

Perceptions of Eight High School Principals
Regarding World-Mindedness in Education

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ABSTRACT

The purpose of this study was to explore the perceptions of eight high school principals regarding world-mindedness. Classrooms filled with students of various heritages present a three-fold challenge to principals: a) to welcome and educate students of all heritages; b) to teach students to respect and accept people who are different from themselves; and c) to graduate students prepared to live and work in a global economy. The study involved interviewing principals from eight high schools in central and northern Virginia: a) three public high schools with relatively high percentages of LEP students; b) three public schools with much lower percentages of LEP students; and c) two private international schools. The interview questions probed not only how the principals felt about world-mindedness but also about their roles in building world-minded schools and how they would recognize world-mindedness.

The findings were as follows: a) all participants agreed on the importance of world-mindedness in education; b) world-minded practices were absent from some schools; c) offering the International Baccalaureate Program did not necessarily make a school highly world-minded; d) participants did not need extensive experiences outside the United States to be highly world-minded; e) demands from outside forces encouraged participants to be world-minded; f) community demographics affected participants' perceptions of schools' levels of world-mindedness; g) participants in schools with diverse student bodies seemed to be more world-minded; h) highly world-minded participants used conversations to raise and maintain world-mindedness; i) highly world-minded participants used websites to promote world-mindedness; j) highly world-minded schools possessed tangible and intangible elements of world-mindedness; and k) some participants confused world-mindedness with anti-racism.

Implications were that principals should a) seek professional development opportunities; b) include world-mindedness in communications; c) start with tangible elements to build intangible elements of world-mindedness; and d) have frequent conversations about world-mindedness with stakeholders. The recommendations for further research included a) creating world-mindedness continuums; b) building world-mindedness in homogeneous student bodies; c) using international schools as world-mindedness models; and d) distinguishing world-

mindedness from anti-racism efforts. In conclusion, the growing diversity in U.S. classrooms presents principals with a mandate to work toward high levels of world-mindedness and, thus, become diversity change agents.

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Chapter One

The Problem

Through travels and professional workshops, one becomes aware of the extreme variations of multiculturalism in United States high schools. Banks and Banks (2007) in the Preface of the book *Multicultural Education: Issues and Perspectives* emphasized that while some school administrators seem to embrace multiculturalism in the student body, other administrators wrestle with the challenges of promoting a global perspective among the staff and students. Gardner (2004) pointed out that much work remains to be done regarding an understanding of “how this altered world should impact education, particularly at the primary and secondary levels” (p. 250). The purpose was to explore the perceptions of secondary school principals regarding multicultural education or “world-mindedness.”

United States Census Statistics Confirm Our Growing Diversity

The U.S. Census Bureau (<http://2010.census.gov/2010census/data/index.php>) website contains a great deal of data about changes in the ethnic and racial make up of the U.S. population between the 2000 census and the 2010 census:

- The main growth in the population came from people who call themselves something other than White (2010 Census Data).
- More than half the population growth in the U.S. came from Hispanics (2010 Census Data).
- The Asian population grew by 43.3%, the largest increase of all races (2010 Census Data).
- The number of people who claim their race as White alone grew by only 1% (2010 Census Data).
- The proportion of the population that is non-Hispanic White declined by 5% from 69% to 64% (Humes & Ramirez, 2011).
- In the Commonwealth of Virginia, the White population increased by 7.2%. The population of other races and groups grew substantially more with Blacks at 11.6%, Hispanics at 91.7%, and Asians at 68.5% (2010 Census Data).

United States society is becoming more diverse. The number of persons who identify their race as only White is moving toward minority status. These census results have ramifications for school systems.

Charge to Education Leaders

More diverse student populations leave school administrators with a three-fold task: a) educating children not native to the United States and making them feel welcome in the schools; b) promoting tolerance, understanding, and empathy for all cultures among all students regardless of national heritage; and c) preparing students to live, work, and make a contribution in an ever-shrinking world economy (Banks et al., 2001; Gay, 2004; Gurin & Nagda, 2006; Hudson, 2003; Sleeter, 2003; Sleeter et al., 2005). This non-experimental qualitative study looked at the perceptions of high school principals regarding world-mindedness. To gather a range of perceptions, principals from schools with varying levels of diversity ranging from high to almost non-existent levels were interviewed.

Context of the Study

According to McCray, Wright, and Beacham (2004), who surveyed high school principals, “with the increasing amount of diversity taking place in our nation, as well as our schools, the inquiry has to be made as to whether educators are taking the browning of America seriously” (p. 111). The phrase “browning of America” puts diversity in poetic terms and suggests images of warm hues in classrooms. However, the situation often presents large hurdles for principals who have little knowledge or training about the importance of promoting global perspectives and how to accomplish the goal (McCray et al., 2004).

High school principals’ knowledge of and appreciation for multicultural education is critical if a school staff is truly to promote world-mindedness. McCray et al. (2004) noted that “because of the increasing amount of cultural and social diversity . . . occurring in our society and schools, school leaders must create environments that promote cultural pluralism and provide every student with an opportunity to succeed” (p. 112). True world-mindedness in a school culture occurs only with intent and purposeful leadership.

Overview of the Study

A principal's awareness of the need to imbue a high school with a high degree of world-mindedness is important. Many schools are not culturally diverse, but those principals still will find themselves faced with the challenges of providing a global education. Through queries about the perceptions that principals hold about their roles in ensuring a multicultural education for students, the objective was to determine how much, if at all, high school principals ponder the challenges of building world-mindedness and how much student demographics affect principals' perceptions.

The study involved interviews with principals of high schools with varying levels of diversity. Interviews were audio taped, transcribed, and hand-coded. Copies of the study were provided to district offices for approval, and the identities of participants were protected by assigning codes. The over-arching research questions were as follows:

- What are principals' perceptions of their roles in building world-minded schools?
- How do principals know to what extent their schools have world-mindedness?

Statement of the Problem

Social justice. Jenlink (2009) explicitly stated the problem when she wrote that “the question of equity for all students pervades schools today, and the answer is not forthcoming without committed educators taking the lead in acknowledging that *schools are not now places where all students experience equity*” (my italics) (p. vii). Banks and Banks (2007) challenged educational leaders to open dialogues in classrooms and present transforming international opportunities as part of the instructional process. They identified United States schools as the ideal venues for students to acquire world-mindedness when they wrote that “the cultural, racial, ethnic, and religious diversity within the United States provides an excellent context for students to acquire the multicultural understandings and skills needed to function effectively in their local communities, the nation, and the world” (p. v).

Economics. In his book *The World is Flat* (2006), Friedman called on education leaders to meet the needs of students through curricula and culture. Friedman promoted the concept of our children needing a high level of world-mindedness to compete in an ever-flattening world because “our children will increasingly be competing head-to-head with Chinese, Indian, and Asian kids . . .” (p. 388). The United States education system's adequately preparing students to

live in a multicultural community and contribute to a global economy is a major focus of Friedman's book.

The shrinking world. Living full, successful, satisfying lives depends more and more on citizens possessing knowledge, awareness, and appreciation of other cultures.

Long gone are the days when world events affected isolated pockets of the globe. A sampling of recent major incidents that affected economies and lives world-wide include the following:

- April 2010-Volcanic ash from an erupting ice cap in Iceland stalled air travel for people venturing between the United States and Europe (Sawer, Mendick, & Harrison, 2010).
- April 2010-The explosion of the Deep Water oil platform spawned international debates about offshore drilling (Belsie, 2010).
- October 2010-Wikileaks' publishing internal reports about the United States-led war in Iraq brought about protests from the pentagon followed by international editorials about information access (Pegoraro, 2010).
- February 2011-Egypt's president Hosni Mubarak resigned and left control of the government to military leaders. Protests in other Arab countries followed on the heels of this Egyptian transition of power (Blomfield, 2011).
- March 2011-A 9.1 magnitude earthquake set off a tsunami that devastated the eastern coast of Japan. The destruction caused emergency situations to four nuclear power plants. Debates erupted about nuclear power, as well as state-of-the-art safety precautions. The destruction interrupted the flow of goods and services from Japan, which impacted the world economy (Aftershocks, 2011; Evans, 2011).

Friedman's (2006) concept of our world becoming flatter is an apt metaphor; individual lives everywhere are affected by global incidents.

Definitions of Terms

World-minded. For the purposes of this study, world-mindedness encompasses the following elements among administration, staff, and students in a school:

- valuing other cultures in an obvious manner;
- engendering in students inclusiveness, acceptance, empathy, and a general curiosity about the world; and

- striving to teach students that people with different perspectives can all be correct.

The term world-minded has been chosen to emphasize all cultures contributing to one world. International-mindedness, diversity, and multiculturalism all connote a fractured unity. However, world-mindedness brings the focus back to one planet, one globe, and one people working together to maintain peacefully a shared earth.

The term world-minded is a combination of a variety of terms defined in this section—diversity, global education, multiculturalism, and multicultural education. Also, Cox's (2005) organizational theory regarding diversity and the International Baccalaureate Organization's philosophy regarding international-mindedness contributed to the creation of the term world-mindedness. Definitions of those contributing concepts and terms are included in the following section.

Diversity. The organizational theorist Cox (2005) defined diversity as “the variation of social and cultural identities among people existing together” (p. 469). Though Cox's focus was the workplace, his definition applies equally well to the classroom. Cox advocated managing diversity by “implementing behaviors, work practices, and policies that respond to them [i.e., a multicultural workforce] in an effective way” for creative problem solving (p. 470). A variety of cultural perspectives can ameliorate problem solving in the field of education, as well as in the corporate world; a beneficial element for staff members and students would be exposure to the advantages of inclusiveness.

Global education. Banks and Banks (2007) in the glossary of their book *Multicultural Education: Issues and Perspectives* defined global education as a study of “the interdependence of human beings and their common fate, regardless of the national boundaries within which they live” (p. 473). Banks and Banks (2007) went on to differentiate between a global education and ethnic studies: A global education focuses on more than one ethnic group. This definition takes global education beyond race issues, such as those between Blacks and Whites.

Multiculturalism. On May 25, 2004, the National MultiCultural Institute published its definition of “multiculturalism” in a letter to the *Washington Post*:

Multiculturalism is an acknowledgment that the United States is a diverse nation and does not assume that any cultural tradition is ideal or perfect. It looks to the equitable participation of all individuals in society. It assumes that our nation can be both unified and diverse, that we can be proud of our heritage and of our individual group identities

while at the same time working together on common goals. It is a reciprocal process based on democratic principles and a shared value system. (What's New, 2011)

Multicultural education. Banks and Banks (2007), in Chapter One of *Multicultural Education: Issues and Perspectives*, defined multicultural education as one that “incorporates the idea that all students—regardless of their gender and social class and their ethnic, racial, or cultural characteristics—should have an equal opportunity to learn in school” (p. 3). This extension of the term “multiculturalism” interjects the concept into curricula. The idea becomes part of instructional methods and objectives.

Limitations and Delimitations

The limitations of the study, elements that could not be controlled, include the following:

- Principals could have been less than forthcoming with their responses. This limitation could have resulted from participants’ fears of being labeled for their opinions or lacking confidence in the confidentiality of the study.
- Participants could have failed to take enough time to respond to the questions in a thorough and thoughtful manner.

The delimitations of the study, elements that could be controlled, include the following:

- The public schools were located in central Virginia. The perceptions of school principals in other regions of the state and country were not considered.
- The international private schools were located in northern Virginia. Again, the perceptions of school principals in other regions of the state or country were not considered.
- The perceptions of only eight high school principals were included. The small number of participants presented limited findings.

Organization of the Study

The study is organized into five chapters. In the first chapter, an overview of the problem, plus the overarching research questions, and a brief description of the methodology are presented. In the second chapter, the literature related to the study of world-minded schools is reviewed. In the third chapter, a detailed description of the methodology is presented. In the fourth chapter, the findings, the results of the study, are presented. In the fifth chapter, a

summary of findings, as well as implications for practitioners, recommendations for future studies, and reflections, are presented.

Chapter Two

A Review of the Literature

Restatement of the Problem

As school populations in the United States grow more diverse, principals should endeavor to adopt multicultural approaches regarding all aspects of education, including programs, curricula, personnel, and building appearances (Banks & Banks, 2007; McCray et al., 2004). Even principals of homogeneous student bodies will need to shift focus from providing a traditional Eurocentric experience to a global education for the purpose of preparing graduates to live in a multicultural society (Friedman, 2006; McCray et al., 2004). As the world metaphorically shrinks with countries' economies becoming more interdependent, students will benefit from learning to respect, value, and appreciate other cultures (Friedman, 2006; Gurin et al., 2004). Eight high school principals from schools with wide ranges of student demographics were interviewed. The purpose was to explore the principals' views on world-mindedness in education.

Sabrina Tavernise, a *New York Times* journalist, reported on April 6, 2011, that "American's population of white [*sic*] children will be in a minority during this decade." Tavernise (2011) went on to include the following statistics based on the 2010 United States Census:

- The population of White children fell by 4.3 million in the last decade.
- The population of Hispanic and Asian children grew by 5.5 million, about 38%.
- Minorities now make up 46.5% of the under-18 population.
- Whites are now the minority of child populations in 10 states and 35 cities.
- Hispanics, who now outnumber Blacks, are becoming an increasingly important part of the electorate.

As reflected in the above statistics, diversity in schools is no longer a matter regarding only Blacks and Whites; the issue has become truly multicultural. In the past decades, many scholars have studied diversity in education as the topic relates to Black-White racial issues. However, now with the number of Hispanic and Asian students filling desks in U.S. classrooms,

school principals should concern themselves with globalizing their schools—increasing the level of world-mindedness.

Literature Search and Review Process

EBSCO Host, Education Research Complete, through the Virginia Polytechnic Institute and State University Newman Library website, was the main database for the literature search. The key word “internationalism” received 389 hits, not an overwhelming number. A narrowed search regarding secondary education resulted in studies dealing primarily with schools outside the United States. Most of the studies focused on instruction; a few studies focused on United States high schools.

The key word search “multiculturalism” brought about 4355 hits, many more than “internationalism.” While a few articles addressed the role of the administrator and many more addressed instruction, some studies addressed other components, such as teacher training and students’ perspectives. Again, most articles focused on schools and studies outside the United States. Other key words, such as “global education” and “school culture” produced a few more results.

Three criteria emerged for the study: 1) the literature should address more than Black-White racial issues; 2) the publication dates should be primarily from the past ten years; and 3) the theoretical articles and studies should focus mainly on schools in the United States.

Through cross-referencing sources, scholars and studies came to light. Many scholars of multicultural education, such as Banks, Gay, Gurin, Nagda, Hudson, and Sleeter, repeatedly appeared in articles’ reference pages. Therefore, those scholars became the subject of searches. Expanding the search to include fields other than education, such as women’s studies, psychology, and economics, resulted in additional resources. Articles and books were found online and in journals; others were requested directly from the Newman Library.

Lack of Studies Regarding Educational Leadership

One quantitative multicultural study conducted by McCray et al. (2004) used similar elements as this study:

- The setting was United States high schools.
- The participants were principals.

- The principals were asked about their perceptions of multicultural education.

Otherwise, a lack of studies exists that focuses on multicultural education relative to educational leadership in United States high schools. This study will help fill the void of studies that explore principals' perceptions. The importance of such a study lies in the belief that world-minded schools demand purposeful leadership that make a global education part of school principals' long-range plans. The resulting product should shed light on the perceived elements, values, and extents of world-mindedness.

Organization of the Literature Review

McCray, et al. (2004), Gurin and Nagda (2006), Sleeter (2003), and Banks (2009) based their research and articles on three main reasons for schools providing a multicultural education:

- **Social Justice**--Students must feel included and appreciated in schools if they are to take full advantage of educational opportunities. Educators are obligated to provide a quality education for all students regardless of nationality or ethnicity (McCray et al., 2004). Thus, administrators should ensure that a welcoming, inclusive spirit—world-mindedness-- exists within their buildings.
- **Interaction and Knowledge Combat Prejudices and Biases**--Classrooms are ripe venues for culture lessons. Regardless of a school's population, whether highly diverse or not, educational leaders should endeavor to engender in all students an appreciation for others. Students of all nationalities, including White students, must be exposed to and taught about other cultures. This objective is one that could contribute to the peaceful co-existence of the world's citizens (Gurin & Nagda, 2006).
- **Practical Concerns**--A global education will prepare young people to become contributing citizens to a world economy (Sleeter, 2003; Banks, 2009). The North American Free Trade Agreement (NAFTA) and the European Union (EU) are just two examples of organizations whose purposes are to facilitate international trade. The online publication *Economics Newspaper* reported on July 16, 2011, that the devastating tsunami in Japan affected more than just Japanese corporations: "U.S. auto dealers are worried about the Toyota Prius," German mechanical engineers are concerned about a shortage of electronic parts, and closed Japanese factories put the

production of the new iPad at risk (Bocking, 2011). Events affect world markets that in turn impact the majority of the earth's population.

Social justice. In 2004, McCray, et al., published in the journal *Education* a quantitative study of principals' perceptions of multicultural education; the setting for the study was a southeastern U.S. state. McCray et al. wrote that the "researchers wanted to determine whether any negative feelings of multicultural education among these secondary school principals existed as it relates to their respective school and community characteristics" (p. 111). McCray et al. articulated their views on the purpose of a multicultural perspective among school administrators: "Because of the increasing amount of cultural and social diversity that is occurring in our society and schools, school leaders must create environments that promote cultural pluralism and provide every student with an opportunity to succeed" (p. 112). Social justice was at the core of McCray et al.'s motivation for their study.

McCray et al. (2004) conducted original research using a four-point Likert scale to determine principals' feelings. McCray et al. wanted to look at independent variables, such as "school and community characteristics, i.e., whether the school was located in an urban, suburban, or rural community; the socioeconomic status of the school, the school size; and the racial make-up of the school affected principals' perceptions of multicultural education" (p. 111). McCray et al. included all secondary school principals in the state and allowed the principals to self-select. The rate of return of the surveys was high at 41%.

The strongest relationships were among school size, setting, and socioeconomic status. The large urban schools, as well as the small rural schools, had the most students on a reduced lunch program; the rural school principals responded negatively to questions about multicultural education. The findings were stated clearly:

Secondary school principals' perceptions of multicultural education as it relates to a negative value differed when it came to the size of the school . . . These results show the dynamics of how smaller schools in rural and lower socioeconomic communities can produce negative effects among principals when it comes to diversity and multicultural education. (McCray et al., 2004, p. 118)

McCray et al. theorized that principals in small rural communities might feel political pressure to align themselves with their communities, which, according to the study, contain more opponents

than proponents of multicultural education. Also, principals of small rural schools tended to have less education than principals of larger schools.

Implications related to professional development. McCray et al. (2004) suggested using their findings to develop training for secondary school principals to address negative perceptions of multicultural education. McCray et al. reiterated that “special attention needs to be given to smaller schools in rural and lower socioeconomic communities” (p. 118).

McCray et al. (2004) strongly advocated the need for embedding a global view in schools’ curricula, as well as providing professional development for principals. Citing the organizational theorist Cox (2005), McCray et al. wrote that multicultural education “allows people to live and work together in a culturally diverse society—a society where individuals of different cultural backgrounds work together as a cohesive unit” (p. 167). The study conducted by McCray et al. seemed to indicate that for a school to be multicultural, the principal must purposefully lead the staff and students in that direction. A global perspective will not occur accidentally; it will not grow organically or flourish on its own.

In 1997, the California State University Monterey Bay (CSUMB) Master of Arts in Education program adopted a new focus. The instructors aimed to attract a multicultural group of adult students who might not otherwise have had the opportunity to engage in graduate studies because many of the students had “been underprepared for rigorous academic work” (Sleeter et al., 2005, p. 290). Eight faculty members, also diverse in their cultural roots, designed the program to provide extensive support for the students. The instructors wanted the curriculum to be highly rigorous and to have as its focus “theoretical perspectives about the relationship between education and society, the political and ethical nature of teaching, and research on transforming higher education” (Sleeter et al., 2005, p. 290). As the program progressed, the eight faculty designers maintained daily notes.

Sleeter et al. (2005) published results in *Equity & Excellence in Education*. The instructors found that to graduate a diverse group of students, educational leaders and teachers should adopt specific strategies aimed at meeting the unique needs of multicultural students. The CSUMB program ended up with graduates as diverse as the State of California, far more diverse than any other education graduate program in the state.

The eight faculty members first assessed what helped or hindered students of color and members of other minority groups. From research conducted by Richardson and Skinner (1992), the eight faculty members isolated three barriers to first-generation students of color:

- Students of color often felt unprepared for higher education. When they sought assistance on college campuses, the students reported a lack of concern from some staff members.
- Many first-generation students had extensive responsibilities at home that sometimes included supporting dependents. The students often were family members first and students second; time management was an issue.
- The students of color felt faculty members and other students had lower expectations for them as opposed to expectations for White students. They felt that instructors saw them as possessing less ability than the White students.

With these points in mind, the eight faculty members set out to provide the necessary underpinnings for the students.

The program's curriculum was interdisciplinary and multicultural. The core learning outcomes—"critical questioner, scholar, action researcher, educator, bilingual communicator, technological navigator, communicator, and social justice collaborator" aimed to teach "activism for liberation" (Sleeter et al., 2005, p. 293), which meant learning to question and look for resolutions to issues in education. The students' work culminated in an action thesis that included extensive research, as well as personal experiences. Connecting the thesis with students' lives was a narrative piece that gave personal meaning to the project. It also lent value to the students' cultural roots.

Sleeter et al. (2005) listed factors that provided scaffolding for the students. One crucial element was developing trust. The faculty members explained that trust came about only through much discussion regarding perspectives. Dialogues in class provided students with safe venues to voice their opinions and concerns, such as an African-American male student admitting that he was uncomfortable with the voice of a lesbian writer in a piece of assigned literature. Only through open discussions did the exchange of ideas take place that precipitated extensive learning; but, first, establishing a safe environment for discussions was necessary. Second, the cultural relevance of the curriculum engaged the students. They saw themselves reflected in the assigned international readings.

Other practical approaches helped retain students. For example, the faculty members used affordable texts, provided support for students who lacked Internet access at home, and held classes at night and on weekends for students with full-time jobs. The staff tailored selections of readings, the structure of assignments, and even the timeframe for classes around the needs of the students (Sleeter et al., 2005).

Sleeter et al. (2005) summed up their efforts as “continued advocacy, vigilance, resistance [to institutional racism], and support” (p. 297). The writers defined “institutional racism” in higher education as systemic racism that “persistently privileges the academic success of students who are white [*sic*], native English-speaking, and from affluent backgrounds” (p. 291). The faculty members designed the program to combat those controversial issues by attracting students of color and then striving to meet the students’ needs.

In their summary, the eight faculty members related the necessary program characteristics to leadership. They admitted that the task is not an easy one for principals:

Mentoring and supporting students academically is labor-intensive, requiring creative thinking about faculty workload. Leaders who are not a part of the learning community of a particular school or program tend to treat it as if it were similar to any other, rather than supporting what distinguishes and sustains it. (Sleeter et al., 2005, p. 297)

Also, Sleeter et al. (2005) added that financial support is important. Sleeter et al. especially saw the pay off for investing in first-generation higher education students. Their presence in classrooms could help imbue schools with world-mindedness. Sleeter et al. seemed to be indicating that if graduate programs in education continue on the path they have always taken, they will continue to graduate the same type of students they have always graduated—primarily White and English-speaking.

The characteristics that Sleeter et al. (2005) built into the graduate program to attract and retain multicultural students--“continued advocacy, vigilance, resistance [to institutional racism], and support” (p. 297)--could also help high school principals raise the level of world-mindedness in their schools. The students in the program felt safe, supported, and valued because of connections between culture and curriculum. Also, the faculty held the students to rigorous expectations with built-in supports to help them succeed.

Interaction and knowledge combat prejudices and biases. In 2006, multicultural scholars Gurin and Nagda published the article “Getting to the *What, How, and Why* of Diversity

on Campus” to bring together theories about student interactions. They drew from social psychological theorists and came to the conclusion that interaction is key for students of diverse groups to grow to understand and respect each other. Two theories in the article are intergroup harmony and intragroup solidarity.

Gurin and Nagda (2006) pointed out in the beginning of their article that in educational settings, groups can maintain cultural identities while becoming more individualistic in their perspectives rather than remaining group-centered. Social scientists call this process *deategorization*. The shift occurs, for example, as students sit alphabetically in classrooms, join sports teams, and participate in required courses, producing intergroup harmony. As a result, Gurin and Nagda reported, prejudices and biases are reduced as students become integrated with peers outside their traditional groups.

On the other hand, intragroup solidarity seems contradictory to intergroup harmony. Intragroup solidarity occurs when college campuses provide housing for ethnic or racial groups and courses centered on specific groups, such as women’s studies and African-American literature. However, Gurin and Nagda (2006) wrote that intragroup solidarity can be a “basis for social change” as the groups provide support for their members and opportunities to “explore cultural heritages” (p. 21). As a result, campuses can see higher retention rates of minority students and increased influences from diverse groups in campus activities and politics.

Gurin and Nagda (2006) analyzed the tension between these two social psychological theories—intergroup harmony and intragroup solidarity. They came to the conclusion that merging the two approaches seemed the most effective strategy. Allowing students to retain close ties with members of their cultures while intermingling with members of other cultures produced positive relations. On the other hand, expecting students to subsume identities to the majority culture can “arouse strong resistance and worsen intergroup relations” (Gurin & Nagda, 2006, p. 22). Therefore, a dual identity model is preferable. Students need opportunities to be with other students of the same culture along with forming ties with students outside their cultures.

Intergroup dialogue is an important component for students learning to respect and appreciate each other. Teachers assigning active thinking assignments that involve safe venues for discussions about perceptions, research projects about race relations, and studies into historical struggles among groups make intergroup dialogues possible. Gurin and Nagda (2006)

claimed that such activities increased “perception of both commonalities and differences between and within groups and help students to normalize conflict and build skills to work with conflicts” (p. 22). Also, they added, intergroup dialogues enhanced “interest in political issues and develop a sense of citizenship” (Gurin & Nagda, 2006, p. 22). Through these positive interactions and growth experiences, students learned to “promote inclusion and social justice” (Gurin & Nagda, 2006, p. 23). Classrooms are the ideal venues for such individual growth.

Practical reasons for a global education. In 2003, Sleeter published “Teaching Globalization” in the journal *Multicultural Perspectives*. The article explored reasons why all students need a global education. She wrote that the events of September 11, 2001, brought about more interest in globalizing curricula. Sleeter (2003), citing Barber (2002), went on to break down instructional methods into several metaphors, including the McWorld metaphor, related to world trade and consumerism. The McWorld metaphor teaches that the world is “one gigantic market, developing shared tastes and a shared global culture as mass consumer products, media, and fast food chains spread” (Sleeter, 2003, p. 4).

Sleeter (2003) frowned on allowing consumerism to overshadow the focus of social justice when developing a global curriculum. She ended the article with a call for schools not to shift to multiculturalism for the sole purpose of teaching “global imperialism,” which Sleeter defined as “incorporating the world within a corporate-driven web of relations and ways of being” (p. 9). However, the practical, economic lessons should be included in any discussion of world-mindedness; the consumer metaphors represent a reality. In the penultimate paragraph, Sleeter cited Spring’s (2006) examination of how British and U.S. “expansionism in popular culture and education via technology is serving as a means of incorporating the world within a corporate-driven web of relations and ways of being” (p. 9). As the world’s interrelatedness grows, economic and corporate relations cannot be ignored in a comprehensive global education.

Banks (2009) published “Human Rights, Diversity, and Citizenship Education” in *The Educational Forum* to commemorate the sixtieth anniversary of the Universal Declaration of Human Rights adopted in Paris by the United Nations General Assembly on December 10, 1948. In this article centered upon an organization that champions human rights, Banks (2009) noted that “to develop reflective cultural, national, regional, and global identifications, students must acquire the knowledge, attitudes, and skills needed to function within and across diverse racial, ethnic, cultural, linguistic, and religious groups” (p. 108).

Banks (2009) went on to draw from Nussbaum's (2008) theory that a multicultural education undergirds citizenship and produces cosmopolitan students. "Cosmopolitanism" helps students connect globally to all people. "Cosmopolitanism" is a perspective built around the notion that all people in all areas of the earth have a common citizenship in a global community. Banks segues from the notion of cosmopolitanism to Friedman's (2006) philosophy of the world becoming flatter. In other words, all peoples' fates—internationally--are interrelated. Not only does cosmopolitanism drive humans to find solutions to intractable problems, such as world peace and health epidemics, cosmopolitanism also underscores our interrelated economic situation. Economic issues are part of comprehensive multicultural studies, as is pursuit of the common good for people throughout the globe.

Summary of the Literature

This literature review drew upon findings and theories from a variety of sources; except for McCray et al. (2004), all writers are well known and widely published scholars. The writings range from a study involving secondary school principals to a program that managed to retain multicultural adult graduate students to theories on the economic interdependence of the world's citizenry. The body of research in this review explored reasons schools should endeavor to be world-minded, as well as strategies for instituting successful multicultural programs. In other words, the collection of articles articulated *why* schools should be world-minded.

McCray et al. (2004) examined forces that shape administrators' views of a multicultural education. McCray et al. also theorized that schools' communities heavily influenced the participants who held negative views of a multicultural education. McCray et al. spelled out *why* these administrators should be meeting important obligations to their students when they wrote, "one of the basic premises of a democratic school consists of educational opportunities that are equal, which gives credence to multicultural education" (p. 112).

Sleeter et al. (2005) developed a program that successfully graduated multicultural students to work in the field of education. Their article shared strategies that worked in their program and that could transfer easily to a secondary school setting. Sleeter et al. shared their views about how to have and maintain a successful international focus.

Gurin and Nagda (2006) explored social theories of interaction to build positive relations among multicultural groups in educational settings. Their findings expressed the importance of

allowing groups both to bond (intragroup solidarity) and to disperse to form bonds outside their cultural groups (intergroup harmony). Gurin and Nagda added the importance of providing opportunities for intergroup dialogue, a necessary component to building world-mindedness.

Sleeter (2003) and Banks (2009) established realistic reasons, again addressing *why*, for a multicultural education. Though Sleeter does not advocate market pursuits as opposed to world harmony as the primary motivation for offering a global curriculum, Sleeter recognized the importance of market concerns. Her writing applied economic theories, such as networks of interdependence and the McWorld metaphor, to a multicultural education. Likewise, Banks, even in an article about the importance of an international human rights agreement, drew from the theory of cosmopolitanism and its perspective of the world as one large global market. Banks avoided articulating specific consumer and corporate benefits for a multicultural education, but he did return to Friedman's (2006) metaphor of a flattening world, one that centers on multicultural market realities.

This review categorized perspectives and theories according to prevalent themes in the field of multicultural education: building a social justice environment and an equitable education for minority students, battling cultural prejudices among all students, and preparing students to operate in a global economy. All these articles could be used to provide components of professional development sessions. Each of the writings presents practices, strategies, and research to support principals in building world-minded schools.

The Literature Review and This Study

A dearth of studies exists that focuses on the link between educational leadership and world-mindedness. The study conducted by McCray et al. (2004) is one of the only United States studies of the past decade that targeted principals, the focus of this study. Most studies regarding multiculturalism focused on pedagogy or student views. However, without educational leadership, moving a school toward greater world-mindedness has little chance of occurring (McCray et al., 2004). Therefore, eight high school principals were interviewed regarding their views on world-mindedness.

Chapter Three

Methodology

High school principals' perceptions of world-mindedness were sought. The findings will aid principals in recognizing the importance of taking action to imbue their school cultures with world-mindedness. Also, the study will help principals identify how to advance their schools along a continuum of world-mindedness from low to high. This qualitative study involved principals in central and northern Virginia from six public high schools with varying demographics, plus two principals from international schools.

This chapter details the methodology used to conduct the study. First, the study's design will be explained. Then, decisions regarding sampling participants, as well as data collection and analysis, will be explained. This chapter also will include an explanation of the steps taken to ensure validity and reliability of the study.

Research Design

Because of wanting to explore principals' perceptions of world-mindedness, the qualitative method was most appropriate. Marshall and Rossman (2011) explained that qualitative studies have the following characteristics:

- They "take place in the natural world";
- "Multiple methods that are interactive and humanistic" are used;
- The studies "focus on context";
- The research "is emergent rather than tightly prefigured"; and
- The research "is fundamentally interpretive" (p. 3).

Additionally, Merriam (2009) described qualitative researchers as "interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5). Merriam went on to write that when desiring to understand experiences, qualitative methods are valid. Therefore, a qualitative approach was necessary for this study.

This examination of principals' perceptions of world-mindedness was a grounded theory study. Strauss and Corbin (1998) (as cited in Creswell, 2007) defined grounded theory as qualitative research that uses inquiry to produce "a general explanation (a theory) of a process, action, or interaction shaped by" participants' views (p. 63). Strauss and Corbin (1998) (as cited

in Creswell, 2007) explained that the concept behind grounded theory is that the development of theory “does not come ‘off the shelf,’ but rather is generated or ‘grounded’ in data from participants who have experienced the process” (p. 63). Merriam (2009) explained that building grounded theory occurs by constantly comparing data from multiple sources, such as interviews, documents, and field notes. Through this inductive reasoning, i.e., building of concepts, theory grounded in the data is produced. By comparing data from triangulated sources--eight principals’ perceptions of world-mindedness, documents from school websites, and a reflexive journal—this study took on the characteristics of grounded theory.

Research Questions

The research questions, which formed the basis of the interview protocol, included two over-arching questions with several sub-questions. A chart showing correspondence between the research questions and the interview questions is Appendix A; the interview protocol is Appendix B. The over-arching research questions and sub-questions were as follows:

- What are principals’ perceptions of their roles in building world-minded schools?
 - a) What are principals’ perceptions of the importance of a school being world-minded? Do principals perceive world-mindedness as necessary? Do principals perceive world-mindedness as contributing to a child’s education?
 - b) What do principals perceive as their roles in a school’s level of world-mindedness? How would principals monitor the level of world-mindedness in their schools? What do principals perceive as viable means of assessments, if any, that should take place in the monitoring process?
 - c) What do principals perceive as types of training or professional development sessions, if any, that should be devoted to world-mindedness?
- How do principals know to what extent their schools have world-mindedness?
 - a) How would principals recognize a school that possesses world-mindedness? What tangible elements would principals expect? What intangible elements would principals expect?
 - b) How would principals rate their own schools’ levels of world-mindedness? What elements contribute to those ratings? What would principals like to alter, if anything? If principals would like to alter the level of world-mindedness,

what would they change?

Purposeful Sampling

Purposeful sampling was used to choose participants. According to Merriam (2009), “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 77). Patton (2002) explained that the strength of purposeful sampling is in choosing “information-rich” cases, meaning participants from whom a great deal in relation to the inquiry can be learned (p. 77). For this study, selection criteria was developed, and the criteria was applied only to discover that a reexamination of the method became necessary in order to access “the widest possible range” of characteristics in relation to the study’s focus (Merriam, 2009, p. 79).

The participants were principals of six public high schools and two international schools in central and northern Virginia. Interviewing school leaders from both public high schools and international schools contributed a variety of perceptions and experiences. Criterion in the sampling process for the public high schools was the percentage of Limited English Proficiency (LEP) students based on data from school districts and the Virginia Department of Education.

The percentage of LEP students in a school was chosen because, according to researchers, a high percentage implies a wide range of languages and cultures. A large number of LEP students can change a school, which must evolve to accommodate students’ needs (Lucas, Henze, & Donato, 1990). A school with a highly diverse population typically develops instructional training sessions for teachers, community outreach programs for families, plus other school-wide practices to welcome English language learners (Walqui, 2000). Linton (2004) (as cited in Callahan, Wilkinson & Muller, 2008) explained that the presence of large amounts of immigrants in a school contributes to changing “social, academic, and linguistic norms” (p. 180). Therefore, it would stand to reason that principals of schools with high percentages of LEP students would have different views on world-mindedness than principals of schools with low percentages of LEP students.

Collecting LEP data from the district offices of 30 public high schools in central Virginia, as well as the Virginia Department of Education’s website, began the next step. The original plan was to interview the three principals of the schools with the highest percentages of LEP students

and the three principals of the schools with the lowest percentages of LEP students. However, the result would be interviewing principals from only two school divisions, an approach that would limit the variety of responses.

To include principals from a wider range of school systems, reexamining the sampling method became necessary. A wide range would include principals of high schools set in various types of geographical areas, such as urban, suburban, and rural, and be made up of various ethnic groups. Applying the following method began:

- 1) Ranking the schools in terms of the percentages of LEP students;
- 2) Choosing the top seven and the bottom seven schools in central Virginia; and
- 3) From those 14 schools, choosing the top three *from different divisions* and the bottom three *from different divisions*.

This method of purposeful sampling resulted in schools from various school districts and geographical areas, as well as schools made up of students from various cultural and international backgrounds.

For example, the top school had a student body that was 22.35% LEP students and was a suburban school. The next highest *in a different division* had a student body that was 8.69% LEP students and was also a suburban school. This school, however, even with the lower percentage of LEP students, was a much more diverse student body in terms of ethnic groups than the first school. And the third highest school—suburban and in a different school division—was made up of 7.26% LEP students. Using the same approach in choosing the bottom three LEP schools, one was suburban and two were rural. The schools with the lowest percentages of LEP students were in three different school divisions. Their percentages of LEP students were 0.18%, 0.27%, and 0.52%, respectively. The two international schools were in urban settings and represent a number of different cultures and countries.

After receiving Institutional Review Board (IRB) approval (See Appendices C and D.) from the Virginia Polytechnic Institute and State University, contacting the six division offices to obtain permission to conduct interviews with the principals was the next step. The division with the second highest LEP percentage denied permission in writing. Therefore, the school with the fourth highest LEP percentage was chosen, which resulted in choosing a school in the same division as one of the other schools. As a result, the public high school participants for the entire study were from five divisions and a variety of school communities.

In an effort to include a range of perspectives, four international high schools in northern Virginia were contacted. Principals of two of those international schools agreed to participate in the study:

- According to one international school's website, the student body represented 35 countries. The school was fully bilingual with roughly 25% of the students' families being from a middle-eastern country.
- According to the other international school's website, the student body represented more than 20 faiths and countries. Each year the school enrolled 12 to 14 international students.

These two principals rounded out the purposeful sampling process that resulted in eight participants from different types of high schools: six public with various levels of LEP students and two international.

Data Collection

Interviews. Because this study depended upon gathering perceptions of principals' roles in building world-minded schools, as well as participants' ideas about their schools' current levels of world-mindedness, interviews were necessary. Throughout the interview process a story unfolds (Creswell, 2007). To explore principals' stories—their reflections, beliefs, philosophies, and practices—about building world-minded schools, one-on-one interviews were crucial. Rossman and Rallis (2003) described the qualitative method as stemming from empiricism “that knowledge is obtainable only by direct experience with the physical senses” (p. 6). Seidman (2006) explained that “the goal is to have the participant reconstruct his or her experience within the topic” (p. 15). Therefore, interviews provide information about people's behaviors and personal constructs about the purposes of their behavior (Seidman, 2006). Learning from others occurs as participants talk about perspectives acquired as a result of individual experiences. Tapping into the philosophies and motivations of interviewees through interviews can contribute to building a grounded theory.

Open-ended questions were created to produce original interview protocol. The questions were designed to avoid leading the participants while inviting them to tell their stories. When responses were unclear, asking the participants to clarify was the practice. By following the advice of Seidman (2006) to “listen more, talk less” (p. 84), interruptions were kept to a

minimum. As much as possible, asking the same questions in the same order to every participant to give everyone the same opportunities to voice their opinions, thoughts, and perceptions unaffected by biases was the objective (Seidman, 2006).

Before conducting interviews, the protocol was field-tested with three colleagues--one assistant high school principal, one high school principal, and one district level administrator. After two mock interviews, the wording of two questions was clarified. Alterations were made to the interview protocol. Also, considering whether the wording of one question indicated a bias led to rewording the question.

After refining the interview protocol through field tests and acquiring permission from school districts to conduct interviews, appointments were made to sit down individually with six of the participants. Two participants preferred phone interviews. Each participant was asked to sign a consent form, according to IRB protocol. Interviews were conducted from October through December 2011. Some interviews were conducted during the workday; others involved meeting with or calling participants at the end of their workdays.

A professional transcriptionist transcribed the eight interviews. After each interview, recorded on a laptop using the software GarageBand, the interview was saved as an iTunes file. The file was sent electronically to the transcriptionist who returned the transcribed file via email. Labeling the files with pseudonyms, for example Participant 1, Participant 2, Participant 3, etc., guarded the principals' identities from the transcriptionist. Nowhere on the laptop did the participants' true identities appear.

Precautions were taken to ensure the anonymity of all participants by assigning code names during the analysis process. During the entire data gathering and data analysis process, confidentiality protocol was followed carefully to protect the participants' privacy. Neither the names of the participants nor the schools appeared on any records except one document that remained secure.

Member checks--participation validation—were used to ensure credibility and rigor. Rossman and Rollis (2003) pointed out that member checks might be accomplished with interview transcripts to elicit additional information. Therefore, transcribed interviews were returned to the participants for their reviews. Two participants made some wording changes in the transcribed interviews and offered clarifying points, which were noted on the interviews and in the reflexive journal.

Documents on school websites. In order to examine each school's promotion of world-mindedness through a means open to stakeholders, an examination of each school's website was completed. Evidence of world-mindedness, such as global concerns, international programs, and philosophies of cultural awareness and sensitivity, was sought. To standardize the document analysis, an examination of the same pages on all websites was completed. The pages included the following: a) home pages, b) mission statements, c) student handbooks, and d) messages from principals. After examining those pages, looking for any references to an international education began. The results of the website analyses are included in Chapter Four.

Reflexive journal. Merriam (2009) saw a reflexive journal as "related to the integrity of the qualitative researcher" (p. 219). Lincoln and Guba in their book *Naturalistic Inquiry* (1985), an early but much referenced work, encouraged maintaining reflexive journals to support the credibility of studies. Lincoln and Guba defined reflexive journals as types of diaries used to record decisions related to methodology, as well as logistics and general reflections about the progress of studies.

To triangulate the study, entries were made in a journal after each interview, as well as at other times during the data analysis process. Often the entries took the form of field notes, writings about impressions of a participant's comments, or about a conversation after the audio recording stopped. Also, entries were made about the data analysis process, sometimes in reaction to qualitative research practices or the act of maintaining a reflexive journal. Also writings in the reflexive journal were made about personal biases in an effort to maintain awareness about those biases and to remain as objective as possible during the interviews and data analysis process.

Data Analysis

Interviews. Reading through each transcribed interview occurred multiple times to become familiar with the data. Also reading through the interviews while listening to the audio recordings was practiced. Three times errors were found in the transcriptions, which were corrected. Only after at least two complete readings did the hand coding begin. This step is often called open coding, according to Merriam (2009), referring to being "open to anything" (p. 178). Notes were made in the margins of the transcripts during the open coding process. After completing the open coding, the coded data was recorded on an Excel spreadsheet. Next,

grouping the codes that appeared to go together, called axial coding (Merriam, 2009), occurred. Axial coding brought about categories, “abstractions derived from the data” (Merriam, 2009, p. 181).

To aid in developing categories, the Excel spreadsheet was literally cut into strips to sort responses by categories. The strips of paper containing the data were laid out in categories that emerged as the data continued to be sorted. The categories emerged naturally, meaning that no borrowed categories from other studies were used (Merriam, 2009).

Merriam (2009) wrote that categories a) should be answers to research questions; b) should encompass all data; c) should be mutually exclusive, meaning that a piece of data should fit in only one category, d) should be sensitive to capturing the meaning of the data, and e) should categorize data at the “same level of abstraction” (Merriam, 2009, p. 186). Also, Merriam explained that the categories should make sense together. To help maintain focus for developing categories appropriate for the study, Merriam suggested writing the purpose statement at the top of displays or, in this study, the Excel spreadsheet. Guba and Lincoln (1981) (cited in Merriam, 2009) suggested four guidelines for developing categories: a) frequency indicates importance; b) audience might determine importance; c) uniqueness might determine importance; and d) data perhaps thought unimportant at first should not be excluded because such data could “provide a unique leverage on an otherwise common problem” (p. 188). Last, Merriam explained that categories should be plausible and free of ambiguity. These practices in developing categories ensure reliability.

School websites. Likewise, pages were printed from the school websites, coded by hand, recorded on an Excel spreadsheet, and cut into strips. In this manner, categorization of the information was possible. This physical method of arranging the strips of paper into categories aided in noting patterns.

Triangulation. In drawing from three data sources—transcriptions of interviews, school documents from websites, and entries in a reflexive journal--creating grounded theory in a trustworthy manner occurred. This triangulation, according to Merriam (2009) “means comparing and cross-checking data collected through observations at different times or in different places” (p. 216). Triangulation is a means of ensuring validity and reliability (Merriam, 2009).

Validity and Reliability

The importance of ensuring validity and reliability was recognized to conduct the study in an ethical manner. Good qualitative practices, based on scholarly publications, were at the forefront of this study. Merriam (2009) pointed out that validity refers to the degree to which findings can be considered credible and reliable; a study's findings must be consistent with the collected data. Reliability refers to the extent to which a study and its findings can be replicated (Merriam, 2009).

Rossmann and Rollis (2003) referred to peer debriefers as “intellectual watchdogs,” an important element in insuring internal validity (p. 69). For that reason, using peers to review the research questions, interview protocol, and as sounding boards during the ongoing process of data analysis was important. Four peer doctoral candidates in their third year of studies, as well as a professional colleague in an administrative role, reviewed the interview protocol and offered feedback. Three peer debriefers pointed out that two sub-questions in the protocol seemed to be overlapping. As a result, one sub-question was omitted. These peer debriefers also offered thoughts on the ongoing data analysis process and voiced reactions to tentative findings. During these face-to-face meetings, peers discussed findings without revealing confidential information. The peers used each other for sounding boards by asking questions and examining findings to help each other avoid ambiguity or lack of plausibility based on the data. Merriam (2009) recognized using peer debriefers as another means of ensuring internal validity.

To ensure validity and reliability, the following were practiced: a) triangulating the study with interviews, school documents, and a reflexive journal; b) seeking a range of participants and, thus, a range of responses to the interview questions; c) using member checks to validate the interview data by returning the transcribed interviews to participants for their feedback; d) making use of peer debriefers during the data collection and analysis processes; and e) providing rich descriptions when reporting analysis and findings, as evidenced in Chapters Four and Five. Merriam (2009) pointed out that thick descriptions facilitate the transferability of studies, an element of external validity or generalizability.

Researcher as Instrument

In qualitative studies, credibility is of great importance. Telling others' stories and giving voices to the interviewees' experiences and beliefs in an accurate fashion involves more than

field-testing questions and reporting findings. Recognizing and acknowledging personal biases in the context of the study are important. Therefore, professional experiences and credentials were disclosed to participants in an effort to establish credibility. The following is brief background of interests in world-minded schools:

As an English teacher, IB coordinator, department chair, and assistant principal, varying levels of world-mindedness has been witnessed in high schools. The first concern about the lack of world-mindedness in United States schools occurred with travels to Europe, Canada, and Central America, including IB workshops and conferences in which the importance of international studies was emphasized. Thus, an interest evolved. Delving into the literature about the benefits of world-mindedness in education and how school leaders can increase levels of world-mindedness began.

Recognition of a bias regarding world-mindedness became important to the study. World-mindedness is believed to be important and crucial in a child's education. Personal experiences with IB and travels colored perceptions of high school principals' roles. Marshall and Rossman (2011) advised researchers to acknowledge their biases so as to make them manageable and become available for the readers to assess. One method of managing biases is to reflect upon them, which occurred in the reflexive journal. Thus, every effort was made to "bracket" personal biases by recognizing them and, as much as possible, separating them from the data collection process (Merriam & Rossman, 2011, p. 97). In this way, trying to avoid allowing biases to guide assertions or to lead to premature findings occurred. Field-testing the protocol, inviting the input of peer debriefers, and asking participants to review data also were methods of minimizing and controlling for biases.

Summary of Methodology

In this chapter, the methodology of this non-experimental qualitative study to explore the perceptions of eight high school principals regarding world-mindedness has been described in detail. Every effort was made to carry out the study in an ethical manner. The protocol set out by the Institutional Review Board of the Virginia Polytechnic Institute and State University was followed. Triangulating the study, field-testing the protocol, inviting participant validation through member checks, making use of peer debriefers, and seeking a range of perceptions from participants were practiced. The identity of the participants was protected by assigning

pseudonyms at first and codes later, such as H1, H2, L1, L2, I1, I2 etc., to denote the category of LEP students and international schools. Next, studying and analyzing the interviews by hand coding and categorizing the data occurred.

In Chapter Four, the findings, the results of the study, are presented. In Chapter Five, an interpretation of the data to present a summary of findings is presented. Also in Chapter Five, implications for practitioners, recommendations for future studies, and reflections are presented.

Chapter Four

Results

The purpose of this study was to explore the perceptions of high school principals regarding world-mindedness in education. Eight high school principals in central and northern Virginia were interviewed. Six principals were from public schools, and two principals were from private international schools. To triangulate the study, school documents posted on websites also were examined and a reflexive journal was maintained.

The six principals from public high schools were chosen based on data from district offices and the Virginia Department of Education regarding the percentages of Limited English Proficiency (LEP) students in the schools. The three schools with the lowest percentages and the three schools with the highest percentages of LEP students from various school districts were chosen. The sampling included public schools from five school districts, plus two private international schools, in various settings—urban, suburban, and rural, which obtained a range of perceptions and administrative experiences.

Research Questions

The research was based on two over-arching research questions with various sub-questions:

Question One. What are principals' perceptions of their roles in building world-minded schools?

- a) What are principals' perceptions of the importance of a school being world-minded?
- b) Do principals perceive world-mindedness as necessary?
- c) Do principals perceive world-mindedness as contributing to a child's education?
- d) What do principals perceive as their roles in a school's level of world-mindedness?
- e) How would principals monitor the level of world-mindedness in their schools?
- f) What do principals perceive as viable means of assessments, if any, that should take place in the monitoring process?
- g) What do principals perceive as the types of training or professional development sessions, if any, that should be devoted to world-mindedness?

Question Two. How do principals know to what extent their schools have world-mindedness?

- a) How would principals recognize a school that possesses world-mindedness in terms of tangible and intangible elements?
- b) How would principals in the study categorize their own schools' levels of world-mindedness, what elements contribute to that categorization, and what elements would principals like to change in order to alter the levels of world-mindedness in their schools?

Codes

Codes were assigned to represent the following:

- An "H" designates the three public high schools with higher percentages of LEP students.
- An "I" designates the two international private high schools.
- An "L" designates the three public high schools with lower percentages of LEP students.

School Websites

The websites of the eight participants' schools were examined to determine the amount of focus devoted to world-mindedness. Home pages, mission statements, messages from principals, plus any references to a global education, were analysed. The websites varied regarding the types of information presented. For example, not all sites included school mission statements or messages from principals.

Mission statements. Mission statements were not always obvious. Some were embedded in student handbooks; others were simply absent. Some schools' websites included the district mission statements, as well.

- Participant H1: The front page of the student handbook displayed not only the school's mission statement, but also the IB mission statement. The school mission statement ended with "will prepare them [students] for their place in a global society" (para. 1). Immediately after the school's mission statement was the IB Mission Statement with an emphasis on internationalism.

- Participant H2: The home page contained a link for the student handbook. In the handbook was the school mission statement that contained wording related to world-mindedness: “to inspire our students to celebrate our diverse community and to become contributing, self-sufficient ethical members of a global society . . .” (para. 1).
- Participant H3: The mission statement in the student handbook on the website contained no mention of world-mindedness but rather a focus on preparing students for “work, post-secondary education, and life-long learning” (para. 1).
- Participant I1: This school’s mission statement was under the link “About Us.” The wording included a commitment to “multicultural appreciation” (para. 1). Additionally, the same page displayed a vision statement that included the words “respect and appreciation for cultural differences” (para. 2).
- Participant I2: While the website did not include a mission statement, the homepage included statements that articulated the following commitments and service to students visiting from other countries: “academic excellence, personal attention, and character-building. One international dimension of our school is that we are . . . authorized under federal law to enroll nonimmigrant students” (para. 4).
- Participant L1: The school mission statement did not contain a global focus; rather the wording concentrated on preparing students for life after high school in academics, the workplace, and society. However, the website did display the district mission statement that ended with “for success in a changing world” (para. 2).
- Participant L2: The website displayed no mission statement. A link led to the district mission statement that focused on preparing all students for twenty-first century life but contained no mention of world-mindedness.
- Participant L3: The school mission statement was found through a link to the school administration page. The mission statement focused on preparing each student to “contribute to society as a productive member of a global community” (para. 2). The vision statement on the home page focused on preparing “ALL” [The school’s emphasis through use of upper case letters.] students for college and careers (para. 3).

Messages from principals. Many websites contained letters from principals. One home page contained a link to the principal's blog. However, several websites contained no messages at all from the principals.

- Participant H1: This principal's message was global throughout. The message introduced the world language center, went on to tout the IB program, and ended with "We pride ourselves on our diversity because 39 countries/21 different home languages are represented . . ." (para. 5).
- Participant H2: The principal's message in the newsletter for the 2011-12 school year did not reference world-mindedness issues. Page 4 of the newsletter contained notes about IB from the IB coordinator. The 2010-11 student handbook contained a message from the principal that mentioned IB in the first paragraph and, in paragraph 3, reminded students that the school community embraces the "many cultures that grace the halls" of the school, as evidenced by the "rich diversity through our International Flag Ceremony."
- Participant H3: The principal's message focused on diversity in the school. The principal described the environment as "celebrating our diverse population and creating a tolerance and appreciation for all stakeholders" (para. 2). The principal went on to emphasize the school's motto, which again focuses on acceptance of all cultures.
- Participant I1: The website contained no message from the principal.
- Participant I2: This principal's message contained a paragraph that emphasized a global focus: "The school is a richly diverse environment, racially, ethnically, and religiously. Emphasis is placed on appreciating such differences and also on experiencing one's own creative nature . . ." (para. 2).
- Participant L1: The website contained no message from the principal.
- Participant L2: This website contained a link to the principal's blog. Nowhere was diversity or world-mindedness mentioned. One main focus seemed to be on Bloom's Taxonomy, which the principal had recently presented to the staff. Other areas of focus included recognition of student awards and announcements of sporting events.

Other information from websites. In addition to mission statements, student handbooks, and messages from principals, websites contained other pieces of information that could be considered world-minded. These elements ranged from announcements regarding a presentation from a Holocaust survivor to an emphasis on IB to specialty centers with a global focus.

- Participant H1: The home page displayed the IB logo, plus a link for a world language center. Another link took readers to a page that explained the IB program.
- Participant H2: Though the school offered the IB diploma, this home page made no mention of IB. Clicking through several links to discover any information on IB was necessary.
- Participant H3: The school’s website contained information about a humanities center. On that center’s page was an announcement about a parent-hosted international dinner. Also, on the page “About Us,” a link led to a student-made video entitled “What I Like About You” that celebrated the diverse cultures represented by the student body.
- Participant I1: The IB logo appeared on the home page. A link led to the IB page where students were called “citizens of the world” (para. 1). The page describing the school contained a description of the Model United Nations Club, “which promotes understanding of world affairs and communication between cultures” (para. 8).
- Participant I2: The home page described the school as “an international private school” (para. 1). A link entitled “Read more” takes readers to a more detailed description, including “we take an inclusive international approach” (para. 2) and that the school prepares students to be “people who can create a better world” (para. 17). The description of the high school stated that it had an “international emphasis,” was dedicated to “inter-cultural harmony,” and that one-fifth of the students were international (para. 1). The description also contained a paragraph that emphasized the international make-up of the faculty. The main page for the high school contained a link for international students to make step-by-step application to study at the school.

- Participant L1: From the home page, a link led to information about IB, which included many documents, as well as informational videos. The homepage did not display the IB logo, but once IB exams began in May, a temporary link took readers to the IB testing schedule.
- Participant L2: While the website was void of any focus on world-mindedness, at one point a temporary link appeared about a Holocaust speaker visiting the school.
- Participant L3: Besides the mission statement on the school leadership page, no other references to world-mindedness could be found.

Summary of website analyses. The following was found:

- Mission statements (five: H1, H2, I1, I2, and L3), the promotion of international programs (five: H1, H3, I1, I2, and L1), and messages from principals (four: H1, H2, H3, I2) were used the most frequently to espouse world-mindedness on websites.
- The range of emphasis on world-mindedness corresponded with the coding of the public schools as high (H1, H2, H3) and low (L1, L2, L3) dependent upon the percentage of LEP students. LEP percentages for the participants' public high schools are shown in Table 4.1.

Table 4.1

LEP Percentages

Public High School Participants	Percentages of LEP Students
H1	8.69%
H2	22.35%
H3	5.29%
L1	0.18%
L2	0.52%
L3	0.27%

- Both international schools' websites (I1 and I2) displayed the most information about world-mindedness. The websites were saturated with references to internationalism indicating that a world-minded education is a main goal.

Participants' Experiences

Participants were asked to describe their educational backgrounds, experiences that led to educational leadership, schools in which they had worked, and experiences traveling and living outside the United States. Table 4.2 synthesizes participants' responses.

Table 4.2

Participants' Experiences

Participant	Work Experience in Education Outside High School?	Experience Working with Diverse Populations of Students-- Racially, Economically, and/or Culturally?	International Program Offered in Current School?	Lived Outside US?	Traveled Outside US?
H1	Yes-Community college, military officer academies, middle school	Yes-Racially, culturally, and socio-economically	Yes-IB	No	England, Wales, Poland, Canada, Bermuda, Bahamas
H2	Yes-middle school	Yes-Racially and culturally	Yes-IB	No	Canada for 3 to 5 days

(Table continued)

Table 4.2 (continued)

Participant	Work Experience in Education Outside High School?	Experience Working with Diverse Populations of Students-- Racially, Economically, and/or Culturally?	International Program Offered in Current School?	Lived Outside US?	Traveled Outside US?
H3	Y-middle school, alternative school	Yes- Racially, culturally, and socio-economically	No	No	Canada, Caribbean on vacations
I1 Private International	Yes-ESL/EFL middle school; current position K-12	Yes-Affluent and poor communities in the Middle East	Yes-IB	Yes-a Middle Eastern country	Turkey, Italy, England, Switzerland
I2 Private International	Yes-current school K-12	Yes-Racially and culturally	Yes-Independent international program	No	Korea several times
L1	Yes-Middle school	Yes-An upper socio-economic school, plus two racially diverse and mostly low to middle socio-economic schools	Yes-IB	No	France, England while in high school; Bahamas on vacation

(table continued)

Table 4.2 (continued)

Participant	Work Experience in Education Outside High School?	Experience Working with Diverse Populations of Students-- Racially, Economically, and/or Culturally?	International Program Offered in Current School?	Lived Outside US?	Traveled Outside US?
L2	No	No	No	No	Germany, Italy on vacations and visiting family
L3	Yes-K-5; middle school; community college	Yes-Racially and culturally in Texas	No	Germany, South America	Traveled extensively in Europe

A summary of the chart is as follows:

- All but Participant L2 had worked in education outside high school. Before becoming a principal, Participant L2 had been a high school teacher in the same school district.
- All but Participant L2 had worked with a diverse population. Participant L2's entire educational career had been spent in homogeneous high schools.
- Five of the eight participants (62.5%)—H1, H2, I1, I2, and L1—worked in schools that offered international programs, four of which were IB.
- Two participants—I1 and L3--had lived outside the United States.
- All participants had had some experience traveling outside the United States though three participants' experiences—H2, H3, and L1--were limited to vacations, such as cruises, or conferences that were less than one week in duration.

A Definition of World-Mindedness

Participants were asked to review the working definition of world-mindedness and make suggestions for changes. The definition in the study was as follows:

For the purposes of this study, world-mindedness refers not only to being racially and ethnically rich but also to valuing all cultures in an obvious manner. A school possessing a high level of world-mindedness has a school culture that engenders inclusiveness, acceptance, empathy, and a general curiosity about the world. The administration and faculty strive to teach the students that people with different perspectives can all be correct.

- Participants H1, H3, and L3 made no suggestions about refining the definition. However, Participants H2, I1, I2, L1, and L2 offered their thoughts. The words “citizen” (3 times), “appreciate” (5 times), “diverse” (3 times) and “complement” (2 times) surfaced in the responses.
- Participant H2 offered that world-mindedness “encompasses accepting and knowing about everybody, and not just because we have got race or ethnicity, but sex orientation, their culture and their choice of music, . . . how they dress, . . . their value system” (ll. 68-70).
- Participant I1 voiced an opinion that true world-mindedness in a school goes beyond having a diverse study body:

Previously, we used to think like if we have 29 ethnicities in the school, which means we are [*sic*] international-minded school, but that's not it. From experience, I realize that having [*sic*] international student body does not make you an internationally minded school. International mindedness is viewing the world as one and looking at yourself as a citizen of the world and viewing each individual person as somebody that would complement you, so all of us will bring . . . a unified vision for the world. You see what I mean? (ll. 150-161)

- Participant I2 focused on people finding commonalities: “You don't have to agree with them, you don't have to even think the way they think, but just be able to appreciate, accept their right to believe what they believe, and also try and find something, some common ground” (ll. 86-88).
- Participant L1 at first focused on diversity and then, agreeing with Participant I1, added that world-mindedness means more than a diverse student body: I am thinking diversity, and we are, as I said, only about 15 percent diversity, with that largest being African-American. But that is what people think about when you think

world-mindedness. It's not just one or the other. It's a combination of both, and how well do we educate, first of all, our school, you know, our students, and then how do we help the community to see that we are world-minded. (ll. 99-103)

- Participant L2 thought world-mindedness meant trying to take on the perspective of someone else:

What I hope that we ask students to do in a school that embraces world-mindedness is to put themselves in the perspective of a different country when looking at world issues, taking on the role of not just the United States role, but also looking at different historical events or from different perspectives, from different countries, how do you think they feel about that and why. (ll. 64-68)

Research Question One: What are principals' perceptions of their roles in building world-minded schools?

The importance of a school being world-minded. When asked about the importance of a school being world-minded, participants drew from their beliefs in schools preparing students to be successful, contributing members of a world economy.

- Participant H1 drew from the “flat world” metaphor, interconnectedness, and jobs: I feel very strongly that we're preparing our children for jobs that aren't even in existence yet, and a lot of the jobs that our kids will be going for are going to be outside of the United States. So they really need to understand other cultures, other languages . . . They need to understand what empathy is with other cultures. (ll. 140-144)

- Participant I2 referenced global awareness and responsibility: They [students] need to have that sensitivity to how things are perceived and how they relate to people who may have very different experiences than themselves. I think it is just very critical that the kids are raised with that type of an awareness. (ll. 111-115).

- Participant L1 focused on technology that facilitates world-wide communication coupled with sensitivity for other cultures:

Our kids text, they IM, they Tweet, they do whatever it is they do on Facebook, to people that could be around the world, and they have to know how to communicate with people, they have to know how to interact with people, and they need to be aware that what goes on here may be offensive to another culture on the other side of the world. (ll. 113-116)

- Participant L2, similar to Participant I2, mentioned the world economy:

We look and watch the stock markets every day from across the world, because it affects our work, and so thinking that we can only worry about our community or our state or our country is naive, and if we don't ask students to start practicing that when they are in high school, when will they start, and will they be behind in their maturity when they start doing it. (ll. 81-85)

Participants L3, H2, and H3 also talked about world-mindedness joining people together and creating unity. Participant L3 noted the need to teach a focus on peoples' similarities by noting "it [world-mindedness] can only help kids understand how we're alike as much as how we're different" (ll. 79-80). Likewise, Participant H2 saw world-mindedness as helping the staff accept and understand their students in order to personalize education. Similarly, Participant H3 voiced that a world-minded school furthers acceptance: "We try to get our students to understand the importance of really accepting people for who they are and what they believe in (ll. 89-90)."

All participants voiced an agreement that world-mindedness is important and necessary to a child's education, but the participants' reasons for supporting world-mindedness varied. The responses included students being ready to live in "flat world," inter-connectedness and jobs, global awareness and responsibility, technology, world economy, and creating unity. However, the common thread running through all of these reasons for a world-minded education was to prepare students to operate successfully in the real and ever-shrinking world that students encounter after high school.

Building and monitoring world-mindedness. All participants agreed, at least to some degree, that building a world-minded school was part of a principal's role, but participants had varying notions about what that role should look like, as well as how they as principals would monitor world-mindedness. Sometimes participants drew from current practices. At other times, participants theorized about possible solutions. As participants talked about a principal's role, philosophies emerged, as discussed later in this section.

Curriculum. When asked about a principal's role, Participants I2 and L2 mentioned curricular components. Participant I2 pointed out that when adopting new curricula, principals should look for books that contain pictures of people from a wide variety of cultures. They also, for example, should search for literature books that contain stories from around the world. The administrators at I2's school wanted to make sure that "whoever looks at that [book] sees

themselves” (l. 289). On the other hand, Participant L2 indicated a focus that fails to be centered around world-mindedness because of efforts to make the curricula more rigorous:

So right now what is important to me is increasing rigor in our classrooms and working up the food chain a little bit on Bloom’s, and presenting kids with problem-solving lessons, so that students can start being more analytical thinkers. That is what I have been kind of pushing, and so if we feel like we get to a place where, you know, we have that kind of under control, then, maybe we say okay, now, as we are analyzing, how do you relate where we are to the world . . . (ll. 199-206)

Data collection. Five participants pointed toward data collection as a means of monitoring and assessing world-mindedness. Participant H2 talked about the possibility of using surveys with two types of questions: “The surveys can . . . have some questions with specific choices, and I think some things may need to be open-ended in terms of what else can we do to promote world-mindedness” (ll. 269-271). Participants I1, L1, and L3 also saw surveys as viable data collection instruments to monitor and assess world-mindedness. The participants discussed surveying parents, teachers, and students.

Participant H3 described a different type of data collection--measuring equal treatment by teachers of all children regardless of nationality or race. A current practice in Participant H3’s school is running discipline reports categorized by teacher. If an administrator sees an inordinate number of referrals from a teacher, that administrator observes the teacher and perhaps assigns a coach. Among other considerations, such as classroom management, the administrator also wants “to make sure that she [i.e., the teacher] is not stereotyping the kids . . . , that everybody is being treated fairly and given an equal shot in the classroom” (ll. 236-238).

Interactions with parents, staff, and students. Participant H2 thought conversations with staff regarding different types of students in the building would be helpful in monitoring and assessing world-mindedness. This participant saw “open dialogue” as a useful tool (l. 244). Similarly, Participant I1 was fervent about using informal, as opposed to formal, interactions with parents, staff, and students as valid forms of feedback because “that’s when you start hearing things . . . Whatever you say stems from your values” (ll. 483-484). Participant I1 reiterated, “You need to be in the field all the time” (ll. 492-493).

On the other hand, Participant L1 noted that the immersion process, a formal approach in which the principal invites stakeholders to make appointments to talk with the principal, is

helpful in monitoring and assessing world-mindedness. A recent immersion process for Participant L1 indicated a definite need in the school: “All the people that I have talked with, they believe that we do need to become more world-minded, we need to become more accepting, so I know the need is there” (ll. 252-254). Participant L1 went on to lament that many of the students “are very narrow-minded” and that “it is not a negative of the kids, it’s just where they are, and we have to help them expand that view” (ll. 268-269), emphasizing the need for leaders in the school to take action.

Participant I2 focused on interactions with staff, beginning with the hiring process, as an important factor in a principal taking on the role of building a world-minded school. Participant I2 voiced that the principal must hire staff members with a world-minded consciousness. Then, the principal must support the staff “to be able to bring those ideas in and help them to create programs within the school to help them facilitate that [world-mindedness]” (ll. 303-304).

Programs. The responses about current programs in the participants’ schools, as part of a principal’s role, were divided between working with staff and working with students. Participant H3’s remarks focused on staff. In H3’s school, the assistant principals are responsible for monitoring world-mindedness elements in each curricular department “to make sure their department is doing something” (l. 204). Also, the staff has an annual winter party with a world-mindedness theme; staff members dress the part of their individual department’s theme. In 2012, the principals adopted the theme of winter in Hawaii: “So, we are all going to come in with leis and maybe grass skirts, on top of our clothes” (ll. 213-214).

Participant L1 also discussed professional development for staff as a way of building world-mindedness. This participant had attended IB training in which a conference leader had displayed various pictures and the members of the audience discussed their reactions. Participant L1 added that “it was surprising how your background colors what you see in that picture, because then when you see the whole picture as they presented it later, it was like, oh, wow, I totally missed that” (ll. 264-266).

Participants H1 and H2 described programs designed for students in order to build a world-minded school. Participant H1 described a recent program that stemmed from a school improvement committee’s brainstorming session. IB students partnered with ESL students to design an international fashion show. Students presented the fashion show to the student body in an assembly. Participant H2 discussed wanting to create another type of student-centered

program in which students “talk about themselves” in monthly telecasts that include a focus on cultures in the school (l. 243). Participant L1 mentioned a similar desire to institute a monthly focus on cultures.

Participant I2 described two current practices to raise cultural awareness and social consciousness--discussing world events and participating in fundraisers to provide aid to other countries:

We are always trying to bring in more and more elements that help students to connect with other cultures and other people in the world, and help them to have consciousness of what is going on out there, . . . so whether there was the earthquake in Haiti or . . . Katrina, or any of these things, we were always talking about current events and what is going on, and we always do fundraisers, and do whatever we can to contribute. (ll. 291-296)

Students participated in a bicycle drive, which resulted in sending thirty bicycles to foreign countries. Each September, the staff and students walk for the homeless to kick off the school year and raise money for homeless shelters. Participant I2 explained that “you have to keep that spirit alive, and you have got to have the kids looking for ways in which they think they can contribute” (ll. 299-300).

Participant L2 described a current academic program to build world-mindedness. The school-wide program, which takes on a different theme each year, involves staff creating student assignments around a common school theme. This year’s theme was economy. Participant L2 gave examples from various departments:

- English teachers asked students to write about a literary character’s level of income and the challenges or benefits that accompany that level;
- Spanish teachers assigned students a particular Latin American country’s economy to study and compare with another Latin American country; and
- Math teachers assigned a world economic problem that builds vertically from Algebra I through geometry to Algebra II and calculus.

School improvement. Participant H1 was the only participant who mentioned world-mindedness being part of the school improvement process. This strategy has enabled the school to maintain a focus on world-mindedness. Participant H1 explained, “We call it international-mindedness, in our school improvement plan for a few years now, and when the committee meets, we talk about some of the things that we’ve done that have been successful” (ll. 287-289).

Summary of principals' roles in building and monitoring world-mindedness.

According to the participants' responses, a principal's role in building and monitoring world-mindedness falls into five main categories: a) curriculum; b) data collection; c) interactions with parents, staff, and students; and d) programs. The most common responses focused upon data collection; interactions with parents, staff, and students; and programs. However, the most strongly voiced opinions encompassed purposeful leadership, a critical element.

The range of responses, beliefs, and opinions regarding a principal's role in monitoring world-mindedness was broad. Participants I1 and I2 felt strongly that the principal as school leader must explicitly set the expectation for world-mindedness and insist upon accountability from all staff members. Whereas, L1, L2, and L3 seemed to have other concerns that hampered the development of world-mindedness: establishing consistency among principals, raising the standards of academic rigor for students, and questioning whether a principal can mandate world-mindedness. Participants voiced many avenues for assessing world-mindedness—curriculum, data collection, interactions with stakeholders, programs, and school improvement. All these methods fall squarely in the lap of the principal. Guidance of the principal is the common element in all these approaches.

World-mindedness professional development. All participants thought professional development on world-mindedness should be provided, but, based on personal experiences, the participants' responses differed on the types of professional development that should be made available. Participant H2 thought training should be school-based and that central office should be included only in a support role. Participant H2 explained that “the folks who have the highest knowledge base of the community [i.e., school staff] should be the ones to help with setting up the training within the school” (ll. 287-288). This participant had attended a session five years ago that was led by a school staff member. The session focused on cultural differences, such as lingo that carries various meanings from culture to culture. Participant H2 voiced a need for more training: “It just hasn't been something that we have been able to, you know, sustain and do yearly” (ll. 325-326).

However, Participant H3 was emphatic that central office should, in fact, lead the way: it “should come straight from the top, and it needs to be really, really embraced in the school system” (ll. 267-268). This participant had attended two professional development sessions. In one session, the superintendent had discussed diversity in terms of closing the achievement gap

and the inordinate number of discipline referrals on minority students. The second type of training occurred several years ago, spanned three days, and focused on combating prejudice. Participant H3's principal had sent several administrators to that particular session.

Participant L3 felt strongly that community members should be included in world-mindedness training. This participant recounted an incident four years ago in which a high school graduate was murdered in Participant L3's community. The tragedy incited racist accusations. Also, this participant recalled attending a world-mindedness training session five years ago but could not remember details. Participant L3 admitted, "I hate the way that sounds but I guess whatever they shared, I had heard it in previous professional development sessions" (ll. 211-212). The participant elaborated that "as a foreign language teacher by background, I think so much of my education is world-minded" (ll. 217-218) and that "all of that development, I think, added to my idea of world-mindedness" (ll. 222-223). While the participant seemed to see him/herself as world-minded, the participant viewed the school's community members as needing education on world-mindedness.

Some participants dismissed professional development that did not directly address the concept. Other participants grappled for experiences that could marginally be considered training on world-mindedness. For example, four participants had attended IB training; Participants L1 and L2 counted that training as world-mindedness professional development. Participants H1 and I1 also had attended IB training, and while they drew from those experiences in educating their own staffs, they did not cite those sessions as world-mindedness professional development.

During each interview, when asked why a participant had not attended a world-mindedness professional development session, the frequent response was because it had not been offered. During the interview with Participant L2, the participant explained, "It isn't offered by the district, but I did go to conferences, and I have never chosen it if it has been there, and I haven't really noticed a big, a large block of professional development opportunities for world-mindedness" (ll. 281-283). Participant I1 joked that perhaps they should organize some training sessions. Participant I1 responded that "it's very hard to gauge international-mindedness. It's not something tangible. It's not something—it's like the spirit of the school. It's not something you can—can you measure how much international-mindedness you have?" (ll. 675-677).

Participants H2, H3, and L3 (60% of participants) had attended professional development sessions devoted to world-mindedness. Participants L1 and L2 mentioned IB training as world-

mind professional development. According to the eight participants, their schools and districts generally did not hold professional development sessions devoted, even in part, to world-mindedness. The reason may have to do with Participant I1's observation that what is not measurable, what cannot be printed in the local newspaper with a numerical value, such as standardized test scores, is not a focus for many principals and district leaders.

Do principals regularly think about world-mindedness, and what are the contributing factors? Participants' responses regarding *whether* principals regularly think about world-mindedness fell into three categories: a) yes, if the student body is highly diverse (Participants I2, L1, and L3); b) no, they do not think about it (Participants H1, H2, and H3); and c) most principals think about world-mindedness but to varying degrees (Participants I1 and L2). Participant I1 explained that IB schools have no choice in the matter. IB requires a significant focus on internationalism. Participant I1 noted that "the whole world is becoming international, isn't it" (ll. 707-708) and added that natural disasters now have a ripple effect throughout the world economy. This participant cited the 2011 Tsunami in Japan as an example.

Participant L2 explained that the participant's staff is concerned with graduating students prepared to work in a global economy. While the school did not have an explicit focus on world-mindedness, a school-wide annual project, as described on page 44 of this chapter, forced at least some focus on life outside the United States. Participant H3 thought that "some people just don't care" (l. 319).

Participants' responses about *why* some principals do not think about world-mindedness covered four areas:

- Due to a lack of diversity in the school, principals do not know how to engender world-mindedness (Participant H2);
- A general resistance to world-mindedness exists, i.e., principals do not want to focus on world-mindedness, do not need to, or just do not care (Participants H3 and L1);
- Focusing on world-mindedness, i.e., considering the needs of all students of all cultures, backgrounds, and abilities, is "very, very draining mentally and physically" (Participant H3, l. 330); and

- Other issues demand principals' attention, such as standardized test scores (Participants H2, I1, and L1). Participant L3 explained that it is a matter of which pot is "boiling the hottest" (l. 238).

A combination of a lack of demand, time, and energy sum up the responses about why principals fail to regularly think about world-mindedness. SOL scores, discipline issues, mandates of central office, and the needs of the majority in a homogeneous community subsume world-mindedness. In other words, if the need is not explicitly presented and demanded by an entity outside the principal, such as a diverse student body, central office, or an international program, then the principal's focus tends to fall elsewhere.

Summary of Research Question One: What are principals' perceptions of their roles in building world-minded schools? The eight participants' responses to the sub-questions indicated the following in answer to "what are principals' perceptions of their roles in building world-minded schools?" Ensuring a world-minded education indeed is important in graduating students with the proper skills, mindset, and knowledge to succeed in our current world economy. The guidance of the principal is absolutely crucial in a school becoming world-minded. Professional development sessions--whether led by the district, the school, or including community stakeholders--play an important part in preparing principals for building world-minded schools and educating their staffs. Unless principals learn about world-mindedness and unless their student bodies are highly diverse, principals' main concerns can easily settle elsewhere depending upon the demands of their jobs.

Research Question Two: How do principals know to what extent their schools have world-mindedness?

Recognizing a school that possesses world-mindedness in terms of tangible and intangible elements. The participants were asked to discuss tangible, as well intangible, elements they would expect to find in a world-minded school. Participants easily thought of tangible elements. They took much longer to think of intangible elements.

Tangible elements. Participants' responses regarding tangible elements fell into the categories of Student and Staff Interactions, Curriculum, Staff and Stakeholders, Student Body, Displays, Events, and Facilities. Participants mentioned displays and announcements of events most often.

Student and staff interactions. Participants I1, I2, L1, and L2 offered student and staff interactions as examples of tangible elements that would be present in world-minded schools. Participant I1 called the interactions “family-like” (l. 397). Participants L1 and L2 would want to see various groups of students interacting freely. Participant L2 added that conversations among students would go beyond weekend plans to include global issues.

Curriculum. Participants L2 and I2 pointed toward the physical aspects of a curriculum as tangible elements found in world-minded schools.

Participant L2: I would expect to go into my social studies classes and while I am observing classes, I would expect to see teachers stretching students' ideas into not just . . . what happens in our government, but how does our government affect the bigger picture. (ll. 132-135)

Participant I2 mentioned several curricular areas, including foreign language courses and sign language, beginning as early as pre-school, as well as lessons on literature, music, and art from around the world. However, the crucial element for Participant I2 was character education: “I would relate it to a character education type of program. . . . learning how to listen, learning how to problem solve and especially for things like conflict resolution” (ll. 125-129).

Staff and stakeholders. Participants H3 and I2 pointed toward staff training, conversations with board members about the importance of an international education, and a diverse staff as tangible elements in a world-minded school. Participant H3 indicated that staff development could impact students' attitudes: “We need the professional and staff development, so that we can then plant positive seeds into the kids, but in our homes as well” (ll. 139-140). Participant I2 pointed out conversations with board members that reflect stakeholders' concerns: “As a board of directors and as a school community, we talked about this, because even though the majority of our families were African-American, they wanted their children to have the experience of diversity” (ll. 158-160). Participant I2 went on to include staff as important tangible elements: “We were very committed to having a very diverse faculty, which we have been able to maintain, so I think that those elements have to be there” (ll. 175-176).

Student Body. Participant I2 noted that world-mindedness “is very hard to teach . . . in an environment that is not diverse” (ll. 144-145). Participant L3 saw a diverse student body as a tangible element in a world-minded school: “That school is going to look very ethnically diverse. The students in that school are going to be every race. They're just going to look completely

different” (ll. 103-105). However, seeming to contradict that statement, Participant L3 then offered that, having worked in a diverse school in the past, the existence of a diverse student body in and of itself does not make the school world-minded. Groups still segregate themselves “because we’re human beings, and so we tend to gravitate to those that are most like us” (ll. 117-118), indicating that students of various cultures mixing socially is a tangible element of world-mindedness.

Displays. Participants H1, H2, I1, LI, and L2 mentioned items displayed in schools, such as flags, posters representing various cultures, and student work as tangible elements found in world-minded schools.

- Participant H1: “The food festivals, the flying of some flags, and things like that, but in my mind, that's not really what world-mindedness is about. It's not just wearing a tie with flags on it or, you know, waving a flag” (ll. 193-195).
- Participant H2: “Different types of people need to be displayed in the building. You know, rockers, rappers, intellectuals, you know, everybody” (ll. 128-130).
- Participant LI: “If you have an international school, you would expect to see that, the flags of the populations or the communities of the countries that are recognized there. I mean that's simple” (ll. 152-154).
- Participant L2: What you might see in the science hallway, something about global warming and something about recycling, all over the school, whatever. I mean those are global problems, global issues, and when we are talking about world-mindedness, we are talking about not just what affects us, so it's a much bigger picture. (ll. 126-130)

Events. Participant L1 offered that leaders in a world-minded school are working to incorporate more celebrations and recognitions, an acknowledgement that they are having conversations about world-mindedness: “I would expect to see celebrations or ceremonies or recognition of different cultures at different points throughout the year, and we can talk later. That is something that I am working on at this school” (ll. 156-158). Participant H1 pointed out, “Today, for example, in between classes, you can hear French music, because it's French Week” (ll. 185-186). Participant H2 stated, “I also think that schools need to do things to celebrate diversity whether it is in programs or . . . things over the PA system” (ll. 141-142). Participant

H3 saw these opportunities of recognizing the many cultures represented in the school as a way to combat bullying:

Something that we do, we embrace diversity big time here this year at our school, and we have different weeks. It might be Hispanic Week during Hispanic Month or something like that, or, of course, you have Black History Month for African Americans and what-not, but we do different -- embrace things in different ways where we have different weeks. We might have a culture night. Of course, I think this may be inclusive of bullying, just to enlighten the students about the different issues that we face in society, if that makes sense to say. (ll. 125-130)

Participant H3 also noted that recognition of cultures should go beyond races represented in the school: “exposing the students to the different races that exist, . . . not just in the school, but in -- life in general, different holidays, maybe celebrate different weeks” (ll. 121-123).

Facilities. Participant L2 voiced that, in conjunction with global issues, a green school would be tangible evidence of a world-minded school. Participant L2 also noted that a green school is costly: “It would be great to think that every school that was built was a green school, . . . , but the truth is it costs a lot of money, it costs more money to build green, and no one has money right now” (ll. 137-139). The comment seemed to indicate that environmentally friendly environments indicate global concern and a partnership with the larger global community.

Table 4.3 categorizes participants’ responses, some of which are discussed in more detail above.

Table 4.3
Tangible Elements

Participant	Tangible Elements	Category
H1	<ul style="list-style-type: none"> • Cultural events, festivals, and celebrations • Music of various cultures • Flags of various nations 	<ul style="list-style-type: none"> • Displays and Events
H2	<ul style="list-style-type: none"> • Cultural events, festivals, and celebrations • Pictures of ethnic groups • Recognizing the cultural groups in the school 	<ul style="list-style-type: none"> • Displays and Events
H3	<ul style="list-style-type: none"> • Cultural events, festivals, and celebrations • Flags of various nations • Workshops for staff 	<ul style="list-style-type: none"> • Displays and Events • Staff and Stakeholders
I1	<ul style="list-style-type: none"> • Posters about global issues • Students of different cultures interacting together 	<ul style="list-style-type: none"> • Displays and Events • Student Interactions
I2	<ul style="list-style-type: none"> • Teaching sign language to pre-k students; teachers introducing Spanish and Korean in kindergarten • Literature, music, and art from other countries • Character education program: a critical element • Conversations with board and school community regarding programs that attract minorities, ex., offering scholarships • Commitment to having a very diverse faculty • Different ethnic groups congregating together 	<ul style="list-style-type: none"> • Curriculum • Staff and Stakeholders • Student Interactions

(table continued)

Table 4.3 (continued)

Participant	Tangible Elements	Category
L1	<ul style="list-style-type: none"> • Recognizing cultural groups in the school • Cultural events, festivals, and celebrations • Flags of various nations 	<ul style="list-style-type: none"> • Displays and Events
L2	<ul style="list-style-type: none"> • Teachers assigning research papers on global events and perspectives • Displaying student work on global topics • Posters about global issues • Conversations among students regarding global issues 	<ul style="list-style-type: none"> • Curriculum • Displays and Events • Student Interactions
L3	<ul style="list-style-type: none"> • Ethnically diverse student body 	<ul style="list-style-type: none"> • Students

Intangible Elements. When asked to talk about intangible elements characteristic of world-minded schools, the participants often mentioned empathy. Participant H1 pointed out that world-mindedness is “more the intangible elements, the empathy, understanding the culture, and things like that . . . as a school leader, you want your children to understand but especially your staff” (ll. 195-197). Likewise, Participant I2 added:

You need to have a certain emphasis on the development of empathy, the development, if you will, of living by the golden rule, treating people the way you want to be treated, learning how to listen, learning how to problem solve and especially for things like conflict resolution. (ll. 126-129)

Participant I2 went on to explain the life-long benefits of possessing empathy and adults’ roles in engendering empathy in children:

A lot of times attitudes in schools are, you know, they are kids, let them work this stuff out, but the reality is they are children, and when problems come up and differences arise, somebody has to model for them how you work these problems through, so that internal guidance, that character education element, I think is very, very critical for preparing students to be effective in relating to people who might be culturally, ethnically, racially, religiously different from themselves. (ll. 124-139)

Table 4.4 reports additional intangible elements discussed by participants.

Table 4.4

Intangible Elements

Participant	Intangible Elements	Category
H1	<ul style="list-style-type: none"> • Staff understanding empathy and cultures 	<ul style="list-style-type: none"> • Culture of appreciation
H3	<ul style="list-style-type: none"> • School culture countering prejudices • Leaders recognizing that all adults possess prejudices • Administration, staff, and students embracing diversity 	<ul style="list-style-type: none"> • Culture of appreciation • Understanding prejudice
I1	<ul style="list-style-type: none"> • Students feeling comfortable at school • A family-like atmosphere 	<ul style="list-style-type: none"> • Culture of appreciation
I2	<ul style="list-style-type: none"> • Leaders creating diversity • Programs attracting diverse cultures 	<ul style="list-style-type: none"> • Diversity
L1	<ul style="list-style-type: none"> • People relating to each other 	<ul style="list-style-type: none"> • Culture of appreciation
L2	<ul style="list-style-type: none"> • Teachers stretching students' ideas about other cultures 	<ul style="list-style-type: none"> • Culture of appreciation affecting instruction
L3	<ul style="list-style-type: none"> • Not sure 	

The intangible elements tended to fall into five categories, as noted in this section's text and Table 4.4. Empathy, a culture of appreciation, the staff striving to understand prejudice, diversity, and a culture of appreciation affecting instruction sum up the participants' responses. The underlying element in all these responses is a concern for others.

Summary of how to recognize a world-minded school. Participants' indicated that in order for a school to be recognized as having world-mindedness, tangible promotion of world-mindedness is necessary, especially through displays and events. Flags of other countries, photographs of various cultural groups, and placards announcing food festivals do not in themselves make a school world-minded, as many participants acknowledged. However, such

tangible elements help a school present itself as possessing world-mindedness and encourage the intangible element of a concern for all peoples regardless of heritage.

Research Question Two: Participants’ ratings of their own schools’ levels of world-mindedness, contributing elements, and elements they would like to change. All eight participants rated their schools low, medium, or high in terms of levels of world-mindedness. Participants also offered supporting examples and discussed what they would like to alter, if anything, to raise their schools’ levels of world-mindedness. The responses fell into the categories of Attitudes, Displays, Money, Programs, Staff, and Student/Community Population.

Table 4.5 shows the participants’ responses, categorized by participant, regarding world-mindedness ratings, corresponding evidence, and elements they would like to change. Table 4.6 shows responses by categories--with ratings omitted--to display frequencies in each category. Table 4.5 also reveals that more responses focused on programs than any other element.

Table 4.5

Participants’ Ratings of Their Own Schools

Participants	Ratings	Support of Ratings	What Would You Like to Alter?
H1	“Medium . . . It’s definitely not low, and we always want to make it better” (ll. 202-206).	<p>Displays—</p> <p>T-shirts with name of school mascot in many languages</p> <p>Programs—</p> <ul style="list-style-type: none"> • School is a world language center in the district • School piloted Chinese as world language course in district. <p>Staff—</p> <p>Diversity is a focus in staff meetings to enhance student interactions.</p>	<p>Displays—</p> <p>Commons or lobby area to display flags or name of mascot in different languages</p>

(table continued)

Table 4.5 (continued)

Participants	Ratings	Support of Ratings	What Would You Like to Alter?
H2	“I would say it’s medium, in between medium and high” (l. 148).	<p>Programs—</p> <ul style="list-style-type: none"> • Flag ceremony in which students carry flags representing cultures of student body • School has an active Gay-Straight Alliance Group for students. <p>Student/Community Population— “Our kids have no problem being themselves” (ll. 163-164).</p>	<p>Attitudes— Focus is standardized tests and academics.</p> <p>Programs— Film project in which students tell staff about themselves</p> <p>Staff—</p> <ul style="list-style-type: none"> • “Do more with staff” (l. 172) • Diversity training for the staff • Students are more accepting than the teachers.
H3	“I’d say we’re high” (l. 145).	<p>Attitudes—</p> <ul style="list-style-type: none"> • Administrative team and staff constantly talk about embracing diversity. • Diversity is the focus. <p>Displays— “This year our T-shirt was something like a school, but the letters were all different colors . . . Diversity runs the pride; that is our initial theme for the year” (ll. 162-164).</p> <p>Programs— Principal regularly used PA system to remind staff and students that the school embraces diversity.</p> <p>Staff—Staff willingly accepts the students.</p>	<p>Participant H3 could think of nothing to alter— “I know that the faculty and staff, they are doing a very good job of incorporating it into the day-to-day activities. They are doing a good job of sending the message to the students about it” (ll. 179-181).</p>

(table continued)

Table 4.5 (continued)

Participants	Ratings	Support of Ratings	What Would You Like to Alter?
I1	“I would say a little bit above medium maybe” (l. 412).	<p>Programs—</p> <ul style="list-style-type: none"> • IB provides a universally agreed upon set of principles for the staff and student body. • Faculty and students use the language of international-mindedness as provided by IB. • Principal talks with staff (scheduled 15-minute “chit-chats”) about utilizing the IB learner profile and making classes internationally-minded (l. 467). 	<p>Attitudes—</p> <p>“But there is always room for improvement” (l. 474).</p> <p>Programs—</p> <p>Surveys to request feedback regarding world-mindedness</p> <p>Staff—</p> <ul style="list-style-type: none"> • Principal would like to convince all teachers to work as a team to apply the IB learner profile. • Teachers engage in more interdisciplinary collaboration
I2	“Absolutely high” (l. 207).	<p>Programs—</p> <ul style="list-style-type: none"> • Character education; building character “is core to everything we do” (l. 212); • School helped start and continues to sponsor three schools in Gambia. • Students raise money for Gambian schools and correspond with Gambian students. • Staff members and students visit Gambian schools in the summer. 	<p>Money—</p> <p>“If I had a lot more money, I would probably be able to do a lot more things” (ll. 232-233).</p>
		<p>Student/Community Population—</p> <p>Students who enter school in elementary school and continue through high school have strong international awareness.</p>	

(table continued)

Table 4.5 (continued)

Participants	Ratings	Support of Ratings	What Would You Like to Alter?
L2	“I would say low” (l. 183).	<p>Programs— School has a cultural awareness group working to develop awareness.</p> <p>Student/Community Population— School is “probably the most diverse population” in district (l. 209).</p>	<p>Programs—</p> <ul style="list-style-type: none"> • “I just want to expand a view of the IB to be more inclusive, whether you are in IB or not, to make people aware, and I think doing what we can to recognize all cultures that are represented here or all populations that are recognized here” (ll. 231-234). • “We need to educate our kids on how to deal with people that are unlike themselves” (ll. 214-215). • School mascot and even name of school alienates a portion of population.
L2	“I would say it’s medium/low” (l. 154).	<p>Attitudes—</p> <ul style="list-style-type: none"> • “Not the highest thing on my list right now” (ll. 179-180); • “I am hoping they [i.e., students] will get that [i.e., world-mindedness] in college” (l. 192); • [Hope] “they [i.e., students] use a little bit they get here as a springboard” (l. 193). <p>Staff— Some teachers (calculus, government, U.S. history) talk with students about being globally competitive.</p>	<p>Programs— Multicultural speakers could become part of current speaker program.</p> <p>Staff— “I would like to challenge teachers to bring the world-mindedness piece into their classroom, you know, anytime that they can” (ll. 181-182).</p>

(table continued)

Table 4.5 (continued)

Participants	Ratings	Support of Ratings	What Would You Like to Alter?
L3	“I would say we’re probably low, low world-mindedness” (l. 127).	Programs— District multicultural committee “works on incorporating multicultural lessons into our curriculum” (ll. 154-155).	<p>Money— “You know, certainly, if finances were different, I would love to see a multicultural night, something that goes beyond food and holidays” (ll. 158-159).</p> <p>Student/Community Population—</p> <ul style="list-style-type: none"> • “I’d love for them [i.e., students] to have more exposure to different kinds of people” (ll. 141-142); • Immigrant population “is perceived perhaps as competition for jobs” (l. 147).

Table 4.6 shows participants’ responses by categories—with ratings omitted—to display frequencies in each category. Most responses focused on programs.

Table 4.6

Categories Supporting Participants' Ratings

Categories	Current Practices	Elements Participants Would Like to Alter
Attitudes	<ul style="list-style-type: none"> • Administrative team and staff constantly talk about embracing diversity (H3). • Diversity is the focus (H3). • “Not the highest thing on my list right now” (L2, ll. 179-180). • “I am hoping they [i.e., students] will get that [world-mindedness] in college” (p. L2, l. 192). • “[Hope] they [i.e., students] use a little bit they get here as a springboard” (L2, l. 193). 	<ul style="list-style-type: none"> • Focus is standardized tests and academics (H2). • “But there is always room for improvement” (I1, l. 474).
Displays	<ul style="list-style-type: none"> • T-shirts with name of school mascot in many languages (H1) • “This year our T-shirt was something like a school, but the letters were all different colors. Diversity runs the pride; that is our initial theme for the year” (H3, ll. 162-164). 	<ul style="list-style-type: none"> • Commons or lobby area to display flags or name of mascot in different languages (H1).
Money		<ul style="list-style-type: none"> • “If I had a lot more money, I would probably be able to do a lot more things” (I2, ll. 232-233). • “You know, certainly if finances were different, I would love to see a multicultural night, something that goes beyond food and holidays” (L3, ll. 158-159).

(table continued)

Table 4.6 (continued)

Categories	Current Practices	Elements Participants Would Like to Alter
Programs	<ul style="list-style-type: none"> • School is a world language center in the district (H1). • School piloted Chinese as world language course in district (H1). • Flag ceremony in which students carry flags representing cultures of student body (H2) • School has an active Gay-Straight Alliance Group for students (H2). • Principal regularly used PA system to remind staff and students that the school embraces diversity (H3). • IB provides a universally agreed upon set of principles for the staff and student body (I1). • Faculty and students use language of international-mindedness as provided by IB (I1). • Principal talks with staff (scheduled 15-minute “chit-chat”) about utilizing the IB learner profile and making classes internationally-minded (I1). • Character education; building character “is core to everything we do” (I2, l. 212). • School helped start and continues to sponsor three schools in Gambia (I2). • Students raise money for Gambian schools and correspond with Gambian students (I2). • Staff members and students visit Gambian schools in the summer (I2). • School has a cultural awareness group working to develop awareness (L2). • District multicultural committee “works on incorporating multicultural lessons into our curriculum” (L3, ll. 154-155). 	<ul style="list-style-type: none"> • Film project in which students tell staff about themselves (H2) • Surveys to request feedback regarding world-mindedness (I1) • “I just want to expand a view of the IB to be more inclusive, whether you are in IB or not, to make people aware, and I think doing what we can to recognize all cultures that are represented here or all populations that are recognized here” (ll. 231-234).

(table continued)

Table 4.6 (continued)

Categories	Current Practices	Elements Participants Would Like to Alter
Staff	<ul style="list-style-type: none"> • Diversity is a focus in staff meetings to enhance student interactions (H1). • Staff willingly accepts the students (H3). • Some teachers (calculus, government, U.S. history) talk with students about being globally competitive (L2). 	<ul style="list-style-type: none"> • “Do more with staff” (H2, l. 172). • Diversity training for the staff (H2) • Students are more accepting than the teachers (H2). • Principal would like to convince all teachers to work as a team to apply the IB learner profile (I1). • Teachers engage in more interdisciplinary collaboration (I1) • “I would like to challenge teachers to bring the world-mindedness piece into their classroom, you know, anytime that they can” (L2, ll. 181-182).
Student/Community Population	<ul style="list-style-type: none"> • “Our kids have no problem being themselves” (H2, ll. 163-164). • Students who enter school in elementary school and continue through high school have strong international awareness (I2). • School is “probably most diverse population” in district (L1, l. 209). 	<ul style="list-style-type: none"> • “I’d love for them [i.e., students] to have more exposure to different kinds of people” (L3, ll. 141-142). • Immigrant population “is perceived perhaps as competition for jobs” (L3, l. 147).

Participants mentioned programs fourteen times, the most mentioned element, to support world-mindedness ratings. Also, programs and aspects regarding staff, especially professional development, were the most mentioned elements needed to alter world-mindedness. Participants from all categories—high, medium, or low LEP population—voiced these same opinions regarding programs and staff development.

Summary of Research Question Two: How do principals know to what extent their schools have world-mindedness?

In summary, the following three elements encapsulate participants' responses regarding recognizing levels of world-mindedness: a) multicultural student displays in hallways; b) frequent world-minded school events and programs; and c) ongoing professional development sessions for staff, students, and community members to teach an appreciation for all cultures. Participants cited specific tangible and intangible elements. The tangible elements included a) student interactions among cultural groups; b) a curriculum that encourages students to learn about other cultures; c) staff and stakeholders with concerns for world-mindedness; d) international displays, such as student work regarding global issues; and e) posted announcements of world-minded events, such as a flag ceremony or an international music program. Empathy and an appreciation for other cultures were the intangible elements mentioned or referenced most often. Participants also talked about a familial atmosphere, understanding various cultures in the school, countering prejudice, and embracing diversity.

When asked to rate the levels of world-mindedness in their own schools, participants pointed most often to world-minded programs and staff development, either in support of their world-minded ratings or as an area of need in raising the levels of world-mindedness. Other areas to support world-mindedness ratings or as areas of need were a) attitudes of the staff and students, b) student displays in hallways, c) monetary needs to fund programs and facility changes, and d) issues in student bodies and communities. These elements also fall into the three main categories of a) displays, b) events and programs, and c) professional development to teach culture appreciation.

Participants' Additional Comments on World-Mindedness

When asked if they would like to add any comments about world-mindedness, Participants I1 and H2 offered strategies for principals. Participant I1 suggested that principals promote world-mindedness through conversations with stakeholders: students, teachers, parents, and community members. Participant H2 talked about the importance of an international curriculum across disciplines, so students "see themselves and understand how they fit in" (ll. 402-403). Participant H2 explained that using the curriculum to ameliorate a school's level of world-mindedness makes course content relevant to students of all cultures.

Participants I2, L1, and L2 went various and rather broad directions with their thoughts. Participant's I2 comments touched on the critical nature of world-mindedness, Participant L1 focused on the social injustice of schools' failing to be world-minded, and Participant L2 mentioned that the interview had spawned a broader awareness for the participant. Those participants' comments are shown in Table 4.7.

Table 4.7

Participants' Additional Comments

Participant	Comments	Categories
I2	<ul style="list-style-type: none"> • “One of the greatest gifts we can give the next generation is how to address these issues” (ll. 389-390). • “The more that this generation can come to evolve that appreciation for people who are very different from themselves, the better chance we have at creating a peaceful world and . . . a very rich world culture” (ll. 391-393). • “I do think the administrator plays a major role in the climate and the culture of the school . . . You are not going to have that broadness if there isn't an administrator that has that consciousness” (ll. 379-383). • “I think what you are doing, the fact that you are bringing an awareness to it [world-mindedness] with your work is wonderful” (ll. 395-396). 	Critical Nature of World-Mindedness

(table continued)

Table 4.7 (continued)

Participant	Comments	Categories
L1	<ul style="list-style-type: none"> <li data-bbox="597 275 1052 562">• “You don’t have to agree with them [i.e., those different from yourself], you don’t have to appreciate it [i.e., different cultures], but you have to understand where the kids are coming from and what is important to them” (ll. 339-340). <li data-bbox="597 611 1052 821">• Participant L1 worked in an affluent school that was not world-minded because “they didn’t need to be, but I think . . . we do those kids injustice in not preparing them” (l. 321). <li data-bbox="597 905 1052 1115">• Before working in an economically diverse school, “I never stopped to think that there were kids that came into my school that didn’t have breakfast” (ll. 349-350). <li data-bbox="597 1163 1052 1297">• “To me, it [i.e., world-mindedness] is educating everyone” (ll. 382-383). <li data-bbox="597 1346 1052 1486">• “We are teaching to the world, and we are preparing kids for a bigger world than we ever imagined” (ll. 390-391). 	Social Injustice of a School’s Failing to be World-minded
L2	<p data-bbox="581 1528 1065 1814">“Well, I think that this has been an interesting topic, because it is not one that has been delved into, and so just thinking about it, talking about it makes me feel like I have some work to do on it. . . I think for the future, this will be something that we will think about” (ll. 300-305).</p>	Interview Spawned a Broader Awareness

The comments of Participants I1, I2, H2, L1, and L2 cover two main areas: a) a principals' obligation to the students to build world-mindedness and b) an observation that conversations help give world-mindedness prominence among school leaders and staff. Participants I1 and I2, as principals of international schools, work toward world-mindedness daily in their jobs and, in the course of the study, highlighted the importance of discussing world-mindedness often with staff and community members. Participant L2 acknowledged after the interview that world-mindedness was a goal that should have a place on the school's administrative plan. The conversation during the interview brought world-mindedness to the forefront for Participant L2. All eight participants seemed to be at different places regarding their perceptions of world-mindedness, but having conversations about world-mindedness is a valid and effective starting point.

Summary of Chapter Four

While all eight participants agreed that world-mindedness in education is important, not everyone indicated that he or she ponders the topic regularly, values world-mindedness highly, or knows how to engender world-mindedness. According to the participants, a great deal of leadership is necessary, whether from central offices or school-based, to build and maintain world-mindedness in high schools. Leaders should promote a long-range vision supported by ongoing training sessions for principals, staff, students, and community members. The vision should include world-minded displays throughout the school facility, a constant stream of world-minded events, and a focus on world-mindedness in public information formats, such as websites, especially in mission statements, principals' written messages, and the promotion of international programs, if available. Additionally, the principal should have constant conversations regarding world-mindedness with all stakeholders. In Chapter Five, the findings are summarized, implications for high school principals are presented, suggestions for future studies are made, and reflections are presented.

Chapter Five

Summary of Findings

The study's purpose was to explore the perceptions of eight high school principals regarding world-mindedness in education. Principals in central and northern Virginia were interviewed. Six principals were from public schools, and two principals were from private international schools. The six principals from public high schools were chosen based on data from district offices and the Virginia Department of Education regarding the percentages of Limited English Proficiency (LEP) students in the schools. The three schools with the lowest percentages and the three schools with the highest percentages of LEP students were chosen from various school districts. The sampling included public schools from five school districts, plus two international schools, in various settings—urban, suburban, and rural—to obtain a range of perceptions.

Research Questions

The research was based on two over-arching research questions and several sub-questions:

Question One. What are principals' perceptions of their roles in building world-minded schools?

- a) What are principals' perceptions of the importance of a school being world-minded?
- b) Do principals perceive world-mindedness as necessary?
- c) Do principals perceive world-mindedness as contributing to a child's education?
- d) What do principals perceive as their roles in a school's level of world-mindedness?
- e) How would principals monitor the level of world-mindedness in their schools?
- f) What do principals perceive as viable means of assessments, if any, that should take place in the monitoring process?
- g) What do principals perceive as the types of training or professional development sessions, if any, that should be devoted to world-mindedness?

Question Two. How do principals know to what extent their schools have world-mindedness?

- a) How would principals recognize a school that possesses world-mindedness in terms of tangible and intangible elements?
- b) How would principals in the study categorize their own schools' levels of world-

mindedness, what elements contribute to that categorization, and what elements would principals like to change in order to alter the levels of world-mindedness in their schools?

Findings

Finding One: All participants, even those in schools with low percentages of LEP students, agreed that a world-minded education is important. Participants cited various reasons. Participant H1 spoke about preparing students to compete for jobs not yet in existence due to fast-paced technological advancements. Participant I2 wanted students to acquire a sensitivity for other cultures. Participant L1 also focused on teaching students how to interact with people unlike themselves.

Recent data from the United States Census Bureau bears out the fact that our country is becoming more diverse as more immigrants enter U.S. borders. Arora, in an interview published in a collection of articles edited by Altinay (2011), pointed out that the following notions have to be taught: “global civics, human rights, human dignity, distinct yet overlapping cultural identities, and the need for reciprocal knowledge” (p. 24). Our students must hear adults speak often and explicitly about the importance of respecting others.

Finding Two: While all participants agreed that a world-minded education is important, evidence of that belief was sometimes absent. Participant L1’s school offered the IB program, yet the program was a weak focus on the school’s website with information found through clicking several links. Promoting IB would have been an easy and useful strategy in promoting world-mindedness, especially for a school with a low percentage of multicultural students. Also, the school mission statement contained no reference to a global education. Participant L2’s school website contained a link to the principal’s blog, which was void of global elements. Most of the information centered on the principal’s recent presentation of Bloom’s Taxonomy. On the other hand, Participant I1’s school mission statement included a commitment to “multicultural appreciation” (para. 1); the vision statement noted “respect and appreciation for cultural differences” (para. 2). Likewise, Participant I2’s school website described the school as having an “international dimension” (para. 4).

The fact that all participants in the study said that world-mindedness is important, yet some participants worked in schools that seemed to lack basic elements of world-mindedness

suggests that principals need world-mindedness training. Madsen and Mabokela (2005) pointed out that “while leaders may have an empathetic understanding of diversity issues, they may not have the necessary theoretical grounding and practical skills” to know how to build a school culture that embraces an international perspective (p. 102). Koppelman and Goodhart (2008) recognized world-mindedness as embracing democratic ideals in which all people are welcomed, making everyone feel part of the school family. Without having the knowledge of how to promote world-mindedness in even basic ways, such as publicly advancing IB or espousing world-mindedness through a principal’s blog, a school runs the risk of being perceived as not valuing diversity.

Finding Three: Offering IB did not necessarily make a school highly world-minded.

Five of the schools in the study offered some type of an international program; four schools offered IB. The participants from IB schools were I1, H1, H2, and L1. Though Participant L1’s school offered IB, the school’s level of world-mindedness seemed low. IB was not prominent on the school’s website, and the school’s mission statement contained no mention of a global focus. However, Participant L1 made statements that indicated an awareness of the importance of world-mindedness. For example, Participant L1 lamented the social injustices of failing to provide a world-minded education. This participant also stated that many of the schools’ students were “narrow-minded” (l. 268), indicating recognition of need. Participant L1 went on to discuss a lack of professional development in world-mindedness, also suggesting recognition of need.

According to Banks and Banks (2007), an examination of a school’s culture is necessary. This action would be a starting point for principals, especially those overwhelmed with how to build world-mindedness. Banks and Banks advocated thinking of a school as “a social system in which all its major variables are closely interrelated,” creating a school’s norms and values (p. 22). Examples of major variables include social interactions among groups of students, teaching interactions between faculty and students, curricular materials, and classroom assignments. Banks and Banks stated that a school culture should promote equity for all groups of students.

Finding Four: Experiences with other cultures or an international program did not shape the participants’ perceptions of world-mindedness as much as the demands of their current administrative roles. As noted in Finding Three, Participant L1’s school offered the IB program, but the school’s level of world-mindedness seemed low. Participant L3 had lived in Germany and South America, yet the participant seemed to lack a significant interest in world-

mindedness. Participants H2 and H3 had neither lived outside the United States nor traveled extensively outside U.S. borders. However, these participants, due to the demography of their student populations, seemed to have a great deal of interest in world-mindedness.

Coombs (2002) (cited in Madsen and Mabokela, 2005) described diversity self-efficacy as becoming aware of one's own beliefs, which translate into "confident modeling of positive diversity change for others and having the vision to establish an inclusive organization" (p. 103). Participants H2 and H3 are examples of principals who did not need exposure to cultures outside the United States to be convinced of the value of world-mindedness. They developed diversity self-efficacy as they strived to respond to the needs of their students.

Finding Five: Unless the need is explicitly presented or demanded by a force outside the principal, such as a diverse community or a mindful division office, a principal's focus on world-mindedness seems to be at risk of being eclipsed by other demands. As Participant I1 suggested, world-mindedness is not quantifiable, and, therefore, principals might view it as too difficult to measure and adopt as part of a short- or even long-range plan. As interviews progressed, statements emerged that indicated some principals' true priorities:

- Participant L1 indicated that recently the school had experienced many changes in leadership and, therefore, this principal's focus was building continuity.
- Participant L2 pointed out that building academic rigor was the school's main priority, seemingly in exclusion of other concerns, such as world-mindedness.
- Participant L3 stated that a principal cannot "mandate things like world-mindedness" (l. 166).
- Whereas, Participants I1 and I2 indicated that a principal's role is in part to build a world-minded school, and that the principal's vision and tenacity are absolutely crucial.

This finding is supported by the study conducted by McCray et al. (2004). They concluded that principals in their study who worked in schools in rural, homogeneous communities often acquiesced to the priorities of the community. If the communities were not world-minded, the principals expressed little concern for world-mindedness. This acquiescence might be due to a fear of losing job security. McCray et al. (2004) advocated for embedding a global view in curricula and for division offices to offer professional development on world-mindedness for principals.

Finding Six: Community demographics affected principals' perceptions of their own schools' levels of world-mindedness. The principals in this study rated their schools' levels of world-mindedness in terms of high, medium, or low. Their ratings seemed to be in relation to the demographics of their communities. For example, Participants H1 and I1 rated their schools as medium though the schools appeared to be highly world-minded. Participant H1 had posted a message on the school website that made many references to the value of a global education and proclaimed the school's diversity with students speaking 21 different languages and hailing from 39 countries. Participant L2 rated the school as medium to low though the school's level of world-mindedness seemed low. One reason would be the school's website, which contained no references to diversity or world-mindedness, except for a temporary announcement about a visiting Holocaust survivor speaking to the students.

Similarly, McCray et al. (2004) saw principals' priorities as correlating with school size, setting, and socioeconomic status. McCray et al. went on to write that homogeneous settings "can produce negative effects among principals when it comes to diversity and multicultural education" (p. 118). Principals seemed to see their schools' levels of world-mindedness in relation to the diversity of the communities. If a principal were making even marginal efforts in the area of world-mindedness and the school were located in a homogeneous community, the principal might rate the school as medium or even high. If a principal's community were highly diverse, a principal might see world-mindedness efforts as medium. The principals' perceptions of their schools' levels of world-mindedness seemed to depend largely upon the community's multicultural make up.

Finding Seven: Participants with diverse student populations tended to think in a more world-minded manner. Participants H1, H2, H3, I1, and I2 offered more concrete and specific responses to the questions about how principals know to what extent their schools have world-mindedness. These participants drew from current practices rather than theory when they discussed curriculum, conversations with board members, a diverse student body, and announcements of international events posted throughout the school.

Madsen and Mabokela (2005) stressed that school leaders must possess the personal determination and confidence to instill an appreciation for diversity. They need a set of skills to handle effectively the challenges of leading a diverse group. The participants in this study who

seemed highly world-minded appeared to have developed skills and put them into practice in reaction to students' needs.

Finding Eight: Participants in highly world-minded schools used conversations to raise awareness about the need for world-mindedness and to sustain high levels of world-mindedness. These participants seemed to see conversations as a means of keeping world-mindedness at the top of priority lists. Participant H2 cited “open dialogue” (l. 244) as a tool in building world-mindedness. Participant I1 stated that principals should be role models for world-mindedness and went on to emphasize that in an effort to monitor world-mindedness, a principal must listen to feedback from stakeholders and have constant conversations about world-mindedness. Participant I2 mentioned listening for world-mindedness during interviews in an effort to hire world-minded teachers. Interestingly, Participant L2 at the end of the interview stated that the interview had raised awareness: “Just thinking about it, talking about it makes me feel like I have some work to do” (l. 300).

Madsen and Mabokela (2005) called leaders “diversity change agents” (p. 102). They encouraged leaders to listen to their staff members and to encourage employees to discuss cultural concerns, differences, and an appreciation for those differences. Madsen and Mabokela (2005) also encouraged leaders to recognize that they must take the lead in initiating an appreciation for diversity. Highly world-minded participants in this study used conversations as one means of taking that lead.

Finding Nine: Highly world-minded schools used school websites to promote world-mindedness. Participants H1, H2, H3, I1 and I2 unabashedly and proudly marketed their schools as world-minded. The diversity in the student body seemed a great source of pride. The mission statements promoted a focus on an international or global education and explicitly stated an appreciation for diversity.

Sleeter et al. (2005) published results of a program to reach students of multicultural heritages that heretofore were struggling to complete college degrees. Sleeter et al. also found that to graduate a high number of multicultural students, their unique needs should be taken into account. Sleeter et al. (2005) adjusted their methods by making the curriculum multicultural, providing accessible assistance from instructors outside of classes, holding open dialogues about cultural differences, and adjusting class times to allow for students' work schedules. While not all these approaches would be appropriate for high schools, the core idea applies to all levels of

education. If schools are to attract multicultural students, teach all students to value differences, and prepare all students for a global economy, adjustments might be necessary. Also, schools willing to make these adjustments should make their goals public to attract a diverse student body and staff.

Finding Ten: Highly world-minded schools possessed both tangible elements and intangible elements of world-mindedness; principals used the tangible elements to build the intangible. While many participants saw intangible elements of world-mindedness as being more important than the tangible, the tangible were necessary to spawn the intangible. As Participant H2 said, “If you don’t see it, you don’t know it exists” (ll. 134-135).

While tangible elements alone did not create world-mindedness, they played an important role in raising levels of world-mindedness. Table 5.1 depicts a relationship among elements mentioned by participants during interviews. The table also shows the categories of tangible elements with displays and events being the most frequently mentioned by participants.

Table 5.1

Correspondence of Intangible to Tangible Elements

Intangible Elements of a World-Minded School	Tangible Elements That Enhance or Create Intangible Elements
<ul style="list-style-type: none"> • Students feeling comfortable at school; feeling a family-like atmosphere (Participant I1); • People relating to each other (Participant L1) 	<p>Student Interactions:</p> <ul style="list-style-type: none"> • Students of different cultures interacting together (Participant I1); • Different ethnic groups congregating together (Participant I2); • Conversations among students regarding global issues (Participant L2)

(table continued)

Table 5.1 (continued)

Intangible Elements of a World-Minded School	Tangible Elements That Enhance or Create Intangible Elements
<ul style="list-style-type: none"> • Teachers stretching students' ideas (Participant L2); • School countering prejudices (Participant H3) 	<p>Curriculum:</p> <ul style="list-style-type: none"> • Teachers assigning research papers on global events and perspectives (Participant L2); • Programs to teach sign language to pre-k students; teachers introducing Spanish and Korean in kindergarten (Participant I2); • Literature, music, and art from other countries (Participant I2); • Character education program: a critical element (Participant I2)
<ul style="list-style-type: none"> • Staff understanding empathy and cultures (Participant H1); • Leaders recognizing that all adults possess prejudices (Participant H3); • Leaders creating diversity (Participant I2); • Programs attracting diverse cultures (Participant I2) 	<p>Staff and Stakeholders:</p> <ul style="list-style-type: none"> • Workshops for staff (Participant H3); • Conversations with board and school community regarding programs that attract minorities; offering scholarships (Participant I2); • Verbal and written commitments to having a very diverse faculty (Participant I2)
<p>Administration, staff, and students embracing diversity (Participant H3)</p>	<p>Displays and Events:</p> <ul style="list-style-type: none"> • Cultural events, festivals, and celebrations (Participant H1; Participant H2; Participant H3; Participant L1) • School recognizing the cultural groups in the school (Participant H3; Participant H2; Participant L1) • Student work displayed (Participant L2) • Posters about global issues (Participant I1; Participant L2) • Pictures of ethnic groups (Participant H2); • Music of various cultures (Participant H1); • Flags of various nations (Participant H1; Participant H2; Participant H2; Participant L1)

Gurin and Nagda (2006) looked at the dual nature of multicultural students bonding in education in mono-cultural settings (intragroup solidarity) and dividing to mix with other cultures (intergroup harmony). Gurin and Nagda saw both types of interactions as important to students' forming ties with each other and appreciating each other's differences. Gurin and Nagda claimed that through intragroup solidarity and intergroup harmony, students saw commonalities and differences within and among groups that helped to resolve conflicts and build social skills. The students had to bond with those from their own cultures before they could find intergroup harmony with students outside their cultures. The tangible gatherings produced the intangible elements of harmony and appreciation for others.

Similarly, high school principals should start with tangible elements of world-mindedness to engender the more internal intangible elements. Both types of elements play a part in changing views and introducing students to methods of handling differences. Principals should establish obvious points of change before achieving the more profound and sustainable intangible points of change.

Finding Eleven: Participants sometimes confused world-mindedness with anti-racism efforts. Based on their comments, some participants seemed to confuse a world-minded education with programs to counter racism even though all interviews began with an agreed upon definition of "world-mindedness." For the purposes of this study, the term "world-mindedness" went far beyond racial concerns. Participants H2 and H3 (schools with 64% and 47% African-American students, respectively) seemed to see world-mindedness as synonymous with anti-racism, i.e., White versus African-American, perhaps because those principals dealt with that challenging dynamic daily.

- During the interview with Participant H2, the principal referenced professional development that focused on language. The example that the participant gave was the word "breaking," a term that carried different meanings for different cultures. One use at the time of the professional development session was in relation to break dancing, a largely African-American form of street dancing. When an attempt was made to clarify the participant's comment, the participant said the reference was to both culture and race.
- During the interview with Participant H3, the principal seemed to see world-mindedness through the lens of race when referencing school concerns. For

example, the principal talked about Black History Month as a world-mindedness program, the belief that all adults are prejudiced to some degree, and the problem of teachers writing discipline referrals that target minorities.

This practice of seeing world-mindedness and anti-racism as interchangeable concepts, in fact that is how these participants viewed the concepts, can dull people's interest in world-mindedness. Madsen and Mabokela (2005) pointed out that groups with incongruent goals can work against each other to such an extent to cancel out good works from all players. Keeping everyone pointed toward the same objective of providing a world-minded education, minus a focus on any one racial issue, can benefit the entire student body and staff. Madsen and Mabokela went on to write that moving people beyond individual group identities is challenging. It takes focused, caring, and involved leadership that voices concerns for harmony and appreciation of others.

Banks and Banks (2007) offered a definition of a global education: it is the study of "the interdependence of human beings and their common fate, regardless of the national boundaries within which they live" (p. 473). Banks and Banks went on to explain that a global education is concerned with more than one ethnic group. This explanation connotes a broad view that extends far beyond race for world-minded schools. Advocating the broader concept, especially after conducting interviews in which participants seemed to confuse the ideas, seems the correct approach.

Implications

Implication One: Principals who are interested in promoting world-mindedness should seek opportunities for professional development for themselves, their faculties, and their division level personnel. According to the data collected from the eight participants, for a principal to be highly world-minded extensive travel outside the U.S. or living outside U.S. borders is not crucial. A principal can become highly world-minded in reaction to the needs of a diverse student body, but training would support and further educate such a leader. A professional development initiative could stem from a division office or be school-based, as one participant preferred. In any case, professional development appears to be key in helping principals engender and sustain world-mindedness. Figure 5.1 shows the elements in highly

world-minded schools according to this study's findings, fodder for professional development sessions.

For a principal to sustain a focus on world-mindedness, especially in a homogeneous community, leadership from division offices would guide and support. Likewise, collaboration among high schools in a division would help support principals striving to build world-mindedness. External forces seem to shape a principal's focus; in a homogenous community, the principal could very well need one external force to be the division office for encouragement, training, and support in order to stay centered on world-mindedness.

This study's participants sometimes confused world-mindedness with racial concerns, which also indicates a need for professional development. Some of the participants, while answering interview questions, seemed to veer from the agreed upon definition of world-mindedness. Professional development sessions would aid principals in thinking of these concepts as distinct though somewhat related. While all elements of a student body must be considered when a principal formulates short-term and long-term goals, a thoughtful formulation of definitions and approaches, guided by research, would be beneficial.

Implication Two: Principals who are interested in promoting world-mindedness should include world-mindedness in their communications with their school communities.

As with promoting any element, whether sports or academic programs, principals must use websites and other media sources to reach out to communities with updates and advertisements. Regardless of the demographics of a student body, a principal can tout world-mindedness by regularly recognizing international programs, proudly describing the diversity of a student body, and publicly writing about preparing students for a global economy. In this electronic age, principals can easily become effective marketing agents for their schools. Examples from participants of highly world-minded schools included the following:

- The websites included prominent information about international programs, such as IB, if available.
- If the website included a message from the principal, that message focused on diversity among the students and preparing them to work in a global economy.
- Mission and vision statements contained world-mindedness components, such as references to preparing students for a changing world.

Implication Three: Principals who are interested in promoting world-mindedness should start with the obvious tangible elements, such as flags, festivals, and food, to engender world-mindedness and progress to intangible elements. This approach is not only acceptable but also necessary. According to the data from this study, these surface approaches for becoming more world-minded lead to the more ingrained and intangible elements of empathy, caring, and relating respectfully to others.

Implication Four: Principals who are interested in promoting world-mindedness should seek ways to engage other members of the school community in meaningful conversations about world-mindedness. Professional development, public conversations, and visible elements of world-mindedness provide a platform that opens up opportunities for conversations that further establish world-mindedness in the fabric of the school community. Figure 5.1 shows the elements in highly world-minded schools and how those elements interact to support the expansion of world-mindedness.

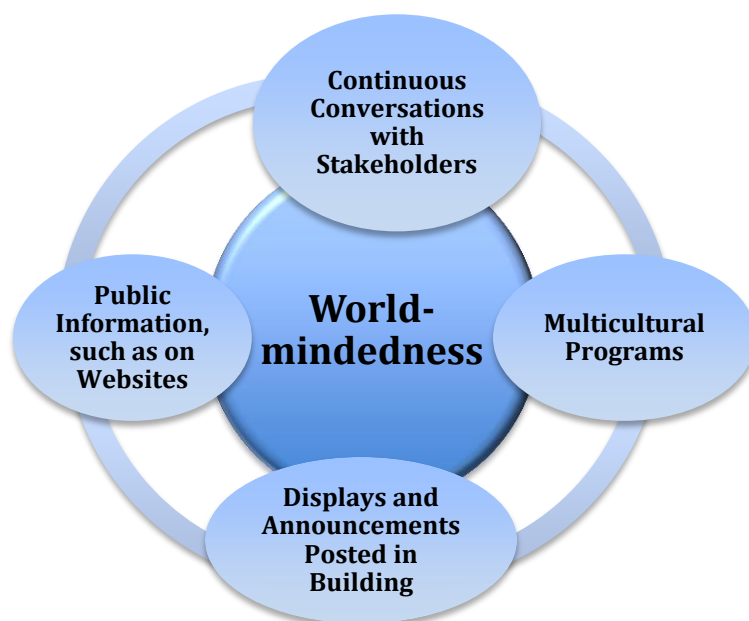


Figure 5.1. Elements present in highly world-minded schools.

Recommendations for Future Studies

In gathering data for this study, other topics for exploration were discovered. These studies would provide data for professional development sessions and help administrators move

toward a more standardized approach to building world-mindedness. Perhaps additional studies on the topic would influence division offices and even state departments of education to adopt district and state-wide practices.

- Building a continuum of low to high for recognizing levels of world-mindedness would be helpful to principals. This type of study would involve visiting schools with various levels of world-mindedness and assessing their strategies. Interviewing principals and noting physical elements of world-mindedness in the schools would be beneficial.
- Finding homogeneous schools with principals who have built a great amount of world-mindedness into their schools would be helpful for principals who find themselves in the same situation.
- Focusing on international schools to assess their strategies and then building models to present at professional development sessions would provide guidelines for principals of public, as well as private, schools. International schools, because world-mindedness is their identity, could have much to share with public school principals who juggle other demanding concerns, such as dropout rates and test scores.
- Studying principals' perceptions of a multicultural education distinct from, or inclusive of, discussions of race would provide clarification for professional development sessions. This type of study could entail interviewing principals from schools set in various types of communities.

Conclusion

Exploring the perceptions of eight high school principals regarding world-mindedness was the basis of this study. Gathering data from principals of various school settings—international, public, rural, urban, and suburban—to determine their views on their roles in building world-mindedness was the objective. Few studies were found that looked at United States high school principals' perceptions of world-mindedness. This study, therefore, is important. Classrooms in the United States are becoming more multicultural as our society grows more diverse. Principals, especially public high school principals, with their many day-to-day

concerns need training to make world-mindedness a priority in order to prepare graduates to succeed in our shrinking world.

Among the many challenges facing principals today, providing a world-minded education is one of the most timely. All one needs to do is walk into any United States high school to witness the many cultural heritages represented in the student body. For the purposes of providing an equitable education for children of all cultures, to teach students to accept and appreciate those unlike themselves, and to prepare students for life in a global economy, administrators should make world-mindedness part of their school improvement plans. The charge to today's high school principals is to become diversity change agents.

Reflections

The term world-mindedness is reminiscent of Willkie's vision from his book, *One World*, published in 1943, a travelogue of his world tour. At the time, Willkie served as special envoy to President Roosevelt. *One World* contained such world-minded lines as “ ‘men's welfare throughout the world is interdependent’ ” and “ ‘minorities are rich assets of a democracy’ ” (as cited in Beidler, 1994). Willkie also admonished the United States for accusing other countries' leaders of violating human rights while this country failed to extend civil rights to its Black citizens. Willkie's foresight is just one example of how world-mindedness is not new but is an extension of visionaries' messages.

It is my plan to continue this study by building a world-mindedness continuum, which would operationalize the definition of world-mindedness in education. The continuum would correspond with a checklist of tangible elements present in schools at various stages of world-mindedness. Tangible elements would make up the checklist because, as this study found, intangible elements, such as students appreciating others, follow the implementation of tangible elements, such as flags and world-minded programs. The checklist with a corresponding continuum would aid principals in assessing their schools' levels of world-mindedness. In this way, operationalizing the definition of world-mindedness will make the concept specific and concrete.

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Appendix A

Correspondence of Research to Interview Questions

Research Questions and Sub-Questions	Interview Questions and Sub-Questions
<p>1) What are principals' perceptions of their roles in building world-minded schools?</p> <ul style="list-style-type: none"> • What are principals' perceptions of the importance of a school being world-minded? • Do principals perceive world-mindedness as necessary? • Do principals perceive world-mindedness as contributing to a child's education? • What do principals perceive as their roles in a school's level of world-mindedness? • How would principals monitor the level of world-mindedness in their schools? • What do principals perceive as viable means of assessments, if any, that should take place in the monitoring process? • What do principals perceive as the types of training or professional development sessions, if any, that should be devoted to world-mindedness? 	<ul style="list-style-type: none"> • What is your perception of the importance of a school being world-minded? • Do you believe that world-mindedness is necessary? Explain why or why not. • How do you believe world-mindedness, or the lack of world-mindedness, in a school contributes to a child's education, if at all? • What is a principal's role in developing a school's level of world-mindedness? • What would a principal do to monitor the level of world-mindedness in his or her school? • What types of assessments, if any, should take place in the monitoring process? • What type of training or professional development, if any, should be devoted to world-mindedness? • Have you ever participated in professional development for world-mindedness? If not, what was the reason. • Do you think principals, in general, routinely think about world-mindedness in their schools? What do you think are the contributing factors?
<p>2) How do principals know to what extent their schools have world-mindedness?</p> <ul style="list-style-type: none"> • How would principals recognize a school that possesses world-mindedness in terms of tangible and intangible elements? • How would principals categorize their own schools' levels of world-mindedness, what elements contribute to that categorization, and what elements would principals change in order to alter levels of world-mindedness in their schools? 	<ul style="list-style-type: none"> • How would you recognize a school that possesses a high level of world-mindedness? What tangible elements would you expect? What intangible elements would you expect? • How would you categorize your own school's level of world-mindedness in terms of high, medium, or low? What elements contribute to that categorization? What would you like to alter, if anything? • If you would like to raise the level of world-mindedness, what would you do?

Appendix B

Interview Protocol

Time of the Interview:

Date:

Place:

Interviewer: Wanda Bibb

*For the purposes of this study, “world-mindedness” refers not only to a school’s being racially and ethnically rich but also to valuing all cultures in an obvious manner. A school possessing a high level of world-mindedness has a school culture that engenders inclusiveness, acceptance, empathy, and a general curiosity about the world. The administration and faculty strive to teach the students that people with different perspectives can all be correct.

Interview Questions:

- 1) Describe your educational background. What events and experiences have led to your current position in educational leadership?
 - A. Elaborate on the schools in which you have worked.
 - B. Elaborate on your experiences traveling or living outside the United States.
- 2) You have read the definition above of “world-mindedness.” Are there other factors that should be included?
- 3) As a principal, what is your perception of the importance of a school being world-minded?
 - A. Do you believe that world-mindedness is necessary? Explain why or why not.
 - B. How do you believe world-mindedness, or the lack of world-mindedness, in a school contributes to a child’s education, if at all?
- 4) How would you recognize a school that possesses a high level of world-mindedness?
 - A. What tangible elements would you expect?
 - B. What intangible elements would you expect?

- 5) How would you categorize your own school's level of world-mindedness in terms of high, medium, or low?
 - A. What elements contribute to that categorization?
 - B. What would you like to alter, if anything?
 - C. If you would like to raise the level of world-mindedness, what would you do?

- 6) What is a principal's role in developing a school's level of world-mindedness?
 - A. What would a principal do to monitor the level of world-mindedness in his or her school?
 - B. What types of assessments, if any, should take place in the monitoring process?

- 7) What type of training or professional development, if any, should be devoted to world-mindedness?
 - A. Have you ever participated in professional development for world-mindedness? If so, please describe the session.
 - B. If not, what was the reason?

- 8) Do you think principals, in general, routinely think about world-mindedness in their schools? What do you think are the contributing factors?

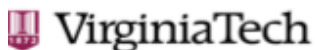
- 9) Is there anything you would like to add?

Appendix C Institutional Review Board Certificate



Appendix D

Institutional Review Board Approval Letter



Office of Research Compliance
 Institutional Review Board
 2000 Kraft Drive, Suite 2000 (0497)
 Blacksburg, Virginia 24060
 540/231-4606 Fax 540/231-0959
 e-mail irb@vt.edu
 Website: www.irb.vt.edu

MEMORANDUM

DATE: September 22, 2011

TO: Carol Cash, Wanda Bibb

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: Perceptions of Secondary School Principals Regarding World-Mindedness in Schools

IRB NUMBER: 11-738

Effective September 21, 2011, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the new protocol for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: **Expedited, under 45 CFR 46.110 category(ies) 6, 7**

Protocol Approval Date: **9/21/2011**

Protocol Expiration Date: **9/20/2012**

Continuing Review Due Date*: **9/6/2012**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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