2014). *Globalizing minds: Rhetoric and realities in international schools*. Charlotte, NC: Information Age.

Hoglund, W. L. G., Klingle, K. E., & Hosan, N. E. (2015). Classroom risks and resources: Teacher burnout, classroom quality and children's adjustment in high needs elementary schools. *Journal of School Psychology*, *53*(5), 337-357. doi:10.1016/j.jsp.2015.06.002

Holtbrugge, D., & Engelhard, F. (2016). Study abroad programs: Individual motivations, cultural intelligence, and the mediating role of cultural boundary spanning. *Academy of Management Learning and Education, 15*(3), 435-455. doi:10.5465/amle.2015.0128

Hopkins, M., & Spillane, J. P. (2014). Schoolhouse teacher educators: Structuring beginning teachers' opportunities to learn about instruction. *Journal of Teacher Education, 65*(4), 327-339. doi:10.1177/0022487114534438.

Howes, L. M., & Goodman-Delahunty, J. (2015). Teachers' career decisions: Perspectives on choosing teaching careers, and on staying or leaving. *Issues in Educational Research*, *25*(1), 18-35.

Hrycak, J. (2015). Home and away: An inquiry into home-based and overseas teachers' perceptions regarding international schools. *Journal of Research in International Education, 14*(1), 29-43. doi: 10.1177/1475240915573136

Ingersoll, R. M., & May, H. (2012). The magnitude, destinations, and determinants of mathematics and science teacher turnover. *Educational Evaluation and Policy Analysis, 34*(4), 435-464. doi: 10.3102/0162373712454326

Jensz, F. (2016). Non-European teachers in mission schools: Introduction. *Itinerario, 40*(3), 389-403. doi:10.1017/S0165115316000620

Johari, J., Yean Tan, F., & Tjik Zulkarnain, Z. I. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management, 32*(1), 107-120. doi:10.1108/IJEM-10-2016-0226

Juniaria, B., Sonhadji K.H, A., Arifin, I., & Huda A.Y, M. (2017). Strategic management in the implementation of curriculum 2013 in elementary school in Indonesia. *International Journal of Learning and Development, 7*(3), 93. doi:10.5296/ijld.v7i3.11504

Khawary, O., & Ali, S. (2015). The causes and effects of English teachers' turnover: A case from Afghanistan. *Improving Schools, 18*(1), 20-34.

Kim, D., Hyun, J. H., Lee, J., Bertolani, J., Mortari, L., & Carey, J. (2015). Eccomi pronto: Implementation of a socio-emotional development curriculum in a South Korean elementary school. *International Journal of Emotional Education, 7*(2), 2-14.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice Hall.

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development.* Upper Saddle River, NJ: Pearson Education.

Konanahalli, A., Oyedele, L. O., Spillane, J., Coates, R., Jason, V. M., & Ebohon, J. (2014). Cross-cultural intelligence (CQ). *International Journal of Managing Projects in Business, 7*(3), 423-448. Retrieved from http://ezproxy.liberty.edu/login?url=https://search-proquest-com.ezproxy.liberty.edu/docview/1536527988?accountid=1208

Krajinovic, V., Matecic, I., & Cavlek, N. (2016). Comparative analysis of students' expectations of experiential learning: The case of Ithas 2015. *An Enterprise Odyssey. International Conference Proceedings,* 657-664.

Lai, C., Shum, M. S., & Zhang, B. (2014). International mindedness in an Asian context: The case of the International Baccalaureate in Hong Kong. *Educational Research, 56*(1), 77-96. doi:10.1080/00131881.2013.874159

Lalor, B., & Abawi, L (2014). Professional learning communities enhancing teacher experiences in international schools. *International Journal of Pedagogies and Learning, 9*(1), 76-86.

Langdon, F., & Ward, L. (2015). Educative mentoring: A way forward. *International Journal of Mentoring and Coaching in Education, 4*(4), 240-254. doi:10.1108/IJMCE-03-2015-0006

Ledger, S. (2017). The International Baccalaureate standards and practices as reflected in literature (2009-2016). *The International Schools Journal, 37*(1), 32-44.

Lee, H. A. (2015). Thinking levels of questions in Christian reading textbooks. *Journal of Research on Christian Education, 24*(2), 89-100.

Lee, M., Hallinger, P., & Walker, A. (2012). Leadership challenges in international schools in the Asia Pacific region: Evidence from programme implementation of the International Baccalaureate. *International Journal of Leadership In Education, 15*(3), 289-310.

Levin, B. B., & Schrum, L. (2013). Using systems thinking to leverage technology for school improvement: Lessons learned from award-winning secondary schools/districts. *Journal*

of Research on Technology in Education, *46*(1), 29. doi:10.1080/15391523.2013.10782612

Lewis, C. C., & Hurd, J. (2011). *Lesson study step by step: How teacher learning communities improve instruction*. Portsmouth, NH: Heinemann.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Livermore, D. (2009). *Cultural intelligence: Improving your CQ to engage our multicultural world.* Grand Rapids, MI: Baker Academics.

Livermore, D. (2011). *The cultural intelligence difference: Master the one skill you can't do without in today's global economy.* New York, NY: AMACOM.

Looi, C., Sun, D., Kim, M. S., & Wen, Y. (2018). The impact of a professional development model for a mobilized science curriculum: A case study of teacher changes. *Research in Science & Technological Education, 36*(1), 86-110. doi:10.1080/02635143.2017.1409704

Mancuso, S. V., Roberts, L., White, G. P., Yoshida, R. K., & Weston, D. (2011). Strategies to improve teacher retention in American overseas schools in the Near East South Asia Region: A qualitative analysis. *Journal of School Leadership*, *21*(6), 819-844.

Manwa, L., Mukeredzi, T. G., & Manwa, L. (2016). Rural school teaching in Zimbabwe: Mentoring experiences of beginning primary school teachers. *Australian and International Journal of Rural Education, 26*(2), 62-75.

McCann, T. M. (2013). Mentoring matters. *English Journal, 102*(6), 88-90. Retrieved from http://search.proquest.com/docview/1418211494?accountid=12085

Meixia, D., & Carlson, M. A. (2013). Elementary teachers' learning to construct high-quality mathematics lesson plans. *Elementary School Journal*, *113*(3), 359-385.

Michael, K. Y., & Alsup, P. R. (2016). Differences between the sexes among Protestant Christian middle school students and their attitudes toward science, technology, engineering, and math (STEM). *Journal of Research on Christian Education*, *25*(2), 147-168.

Mirsafian, H. (2016). Effect of cultural intelligence on the work adjustment of PE teachers in primary and secondary schools in a large city in Iran. *Physical Culture and Sport. Studies and Research*, *71*(1), 14-20.

Mligo, I. R. (2016). Teachers' perceptions and concerns about the implementation of the 2005 preschool curriculum in Tanzania. *Early Years, 36*(4), 353-367.

Mølstad, C. E. (2015). State-based curriculum-making: Approaches to local curriculum work in Norway and Finland. *Journal of Curriculum Studies, 47*(4), 441-461.

Moore, D. (2014). Most common teacher characteristics related to intentionality in student spiritual development. *Journal of Research on Christian Education, 23*(3), 255-270. Retrieved from http://dx.doi.org/10.1080/10656219.2014.963269

Moore, T. M. (2007). *Culture matters.* Grand Rapids, MI: Brazos Press.

Morales, A. (2015). Factors affecting third culture kids' (TCKs) transition. *Journal of International Education Research, 11*(1), 51-55.

Moustakas, CE (1990). *Heuristic research: Design, methodology, and applications*. Newbury Park, CA: Sage.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Mujis, D., Chapman, C., & Armstrong, P. (2013). Can early careers teachers be teacher leaders? A study of second year trainees in the Teacher First Alternative Certification Program.

Educational Management Administration & Leadership, 41(6), 767-781. doi:10.1177/1741143213494188

Naeini, A. V., & Shakouri, N. (2016). Preparing for a postmethod pedagogy: A transformative approach to curriculum development. *Theory and Practice in Language Studies*, *6*(3), 586-591.

Oberg, K. (1960) Culture shock: Adjustment to new cultural environments. *Practical Anthropology, 7*(3), 177–182.

Ormond, B. M. (2017). Curriculum decisions - the challenges of teacher autonomy over knowledge selection for history. *Journal of Curriculum Studies, 49*(5), 599-619. doi:10.1080/00220272.2016.1149225

Ost, B. (2014). How do teachers improve? The relative importance of specific and general human capital. *American Economic Journal: Applied Economics, 6*(2), 127–151.

Ost, B., Schiman, J. C. (2015). Grade-specific experience, grade reassignments, and teacher turnover. *Economics of Education Review, 46*, 112–126.

Pang, M. (2016) Companion guides for lesson planning: A planning template and the lesson plan pro forma. *ELT Journal, 70*(4), 444-454. doi:10.1093/elt/ccw053

Parkay, F. W., Anctil, E. J., & Hass, G. (2014). *Curriculum leadership: Readings for developing quality educational programs* (10th ed.). Boston, MA: Allyn & Bacon.

Parker, E. C., Bond, V. L., & Powell, S. R. (2017). A grounded theory of preservice music educators' lesson planning processes within field experience methods courses. *Journal of Research in Music Education, 65*(3), 287-308. doi:10.1177/0022429417730035

Patton, M.Q. (2015). *Qualitative research & evaluation methods.* [Kindle Version].

Presbitero, A. (2016). Culture shock and reverse culture shock: The moderating role of cultural intelligence in international students' adaptation. *International Journal of Intercultural Relations, 53,* 28-38.

Rameker-Rogers, V. (2016). Understanding the international school student. In T. S. Stuart (Ed.), *Global perspectives: Professional learning communities in international schools.* (pp. 25-32). Bloomington, IN: Solution Tree Press.

Ramsey, J. R., & Lorenz, M. P. (2016). Exploring the impact of cross-cultural management education on cultural intelligence, student satisfaction, and commitment. *Academy of Management Learning and Education, 15*(1), 79-99. doi:10.5465/amle.2014.0124

Regan, K. S., Evmenova, A. S., Kurz, L. A., Hughes, M. D., Sacco, D., Ahn, S. Y., &Chirinos, D. S. (2016). Researchers apply lesson study: A cycle of lesson planning, implementation, and revision. *Learning Disabilities Research & Practice, 31*(2), 113-122. doi: 10.1111/ldrp.12101

Reichard, J. D. (2016). No 'slippery slope'? An empirical case study on the effect of secular science textbooks on student religiosity in a Christian private school. *Journal of Research on Christian Education, 25*(1), 25-37.

Reichl, C., Wach, F., Spinath, F. M., Brünken, R., & Karbach, J. (2014). Burnout risk among first-year teacher students: The roles of personality and motivation. *Journal of Vocational Behavior, 85*(1), 85-92.

Reid, C., & Collins, J. (2013). 'No-one ever asked me': the invisible experiences and contribution of Australian emigrant teachers. *Race Ethnicity and Education, 16*(2), 268-290. http://dx.doi.org/10.1080/13613324.2012.674022.

Reitano, P., & Green, N. C. (2012). The value of concept mapping in developing professional growth in a geography methods course. *International Journal of Multiple Research Approaches, 6*(2), 160-174.

Rigelman, N. M., & Ruben, B. (2012). Creating foundations for collaboration in schools: Utilizing professional learning communities to support teacher candidate learning and visions of teaching. *Teacher and Teacher Education, 28,* 979-989. doi:10.1016/j.tate.2012.05.004

Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., & Annen, H. (2011). Beyond general intelligence (IQ) and emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalized world. *Journal of Social Issues, 67*(4), 825-840.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal, 50*(1), 4-36. doi:10.3102/0002831212463813

Roskell, D. (2013). Cross-cultural transition: International teachers' experience of 'culture shock.' *Journal of Research in International Education*, *12*(2), 155-172. doi:10.1177/1475240913497297

Russell-Bowie, D. (2013). Mission impossible or possible mission? Changing confidence and attitudes of primary preservice music education students using Kolb's experiential learning theory. *Australian Journal of Music Education,* 46-63. Retrieved from https://search-proquest-com.ezproxy.liberty.edu/docview/1627120363?accountid=12085

Ryan, A. M., Heineken, A. J., & Steindam, C. E. (2014). Preparing globally minded teachers through the incorporation of the International Baccalaureate. *Journal of Education*, *194*(3), 39-51.

Salajan, F. D., Nyachwaya, J. M., Hoffman, J. G., & Hill, B. D. (2016). Improving teacher candidates' lesson planning competencies through peer review in a wiki environment. *Teacher Educator*, *51*(3), 185-210. doi:10.1080/08878730.2016.1153179

Sanders, M. (2013). Mentoring matters. *Christian Teachers Journal*, *21*(4), 12-15.

Santoyo, C., & Shaoan, Z. (2016). Secondary teacher candidates' lesson planning learning. *Teacher Education Quarterly*, *43*(2), 3-27.

Savva, M. (2013). International schools as gateways to the intercultural development of North-American teachers. *Journal of Research in International Education, 12*(3). 214-227. doi:10.1177/1475240913512589

Schuster, D., Buckwalter, J., Marrs, K., Pritchett, S., Sebens, J., & Hiatt, B. (2012). Aligning university-based teacher preparation and new STEM teacher support. *Science Educator, 21*(2), 39-44. Retrieved from http://search.proquest.com/docview/1313457493 ?accountid=1205

Scouller, D. L. (2012). From Philosophy to Practice: An investigation of the impact of a school's philosophy on policy and classroom practice. *Journal of Education and Christian Belief*, *16*(1), 61-80.

Sellheim, D. & Weddle, M. (2015) Using a collaborative course reflection process to enhance faculty and curriculum development. *College Teaching*, *63*(2), 52-61, doi:10.1080/87567555.2015.1005039

Shaklee, B. D., Mattix-Foster, A. A., & Lebron, J. (2015). Meeting the needs of a changing landscape: New innovations in international teacher preparation. *International Schools Journal, 35*(1), 46-55.

Snyder, C. (2012). Finding the 'royal road' to learning to teach: Listening to novice teacher voices in order to improve the effectiveness of teacher education. *Teacher Education Quarterly, 39*(4), 33-53. Retrieved from https://go.galegroup.com/ps/?authCount=1

So, K., & Kang, J. (2014). Curriculum reform in Korea: Issues and challenges for twenty-first century learning. *The Asia-Pacific Education Researcher*, *23*(4), 795-803.

Song, H. (2012). The role of teachers' professional learning communities in the context of curriculum reform in high schools. *Chinese Education and Society, 45*(4), 81–95. doi:10.2753/CED1061-1932450406

Soon, A., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, *3*(3), 335-371. doi:10.1111/j.1740-8784.2007.00082.x

Soto, S. T. (2015). An analysis of curriculum development. *Theory and Practice in Language Studies*, *5*(6), 1129-1139.

Spillane, J. P., & Hopkins, M. (2013). Organizing for instruction in education systems and school organizations: How the subject matters. *Journal of Curriculum Studies*, *45*(6), 721-747. doi:10.1080/00220272.2013.810783

Stachowski, L. L., Grant, C., & Stuehling, A. (2015). Through the global gateway: Transforming student teachers in overseas schools and communities. *Delta Kappa Gamma Bulletin*, *81*(3), 35-43.

Sutherland, I. E., Price, D., & Harris, D. (2014). Where is global citizenship? How international schools are fulfilling their mission. In D. P. Hobson & A. Silova (Eds.), *Globalizing*

minds: Rhetoric and realities in international schools (pp. 35-50). Charlotte, NC: Information Age.

Swezey, J. (2008). The founding and formation of the [Christian Schools Global Consortium]: A thirty year perspective. *Associates for Research on Public Education, 29*(3), 1-10.

Thomas, M. A. M., Thomas, C. M., & Lefebvre, E. E. (2014). Dissecting the teacher monolith: Experiences of beginning basic school teachers in Zambia. *International Journal of Educational Development, 38*, 37-46.

Tyler, R. W. (2013). *Basic Principles of Curriculum and Instruction.* Chicago, IL: The University of Chicago Press.

Vanlommel, K., Van Gasse, R., Vanhoof, J., & Petegem, P. V. (2018). Teachers' high-stakes decision making. how teaching approaches affect rational and intuitive data collection. *Teaching and Teacher Education, 71,* 108-119. doi:10.1016/j.tate.2017.12.011

Vece, J. P., & Curi, E. (2014). Professores dos três primeiros anos do ensino fundamental da rede municipal de são paulo e suas relações com o currículo prescrito e apresentado no ensino de Matemática/Teachers of the first three years of elementary school in the são paulo municipal schools and their relation with the curriculum prescribed and presented for mathematics teaching. *Bolema, 28*(49), 621-637.

Wang, Y. (2017). When teacher autonomy meets management autonomy to enhance learner autonomy. *Chinese Journal of Applied Linguistics, 40*(4), 392-409. doi:http://dx.doi.org.ezproxy.liberty.edu/10.1515/cjal-2017-0023

Wardrip, P. S., & Herman, P. (2018). 'We're keeping on top of the students': Making sense of test data with more informal data in a grade-level instructional team. *Teacher Development, 22*(1), 31. doi:10.1080/13664530.2017.1308428

Waterval, D. J., Frambach, J. M., Driessen, E. W., & Scherpbier, A. A. (2015). Copy but not paste: A literature review of crossborder curriculum partnerships. *Journal of Studies in International Education, 19*(1), 65-85.

Watters, J. J., & Diezmann, C. M. (2015). Challenges confronting career-changing beginning teachers: A qualitative study of professional scientists becoming science teachers. *Science Teacher Education, 26,* 1631-1692. doi:10.1007/s10972-014-9413-0

Wiggins, G., & McTighe, J. (2012). *Understanding by design guide to advanced concepts in creating and reviewing units*. Alexandria, VA: ASCD. Retrieved from https://ebookcentral-proquest-com.ezproxy.liberty.edu

Wiles, J. W., & Bondi, J. C. (2011). *Curriculum development: A guide to practice* (9th ed.). New York, NY: Pearson.

Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development: A guide to practice* (9th ed.). New York, NY: Pearson.

APPENDICES

APPENDIX A: PARTICIPANT QUESTIONNAIRE

As a graduate student in the School of Education at Liberty University, I am conducting research to better understand teachers' experiences developing curriculum during their first year teaching at an international school. I would like to give voice to teachers about the challenges that they encounter when they develop curriculum for their classes during their first year teaching at an ACSI school. In addition, I desire to learn more about the expectations teachers have of the school when it comes to curriculum support. Lastly, I would like to hear how teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum. I am writing to invite you to participate in my study.

If you are 18 years of age or older, you have been teaching at your current ACSI international school for one to three years, you have experience developing curriculum that could involve creating lesson plans, creating units, or creating curriculum materials, you have a degree from an American university, and you are willing to participate, you will be asked to:

1. Email the researcher your school's teacher handbook and the curriculum guide documents for your subject/grade level.
2. Participate in an interview, which should take approximately an hour. This interview will either take place in person or over a video platform such as FaceTime or Skype.
3. Take three pictures that describe your experiences teaching during your first year teaching at your current international school; inserting those pictures into a word document, and writing a short description of what is happening in the pictures and why those pictures are important to you.
4. Review interview transcripts for accuracy.

It should take approximately 2 hours for you to complete the procedures listed. Your name and/or other identifying information will be requested as part of your participation, but the information will remain confidential.

To participate, complete the questionnaire below. If you meet the criteria for this study, I will contact you through email.

A consent document will be emailed to you upon meeting the criteria for this study. The consent document contains additional information about my research. Please sign the consent document and return it to me at the time of the interview.

Name_____

Email address_____

Check yes or no for the following statements:

Yes No

_____ _____ I have been teaching at my present ACSI international school for three years or less. If your answer was yes, please check how long you have been teaching at your present international school:

_____currently in my first year
_____completed 1 year
_____completed 2 years
_____completed 3 years

_____ _____ I have a degree from an American university.

_____ _____I have developed curriculum at my current international school. If your answer was yes, please check what type of curriculum development you participated in during your first year at your present international school.

_____lesson planning
_____developing units
_____developing curriculum guides
_____developing instructional guides (scope and sequences or curriculum maps)
_____choosing curriculum standards and/or standards alignment
_____choosing curriculum

Thank you for taking the time to complete this questionnaire.

APPENDIX B: CONSENT FORM

The Liberty University Institutional
Review Board has approved
this document for use from
6/13/2018 to 6/12/2019
Protocol # 3301.061318

CONSENT FORM

THE EXPERIENCES OF TEACHERS AT ACSI INTERNATIONAL SCHOOLS DEVELOPING CURRICULUM DURING THEIR FIRST YEAR: A PHENOMENOLOGICAL STUDY

Rachel M. Pedigo
Liberty University
School of Education

You are invited to be in a research study of experiences of teachers at ACSI international schools developing curriculum during their first year. You were selected as a possible participant because you have been teaching at your current ACSI international school for one to three years, you have experience developing curriculum that could involve creating lesson plans, creating units, or creating curriculum materials, and you have a degree from an American university. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Rachel M. Pedigo, a doctoral candidate in the School of Education, Liberty University

Background Information: The purpose of this study is to hear how teachers describe their experiences developing curriculum during their first year teaching at an ACSI international school. The researcher of this study would like to give voice to teachers about the challenges that they encounter when they develop curriculum for their classes during their first year. In addition, the researcher of this study desires to learn more about the expectations teachers have of the school when it comes to curriculum support. Lastly, the researcher of this study wants to hear how teachers describe their experiences adjusting to a new culture while at the same time working to develop curriculum.

Procedures: If you agree to be in this study, I would ask you to do the following things:

1. Email the researcher your school's teacher handbook and the curriculum guide documents for your subject/grade level. It should take approximately 20 minutes to complete this task.
2. Participate in a recorded interview, which should take approximately an hour. This interview will either take place in person or over a video platform such as FaceTime or Skype.
3. Take three pictures that describe your experiences teaching during your first year teaching at your current international school; inserting those pictures into a Word document, and writing a short description of what is happening in the pictures and why those pictures are important to you. This task should take approximately 30 minutes to complete.
4. Review interview transcripts for accuracy, which should take approximately 10 minutes to complete.

Risks and Benefits of Participation: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life. Participants

should not expect to receive a direct benefit from taking part in this study. Benefits to society include adding research to the international education field about teachers' experiences developing curriculum during their first year teaching at an international school.

Compensation: Participants will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. I may share the data I collect from you for use in future research studies or with other researchers; if I share the data that I collect about you, I will remove any information that could identify you, if applicable, before I share the data. Participants will be assigned a pseudonym. I will conduct the interviews in a location where others will not easily overhear the conversation. Data will be stored on a password locked computer and may be used in future presentations. After three years, all electronic records will be deleted. Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Contacts and Questions: The researcher conducting this study is Rachel M. Pedigo. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at 912-501-5524 or rmpedigo2@liberty.edu. You may also contact the researcher's faculty advisor, Dr. Samuel Smith at sjsmith3@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 1887, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

The Liberty University Institutional
Review Board has approved
this document for use from
6/13/2018 to 6/12/2019
Protocol # 3301.061318

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record me as part of my participation in this study.

_____

Signature of Participant Date

_____

Signature of Investigator Date

APPENDIX C: PHOTO NARRATIVE

Directions: Sometimes a picture describes an experience more vividly than words. Using your smart device, you will take a picture of anything that would represent your experiences adjusting to a new culture while at the same time developing curriculum during your first year teaching at your current school. The picture could be (1) an important event or experience that happened during your first year, (2) a picture of a lesson you taught during your first year, (3) a picture of a curriculum document that was valuable to your during your first year teaching at the international school, (3) something that motivated you to engage with the culture, (4) knowledge about the culture that impacted your curriculum development, (5) cultural assumptions you became aware of during your first year at the school, or (6) an image that encompasses your feeling(s) from your first year teaching at your current international school. You can also take a photograph of a picture that you took during your first year

In the spaces below, insert three pictures that meet any of the criteria discussed above. In the lines below your picture describe in 1-2 sentence how that picture illustrates your experiences adjusting to a new culture while at the same time working to develop curriculum.

Insert Picture Here

_____

_____

_____

Insert Picture Here

Insert Picture Here

APPENDIX D: ALEXANDRA'S CURRICULUM OVERVIEW

Mathematics Grade 3 Outcomes

Dates	Outcome
Aug 10 – Aug 28 3 Weeks	***Place Value, Rounding and Estimation*** **NS2.1 - Counts, orders, reads and records numbers up to four digits**
Aug 31 – Sept 18 3 Weeks	***Addition & Subtraction*** **NS2.2 - Uses mental and written strategies for addition and subtraction involving two-, three- and four-digit numbers**
Sept 21 – Oct 2 2 Weeks	***2 Dimensional Shape*** **SGS2.2a - Manipulates, compares, sketches and names two dimensional shapes and describes their features**
Oct 5 - Oct23 2 Weeks	***3 Dimensional Shape*** **SGS2.1 - Makes, compares, describes and names three dimensional objects including pyramids, and represents them in drawings**
Oct 26 - Nov 4 1 Week	***Angles*** **SGS2.2b - Identifies, compares and describes angles in practical situations**
Nov9- Nov13 1 Week	***Data*** ***DS2.1 - Gathers and organizes data, displays data using tables and graphs, and interprets the results***
Nov 16 – Nov 27 2 Weeks	***Position*** **SGS2.3 - Uses simple maps and grids to represent position and follow routes**
Nov30 - Dec18 3 Weeks	***Multiplication & Division*** **NS2.3 - Uses mental and informal written strategies for multiplication and division**
Jan 11 - Feb 19 6 Weeks *Time to reteach multi. & div. if needed	***Fractions, Decimals & Percentages*** **NS2.4 - Models, compares and represents commonly used fractions and decimals, adds and subtracts decimals to two decimal places, and interprets everyday percentages**

Feb 22 - Mar 4 1 Week	***Chance*** **NS2.5 - Describes and compares chance events in social and experimental contexts**
Mar 7 – Mar 18 2 Weeks	***Time*** ***MS2.5 - Reads and records time in one-minute intervals and makes comparisons between time units***
Mar 28 – April 8 2 Weeks	***Length and Perimeter*** **MS2.1 - Estimates, measures, compares and records lengths, distances and perimeters in metres, centimetres and millimeters**
Apr 11 – Apr 22 2 Weeks	***Area*** **MS2.2 - Estimates, measures, compares and records the areas of surfaces in square centimetres and square metres**
April 25 – May 4 1.5 Weeks	***Mass MS2.4 - Estimates, measures, compares and records masses using kilograms and grams***
May9 - May20 2 Weeks	***Volume and Capacity*** ***MS2.3 - Estimates, measures, compares and records volumes and capacities using litres, millilitres and cubic centimeters***
May 23 – June 3 2 Weeks	***Patterns & Algebra*** **PAS2.1 - Generates, describes and records number patterns using a variety of strategies and completes simple number sentences by calculating missing values**
June 6 - June 16 2 Weeks	***Money***

Portfolio and report # 1 sent home October 26th
Portfolio and report # 2 sent home by January 20th
Portfolio and report # 3 sent home by May 5th
Portfolio and report # 4 send home June 8th

Outcomes	
Knowledge and Skills Checklist	**Notes**
Place Value, Rounding and Estimation	

NS2.1 - Counts, orders, reads and records numbers up to four digits	
o	
Addition & Subtraction **NS2.2 - Uses mental and written strategies for addition and subtraction involving two-, three- and four-digit numbers**	
o Use mental strategies for addition and subtraction involving 2,3, and 4 digit numbers (bridging, jump, compensation, and splitting) **o Record mental strategies o Adding and subtracting two or more numbers,** **with and without trading, using concrete** **materials and recording their method. (MAB) o Inverse relationships (fact families with add.** **and sub.) o Use a formal written algorithm and applying** **place value to solve addition and subtraction problems up to four digits. (traditional algorithm)**	**Predict a count (simple start to each lesson)** **http://mathematicscentre.com/calchange/cch_act/predict.htm**
2 Dimensional Shape **SGS2.2a - Manipulates, compares, sketches and names two dimensional shapes and describes their features**	
o Construct 2D shapes from a variety of materials. **o Compare the rigidity of 2D frames 3vs4vs more**	**Concrete activity where students build shapes to identify sides, etc. --> Can be continued and used during 3D shapes. (http://www.maths300.com/members/m300full/107lnews.htm)**
sides. o Manipulate, compare, and describe features of	

2D shapes including pentagons, octagons, and parallelograms.o Identify and name pentagons, octagons, trapeziums and parallelograms presented in different orientations.o Make tessellating designs by reflecting (flipping), translating (sliding), and rotating (turning) a 2D shape.o Find lines of symmetry for a given shape.	
3 Dimensional Shape **SGS2.1 - Makes, compares, describes and names three dimensional objects including pyramids, and represents them in drawings**	
o Make models of prisms, pyramids, cylinders, cones, and spheres given a 3D object, picture, or photograph view **o Sketch prisms, pyramids, cylinders, cones, and spheres attempting to show depth** **o Sketch 3D objects from different views including top, front, and side view** **o Language: cones, cylinders, depth, front view, nets, object, prisms, pyramids, side view, spheres, three-dimensional, top view**	
Angles **SGS2.2b - Identifies, compares and describes angles in practical situations**	
o Identify and name perpendicular lineso	

Identify angles with two arms in practical situations o Identify the arms and vertex of an angle in an opening, a slope, and a turn where one arm is visible o Compare angles using informal means such as an angle tester or corner of paper o Describe angles using informal means and the term “right” to describe the angle formed when perp. lines meet o Draw angles of various sizes by tracing around adjacent sides of shapes and describing the angle drawn	
Data ***DS2.1 - Gathers and organizes data, displays data using tables and graphs, and interprets the results***	
Position **SGS2.3 - Uses simple maps and grids to represent position and follow routes**	
Multiplication & Division **NS2.3 - Uses mental and informal written strategies for multiplication and division**	
Fractions, Decimals & Percentages **NS2.4 - Models, compares and represents commonly used fractions and decimals, adds and subtracts decimals to two decimal places, and interprets everyday percentages**	
-Modelling, comparing, and representing fractions with denominators 2, 4 dan 8 by • **Finding equivalence between halves, quarters and eights using concrete**	**http://www.maths300.com/members/m300full/182lfrac.htm**

materials and diagrams • **Placing halves, quarters and eighths on a number line between 0 and 1, and beyond 1 to further develop equivalence** • **Counting by halves and quarters** • **Modeling mixes numerals-Modelling, comparing, and representing fractions with denominators 5, 10, and 100-Ordering decimals with the same number of decimals places (to 2 decimal places) on a number line-Rounding a number with one or two decimal places to the nearest whole number-Recognizing that the symbol % means 'percent' -Relating a common percentage to a fraction or decimal 1 1 1** **-Equating 10% to 10 , 25% to 4 and 50% to 2**	
Chance **NS2.5 - Describes and compares chance events in social and experimental contexts**	
o Listing all the possible outcomes in a simple chance situation	

o Distinguishing between certain and uncertain events **o Comparing familiar events and describing them as being equally likely or more or less likely to occur** **o Predicting an recording all possible outcomes in a simple chance experiment** **o Ordering events from least likely to most likely o Using language of chance in everyday contexts o Predicting and recording all possible combinations** **Conducting simple experiments with random generators such as coins, dice or spinners to inform discussion about the likelihood of outcomes**	
Time ***MS2.5 - Reads and records time in one-minute intervals and makes comparisons between time units***	
-Recognizing the coordinated movements of the hands on an analog clock	
• **How many minutes it takes for the minute hand to move from one numeral to the next** • **How many minutes it takes for the minute hand to complete one revolution**	

• **How many minutes it takes for the hour hand to move from one numeral to the next** • **How many minutes it takes for the minute hand to move from the twelve to any other numeral** • **How many seconds it takes for the second hand to complete one revolution - Associating the numerals 3, 6 and 9 with 15, 30 and 45 minutes and using terms 'quarter past' and quarter to'- Identifying which hour has just passed when the hour hand is not pointing to a numeral-Reading analog and digital clocks to the minute -Recording digital time using the correct notation - Relating analog notation to the digital notation - Converting between units of time - Reading and interpreting simple timetables, timelines and calenders**	

Length and Perimeter
MS2.1 - Estimates, measures, compares and records lengths, distances and perimeters in metres, centimetres and millimeters

o Recognizes the need for a smaller unit than the cm o Estimates, measures, and compares lengths or distances using mm o Records lengths or distances using cm and mm o Uses the abbreviations cm and mm o Understands 1cm is 1/100 of a meter. o Can convert between mm, cm, and m o Records lengths and distances using decimal notation to the 2nd digit. o Recognizes parts of an object can be measured o Understands and uses the word "perimeter" to describe the total distance around a shape. o Estimates and measures the perimeter of a 2D shape. o Uses a tape measure, ruler, or trundle wheel to measure lengths or distances.	
Area MS2.2 - Estimates, measures, compares and records the areas of surfaces in square centimeters and square meters	
o Constructs a square meter o Estimates, measures, and compares areas in square m and cm	
o Records area in square m and cm o Uses the abbreviations m2 and cm2 o Recognizes the need for a square cm o	

Uses a 10x10cm grid to find areas that are less than, equal to, or greater than 100cm2 o Measures a variety of surfaces using a grid overlay	
Mass ***MS2.4 - Estimates, measures, compares and records masses using kilograms and grams***	
Volume and Capacity ***MS2.3 - Estimates, measures, compares and records volumes and capacities using litres, millilitres and cubic centimeters***	
	http://www.maths300.com/members/m300full/081lbigv.htm
Patterns & Algebra **PAS2.1 - Generates, describes and records number patterns using a variety of strategies and completes simple number sentences by calculating missing values**	
	Crosses: students make tiles 1-9 and have to make both lengths match. (Could extend by doing sudoku style addition boxes afterwards building on adding and finding what we don't know.) **http://www.maths300.com/members/m300full/112lcros.htm** **Arithmagon** **http://www.maths300.com/members/m300full/063larit.htm**
Money	

APPENDIX E: FIONA'S CURRICULUM GUIDE EXAMPLE

10th Grade English

Revision Date: *August 2017*

Grade: *10th*		
Primary Text: Holt McDougal Interactive Reader	Publisher: *Houghton Mifflin Harcourt*	Publication Date: 2012

Course Description: Students will study important works of literature, including essays, short stories, poetry, drama, and novels to understand the basic elements of each. Writing assignments include persuasive essays, book reviews, literary analysis, creative writing, and research papers. Public speaking is implemented based on research and opinions. Grammar and syntax in writing are strongly emphasized. In addition, special attention is given to evaluating literature from a Biblical perspective.

Course Philosophy: God is the ultimate communicator in His revelation of Himself to people, through creation, the prophets, Jesus, and the written Word. He commands us to communicate His gospel to a lost world. Putting our own thoughts into words facilitates our individual understanding of His teachings. Because we have been created in His image, we have the ability and need to communicate with others and with God. Our goal as educators is to help students develop reading, writing, and speaking skills in order to communicate effectively. In addition, at this level, we seek to train our students to use discernment and critical thinking as they encounter important works from various worldviews.

Course Standards: Standards for this course are based upon Common Core ELA 9th-10th Standards (http://www.corestandards.org/ELA-Literacy/), with Christian objectives and benchmarks added for Biblical integration.

PreK-12 Subject Area Scope and Sequence with Benchmarks
Course Resource Overview for the Specific Course

Unit Outlines

Unit Title and Suggested Length	**Benchmark(s) Addressed in the Unit** *(can add biblical integration benchmarks as appropriate)*	**Objective(s) for the Unit** *(should include biblical integration as appropriate)*	**Methods/Activities, Evaluations /Assessments, and Resources or Other Notes**
Unit 1: Short Story (4 weeks)	• *RL.9-10.1.* Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	• Students will identify narrative techniques in short story. • Students will analyze authorial choice and the effect narrative techniques have on a particular piece. • Students will write their own fictional narrative. • Students will critically think about the texts	Notes: For this unit, students learn narrative techniques by identifying and analyzing them in short stories, then students write their own short story, applying the techniques themselves. For this unit, the theme is man vs. technology/environment, man vs. self and man vs. man There are several science fiction short stories used, and I usually start off this unit by showing clips of atomic bombs going off, then presenting the conflict of power and technology under man's control (or man's lack of control). The first short story read is "There Will Come

	drawn from the text • *RL.9-10.2*. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Write routinely over extended	they are reading and look at the messages of stories through a Biblical lens. • Students will practice bettering their writing skill over different time frames, from extended writes that follow the writing process, full class period writes, mini-writes (15-20 min) and quick (5-10 min) reflective writes.	Soft Rains," followed by "By the Waters of Babylon," Harrison Bergeron and "The Pedestrian" (all of these except "The Pedestrian" are in the text book). Next, I go to Man vs. Self and look at "The Possibility of Evil." There are also other fantastic short stories in the text book that you could turn to or 'trade out'. Assessments: Reading quizzes, fishbowl, weekly vocab quizzes, grammar quizzes, quick writes, fictional narrative, independent read and response. Activities: Whole class discussions; circle groups; reflect, write and share; round robin; peer review (when writing narrative); short story presentations (after narratives are complete). Resources: See Teacher share for activities and also handouts of stories outside the textbook.

	time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Write narratives to		

	develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. •		
Unit 2: *Lord of the Flies* (5 weeks)	• *RL.9-10.1*. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • *RL.9-10.2*. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • Analyze how complex characters (e.g., those with multiple	• Students will study the parts of speech, focusing on nouns, verbs and pronouns. • Students will practice the appropriate usage of commas and semicolons. • Students will participate in collaborative discussions and practice propelling thoughtful conversation. • Students will complete in-class writes that prepare them for SAT writing. • Students will practice short, reflective responses on a regular basis, then practice going back and revising their responses. • Students will identify strong textual evidence. • Students will track theme development. • Students will track character development/characterization. • Students will build academic vocabulary. • Students will identify figurative language in the text and analyze its meaning. • Students will write a five paragraph essay, practicing thesis/claim	• Notes: I begin this unit by showing students theories of good and evil, then having them look up scripture to see what the Bible says about goodness, evil, and the human heart. Then they complete a round robin where they have to list people that are "good" and people that are "evil" and also define those terms. All of the resources for this are on teacher share. • The next thing I do is set up a hypothetical situation where students are dropped off at school and no parents come to pick them up until two days later. They decide what would happen in those 48 hr and why. • I also like students to read about John Locke and his principles on man's natural rights and state of nature. They then have to come up with a working system of laws and consequences. They connect Locke's values and "state of nature" • with the boys' state of nature on the island. I do this about three chapters in. • There are a few detailed lesson plans available, but mostly resources to help you complete the assessments and activities listed below. • Assessments: Reading quizzes, quick writes, five paragraph essay, unit test, sociogram, fishbowl discussion, interior monologue or poem for two voices, grammar quizzes, weekly vocabulary quizzes, • Activities: Sociogram (see teacher share), hypothetical situation, group discussions (variety), good vs. evil round robin, independent read and responses, John Locke and the social contract • Resources: See teacher share

	or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend	based writing and writing about literature. • Students will apply Biblical principles to a secular text which analyzes the human heart and condition.	

	more fully when reading or listening. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual		

	roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		
Unit 3: Non-Fiction (4 weeks)	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and analyze its development over the course of the text, includin	• Students will recognize different genres of non-fiction. • Students will read persuasive texts, recognizing the author's main claims, reasons, and evidence that build the argument. • Students will evaluate arguments, looking for logical fallacy. • Students will know and recognize logical fallacy in texts. • Students will know rhetorical appeals (ethos, pathos, logos) and rhetorical techniques. • Students will analyze rhetorical appeals and techniques in speeches and essays. • Students will evaluate speeches and the author's use of rhetorical and other persuasive techniques. • Students will recognize bias in non-fiction.	Notes: For this unit, I find their textbook to have many non-fiction resources available. We focus mainly on persuasive texts and speeches, learning about different persuasive and rhetorical techniques and appeals that are used when being persuasive, so students can analyze and evaluate argument. We then learn logical fallacies and how to recognize them in text. We also do small segments on descriptive and informational texts and satire. Assessments: Reading Quizzes, Quick Writes, Interactive worksheets/guides, persuasive letter, terms quiz. Independent read and responses. Resources: See Teacher Share

	g how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them • Determine the meaning of words and phrases as they are used in a text, includin	• Students will write their own persuasive letter, using rhetorical and persuasive techniques. • Students will practice writing claims/claim-based statements that pertain to a variety of topics and viewpoints.	

	g figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone • Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text • Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that		

	point of view or purpose • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		
Unit 4: Poetry (3 weeks)	• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a	• Students will identify and analyze figurative language in poetry. • Students will learn a variety of poetic techniques, including meter and rhythm (sound quality). • Students will identify themes and thematic messages in poetry. • Students will identify and analyze the author's tone in poetry. • Students will analyze a poem and write an explication. • Students will listen to poetry and practice reading it aloud (learning the rules for reading poems).	Notes: This is a brief unit I teach, typically the final unit before semester one finals. In this unit, students review figurative language and poetic devices/techniques in order to analyze poetry. The theme I used is identity and how authors use poetry as an expression of who they are and what they believe. Assessments: Poetry terms quiz, quick writes, "I Am" poem (write), reflective writes, interactive worksheet, poem explication. Activities: Discussions, readings, independent reading and response Resources: See Teacher Share

	formal or informal tone). • Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze in detail its development over the	• Students will write their own creative poem that reflects their identity.	

	course of the text, including how it emerges and is shaped and refined by specific details		
Unit 5: Persuasive Research Essay (4-5 weeks)	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates	• Students will write a persuasive research paper. • Students will research a problem or relevant issue today and then write a persuasive/thesis-driven essay that poses a solution or takes a stand. • Students will practice effective research and citing skills to avoid plagiarism and learn MLA formatting. • Students will practice the writing process: Brainstorming and thesis construction, outlining, drafting, revising, and editing.	Notes: To begin this unit, I like to start out with two class days of creative brainstorming that begin with group and ends with individual work time. I like to have students (in groups) write down a list of relevant issues or problems in the world today, then pose solutions for them or recognize the issues causing the problems. Then, I have students individually choose an idea and begin developing it. Assessments: • Working Thesis Check • Annotated Bibliography • Graphic Organizer/Essay Builder (a guided outline template—they'll thank you later). • Rough draft checks • Final Essay Draft Activities: • Brainstorming (two days) • Thesis construction circles/peer revision • Research and Drafting days in computer lab • Peer review time (usually done in lab through Google Documents). Resources: See Teacher Share

	the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new		

	approach, focusing on addressing what is most significant for a specific purpose and audience. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
Unit 6: *Julius Caesar* (5 weeks)	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and	• Students will read and analyze Shakespeare's *Julius Caesar*, being able to comprehend and devise thematic messages from the play. • Students will complete a variety of in-class writes that vary in length and purpose, differentiating the differences in a reflective response and an analytical response. • Students will discuss in groups the way	Notes: I begin this unit by showing students a historical account of Caesar so they have a better understanding of the play. I also give them an activity where they have to respond to a variety of questions that connect to the themes of the play (see teacher share). Assessments: Unit Test, mini reflective writes (daily grade), analytical writes (quiz grade), fishbowl discussion, character analysis sketch (students sketch Caesar or Brutus on poster board, then write down five adjectives that describe their character and three quotes that coincide). Activities: Discussions, *Gladiator*, writes/write & share, creative application activities (song

	analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone • Analyze a particular point of view or cultural	characters and plot develop theme and message. • Students will practice sharing their written ideas, to practice verbalizing formal, academic speech. • Students will complete creative activities that help them connect what they are reading to the modern world. • Students will practice posing questions and discussion prompts for in-depth discussion. • Students will learn historical context of the play. • Students will watch Gladiator, connecting parallels from the film to Shakespeare's play.	lyrics and "what if Brutus…"), historical context films/clips on Caesar. Resources: See teacher share

	experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in		

	context and analyze their role in the text. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.		
Unit 7: Public Speaking (2.5 weeks)	• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• Students will present a persuasive speech. • Students will use rhetorical appeals and rhetorical techniques to persuade and develop the meaning, purpose and tone of speech. • Students will practice speaking techniques, learning the five elements of presence: hands, feet, spine, mouth, and spine.	Notes: I introduce this unit by presenting the benefits of public speaking and my own personal experience and gain from this unit/class. I then show them the slide on the five elements of presence and a video clip from Ted Talks called "Your Body Language Shapes Who You Are" from this link https://www.ted.com/playlists/226/before_public_speaking which is also in teacher share. Assessments: Speech analysis activities (group and individual), speech presentation Activities: Speech analysis and discussion, video clips of public speeches and helpful/inspiring videos to master public speaking, in-class time for drafting and practice performances. Resources: See Teacher Share

	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Use parallel structure.		

\

APPENDIX F: CAMILLA'S LESSON PLAN REQUIREMENTS

LESSON PLANS

Lesson Plan Requirements

One of the most important and necessary foundations that should happen on a weekly basis is lesson planning. This allows for order and organization of the material to be taught as well as providing mechanisms of support and control. No one knows your students and their needs better than you. This is why **the school requires that each teacher make his/her own lesson plans.** We encourage teachers to share lesson planning ideas as collaboration can lead to stronger, more effective lessons. An important part and a requirement of this is that you modify and tailor the plans to benefit your students as well as to suit your teaching style.

Lesson plans should be written based off of the curriculum and unit guides. All lesson plans are to be turned in by **Monday at 7 a.m.** Plans should be emailed to the principal, ~~vice-principal,~~ and principal´s assistant.

The following elements are required to be in the lesson plans:

- **Subject, Unit, and Topic**
- **Date**
- **Learning Objectives**
- **Vocabulary** (this includes academic vocabulary)
- **Opening and Conclusion.** How do you wrap it up or bring the lesson all together? There is a tendency for teachers to have a space for this, but leave it blank. You need to remember that this is something that should actually be PLANNED and a chance for you to really address your particular students--what do your students need to review? How do your students learn best (interacting with each other? individually? kinesthetically?)
- **Class Development**
- **Resources / Materials used**
- **Assessment for Learning (formative and summative)**
- **Biblical Integration**

APPENDIX G: REFLECTIVE NOTES

9/24 After first interview with Alexandra
I was nervous going into this interview. I wanted to encourage Alexandra to comment, but I did not want to add any of my thoughts on the topic. It is a challenge to find a balance between saying enough to make the participant feel comfortable, and not saying things that will influence the participant. It was difficult at times to say nothing, because I had many of the same experience that Alexis had when it came to developing curriculum. I feel like the interview went well and that I obtained some rich data.

10/22
Today was a very frustrating day for me. I am struggling to find participants. I am trying to contact principals and people who may know teachers teaching at ACSI schools, with an American degree, with experience with curriculum. I am finding that I need to be more assertive in my emails to people.

11/12
I have tried to go the direction of going through the interviews and coding the interviews and trying to find themes, Then, I go back through the interviews to see how the interviews answer the research question. I feel like this keeps me focused. I think that I need to be careful to not only look for themes or codes that fit into codes or themes that I have seen in other interview, but to let the themes and codes emerge for each participant.

12/12
Today I was coding an interview of a participant sharing their frustration with having to create curriculum documents just for the sake of accreditation. She said the curriculum coordinator knew more about the curriculum software than her, but that the curriculum coordinator was definitely not an expert. As I was coding, I started to think about my actions when I facilitated the accreditation process at a school overseas. I understand what it feels like to be the curriculum coordinator who know a little more than everyone else and is just trying to figure out the process herself, while at the same time trying to explain to everyone why completing the curriculum documents is important.

12/30
One of the participants talked about how helpful her roommate was to her. It made me think about my roommates when I taught overseas. My roommates were also helpful to me when it came to trying to debrief from the day. Only the people who were going through similar things could understand the experiences that I was going through.

1/11
I am writing the participant description for Fiona and I am struck by how similar her and my experiences are developing curriculum. I had the challenge of developing AP courses for students whose first language was not English for the most part.

APPENDIX H: ACSI PERMISSION LETTER

ACSI
STRONGER TOGETHER
Association of Christian Schools International

Headquarters
Phone 719.528.6906 | Fax 719.531.0631 | www.acsi.org
731 Chapel Hills Drive, Colorado Springs CO, 80920

February 22, 2019

Liberty University
Institutional Review Board
1971 University Blvd.
Lynchburg, VA 24515

Re: Permission granted to Rachel Pedigo

Rachel Pedigo fulfilled ACSI's requirements to conduct her doctoral research through our international member schools. She has permission to use the name of this organization in her dissertation manuscript, provided all necessary procedures have been followed to protect the confidentiality of the research participants.

As a reminder, ACSI requests a copy of the finished dissertation following any research done through member schools.

Please let me know if you have any further questions or concerns.

SHERI TESAR, MA
Research Coordinator | ACSI

Association of Christian Schools International
731 Chapel Hills Dr., Colorado Springs, CO 80920
Office: 719.867.5267 | Fax: 719.531.0716
ACSI.org