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Student Teaching Cuenca: An Overseas Student Teaching Placement Program for Taylor University

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Student Teaching Cuenca:

An Overseas Student Teaching Placement Program for Taylor University

Janae Knipp

PIM 76

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

May 7, 2018

Adviser: Raymond Young, Ed.D. Assistant Professor of International Education

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Student name: _____

Date: _____

STUDENT TEACHING CUENCA

Mr. Charlie Brainer
Dean of International Programs
Taylor University
236 Reade Avenue
Upland, IN 46989

May 7, 2018

Dear Mr. Brainer,

Taylor University offers a variety of study abroad programs to its students seeking international experience and cultural understanding. We, the Ecuador Semester on-site staff, have been part of providing Taylor students with the opportunity to be immersed in another culture. We look to add to the current Ecuador Semester program by also offering an opportunity to student teachers at Taylor to complete their supervised internship, while also learning the Spanish language and experiencing the Ecuadorian culture.

The new student teaching program, Student Teaching Cuenca, will give student teachers an opportunity to gain experience from different educational practices and both professional and personal interactions. They will be exposed to a new culture and language, where they will develop the skills and knowledge needed to teach multicultural and multilingual students. Student teachers will gain credits needed to complete their supervised internship as well as participate in non-credit bearing language classes, cultural excursions, and reflection sessions. The cultural component of the program sets it apart from other international practicum opportunities at Taylor and will be a valuable addition to the current offerings.

This program will support Taylor University's goal to develop leaders who serve in love and truth by preparing and equipping future teachers to effectively and empathetically work and communicate in a culturally and linguistically diverse educational setting. The program will strengthen the partnership that already exists between Taylor University and the institutions, families, and individuals of Cuenca, Ecuador.

You will find our proposal to be a well-designed and a comprehensive plan for a student teaching placement program abroad. With your support, student teachers will have an opportunity to become interculturally sensitive professionals as a result of their holistic experience living and working in Cuenca, Ecuador.

Best regards,

Taylor's Ecuador Semester On-Site Team

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Executive Summary

Taylor University is a faith-based liberal arts campus in Upland, Indiana with the mission to develop leaders who serve the world in love and in truth (paraphrased, “Mission”, 2014). The institution offers students 19 study abroad destinations through a third-party provider.

Additionally, the university has developed two of its own semester study abroad programs, one being located in Greystones, Ireland and the other in Cuenca, Ecuador. The university was ranked ninth nationally by *Open Doors* in *Total Number of Study Abroad Students:*

Baccalaureate Colleges and third nationally in *Short-term Duration: Baccalaureate Colleges* in the 2017 report (Institute of International Education, 2018). Taylor is an institution with programs in place to encourage its students to become leaders that do exactly as its mission states: serve and minister to the world.

According to the National Council on Teacher Quality (NCTQ), Taylor received a 99% ranking for its elementary education undergraduate program and a 93% ranking for its secondary education undergraduate program making it one of the best universities in the nation for teacher education (National Council on Teacher Quality, 2017). Taylor requires its education majors to complete two student teaching placements, offering both domestic and international options, however without any cultural components. As the third program belonging to Taylor, Student Teaching Cuenca is designed for elementary and secondary education majors completing their student teaching placements. It will offer them a cultural experience in a professional school setting as well as language classes, cultural excursions, and a reflection component that specifically focuses on cultural aspects.

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The total cost per participant will be \$13,412. This includes Taylor tuition, a program fee which covers travel and insurance, and an application fee. The program will be an invaluable experience for any future teacher.

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ABSTRACT

The ethnic demographic of the United States is becoming more diverse, while the teacher population remains largely homogeneous. The interplay between the shifting student population and the stagnant teacher population can result in frustrated teachers who do not understand their students' needs and students who are not well taught nor well served. One of the ways to equip our teachers is to create opportunities in higher education teacher preparation programs to study or teach abroad. Based on theory, studies, and assessment of the current state of pre-service teacher education through interviews and literature review, Student Teaching Cuenca is designed to be a comprehensive and unique international student teaching experience for student teachers at Taylor University that will greatly and positively impact their future personal and professional lives. Through practical, cultural, and reflective components, it will provide student teachers with opportunities to develop cultural confidence and intercultural competence in order to be effective educators for all students.

Introduction

Ecuador is a multicultural, multiethnic, biodiverse country with a rich and interesting history and a complex contemporary narrative. Time spent in the country gives one exposure to a variety of subcultures from *mestizo* to indigenous to Afroecuadorian. Sojourners hear and learn both Spanish and Quichua, as Ecuadorian Spanish has been influenced by the indigenous language and much of modern vernacular can be tied to Quichua roots. The country boasts the greatest biodiversity per square kilometer in the world. It is made up of four regions: The Galapagos Islands, the Amazon, the coast, and the sierra (USAID, 2006). Within those regions are 14 indigenous nationalities and 14 different languages (Pariona, 2017). Moreover, it is home to various archeological sites dating back before the Incan period. Visitors to this lesser-known country have the opportunity to engage with and learn from the intricate mosaic that is Ecuadorian culture and society.

Cuenca, Ecuador provides student teachers a safe community in which to engage with the Latin American culture in a way that “assists them in examining their own culture and their own engagement in the world” (“Ecuador Semester Program”, 2018). One’s own culture and other cultures are best understood by engagement and reflection. Student teachers participating in Student Teaching Cuenca will not only step out of their comfort zone, but also regularly and intentionally engage with the local community and culture and critically reflect about those experiences.

As part of its ten-year vision, from 2016 to 2026, Taylor strives to “be an intentional community in which students demonstrate growth in their understanding, appreciating, and valuing of diverse cultures and peoples; their global knowledge and engagement; and their intercultural competency” (Strategic Directions 2016 Steering Group, 2015). Student Teaching

Cuenca is a step toward meeting this aspiration. Through immersion, engagement, and reflection, an atmosphere is created in which student teachers can develop new understandings, skills, and attitudes needed to effectively live, work, and partner with people of diverse cultural backgrounds and worldviews.

Additionally, this program will “strengthen external global partnerships” that already exist between the university and entities in Cuenca, namely Verbo Church (Iglesia Verbo) (Strategic Directions 2016 Steering Group, 2015). The program will expand on the partnership with the church that has been developed in conjunction with Taylor’s Ecuador Semester Program and will continue to develop the new founded partnership with Unidad Educativa Bilingue Interamericana (UEBI), the bilingual Christian school in which the student teachers will complete their practicums. These significant and strategic long-term partnerships will meet best-practice guidelines and be key to providing student teachers with the opportunity they need to be effective educators in a multicultural society.

Theoretical Foundations

This student teaching placement program is designed using concepts from Milton J. Bennett's Development Model of Intercultural Sensitivity, Jack Mezirow's Transformative Learning Theory, David Kolb and Roger Fry's Experiential Learning Theory, Jean Lave’s Situated Learning Theory, and based on best practices in the field of study abroad and teacher education that have been realized through recent studies of specific pre-service teaching abroad programs.

Development Model of Intercultural Sensitivity

Milton J. Bennett began to research about intercultural sensitivity after many years of observing people in cross-cultural situations and asking himself why some people excelled at

communicating across cultural differences, while others did not (Bennett, 2004). The result of his research was the Development Model of Intercultural Sensitivity (DMIS). The stages of development move across a continuum with an individual being able to theoretically move from the first stage, denial of cultural difference, to the sixth and last stage, integration of cultural difference. We can call this development “intercultural adaptation”, the crux of which, as Bennett states “is the ability to have an alternative cultural experience”, that's to say an experience that does not fit within the schema of one's own culture (Bennett, 2004, p. 10). Individuals who have an alternative cultural experience, therefore, have access to a cultural worldview distinct from their own. Bennett’s model assumes that contact with cultural difference, like participating in a student teaching placement abroad, creates a situation for an individual to analyze and change her own worldview and develop more intercultural sensitivity, thus moving toward intercultural competence and ethnorelativism, or the idea that one’s own beliefs and behaviors are just one organization of reality among innumerable possibilities (Bennett, 2004).

Transformative Learning

Jack Mezirow is the original proponent of the term transformative learning, which he conceptualized to cause a shift in one’s assumptions or world beliefs. Transformative Learning Theory has traditionally been used in adult education, but the concepts have been adapted to be used in other settings as well (Coghlan & Gooch, 2011). Transformative learning can manifest in various ways. The learner could elaborate her existing point of view, establish new points of view, transform her points of view, or even transform her habit of mind which Mezirow describes as being our thought patterns and characteristics (Mezirow, 1997). Mezirow elaborates ten steps that lead to transformative learning. The step that is the crux of learning and, eventually

and hopefully ethnorelativism, is critical reflection. The frames of reference that we all possess, being the result of our culture and upbringing, are the framework for all of our interpretations, beliefs, habits of mind, and points of view. Critical reflection of our own assumptions, values, and beliefs can lead to significant personal transformation: transformation of habits of mind and even frames of reference (Mezirow, 1997).

Experiential Learning

David Kolb, along with Roger Fry, developed four stages of experiential learning: concrete experience, observation and reflection, formation of abstract concepts, and testing in new situations (Smith, 2010). Like Transformative Learning, experiential learning is an adult learning theory. The four stages complete a cycle, which should be continuous. For most learners, the cycle tends to start with concrete experience. The experience may be positive, negative, or neutral. The key is that the learner continues through the cycle and either initiates reflection or is prompted to make observations and reflections about her experience. The learner can then make a generalization about what she has experienced and observed. During this phase of the cycle, the learner may experience the transformation of her point of view, habit of mind, or frame of reference. The final stage of the cycle indicates that the learner will then test out her new ideas, beliefs, or interpretations in a different situation (Smith, 2010).

Situated Learning

Jean Lave, the originator of situated learning, argued that learning as it naturally occurs is a result of the activity, context, and culture in which it occurs. Two critical components of situated learning are that knowledge is presented in an authentic context and that learning requires social interaction. Oftentimes, as a result of participating in an authentic context, interacting, and collaborating, learning is unintentional (Culatta, 2015). The learning that

overseas student teachers experience is situated in that they engage with the context and culture and thereby learn through their engagement and interaction.

Recent Studies

Surveys of student teachers who have completed a practicum overseas support that participants experience both personal and professional growth because of the sojourn (Doppen & An, 2014; Slapac & Navarro, 2013). Student teachers not only learn about themselves, their own culture, and their own perspectives, but also learn about the host culture, educational system, and differing perspectives.

Slapac and Navarro (2013) examined two teach abroad programs, both semester-long, one in China and the other in South Korea. Some of the major themes that emerged after interviewing participants from the China and South Korea programs were new perspectives on teaching and learning processes, and personal and professional growth that resulted in increased self-efficacy, self-confidence, persistence, global awareness, and perceived marketability. After the student teaching placement, “all groups of preservice teachers expressed a commitment to continue to learn about diverse cultures, to grow as educators while developing pedagogical knowledge and skills to make cultural accommodations, and to apply these intercultural experiences in everyday practices” (“Personal and Professional Growth” para. 4, Slapac & Navarro, 2013).

An overseas teaching experience in Kenya helped its Canadian participants to develop better understandings of how they could differentiate instruction to meet a diverse set of student needs (Grierson & Denton, 2013). The student teachers, who spent three weeks teaching in Kenya, were able to practice building on students’ prior knowledge and using multi-sensory techniques. Additionally, they reported becoming aware of how cultures could learn

from each other as well as developing an increased appreciation for the importance of relationships with their students. These kinds of strategies could later be applied in their own classrooms to meet the needs of ELLs and develop material that would be culturally responsive and therefore accessible for all students.

Conclusions from a study done by DeVillar and Jiang (2012) in which ten former student teachers were interviewed who had taught at least six months out of country and then returned to teach in the U.S. indicate that because of experiences of being outsiders and/or minorities while student teaching abroad, teachers demonstrated more awareness of the diverse needs and backgrounds of their students and were therefore able to provide necessary emotional and educational support which in turn positively impacted the students' experience and learning in the classroom. Overall, the experiences of the teachers impacted their teaching and professional character in four main ways: developing of awareness of diverse students' needs, appreciating their students' native languages and their use in class, sharing their own experiences with their students as a way to connect with students, and integrating the students' cultures into classroom curriculum units.

Needs Assessment

The ethnic demographic of the United States has been changing over the last couple decades and continues to change. Residents now see many signs printed in Spanish in addition to English. The news is replete with coverage on immigration, the so-called DREAMers, the refugee crisis, and racial tensions. Immigrant and refugee families have settled in many US cities and their children attend local schools. No matter how US residents feel about the changing country, the facts are undeniable given that "in fall 2014, the percentage of students enrolled in public elementary and secondary schools who were White was less than 50 percent (49.5

percent) for the first time since these data were reported and represents a decrease from 58 percent in fall 2004” (Institute of Education, 2017, p. 102). Moreover, “in 2026, White students are expected to account for 45 percent of total enrollment” given that the enrollments of Hispanic students, Asian/Pacific Islander students, Black students, and students of two or more races are projected to increase (Institute of Education, 2017, p. 103). However, we do not see the same shifts taking place in the teacher population, which remains mostly White (U.S. Department of Education, 2016; Loewus, 2018). The interplay between the shifting student population and the stagnant teacher population can result in frustrated teachers who do not understand their students’ needs and students who are not well taught nor well served. “With increasing English language learners (ELLs) in US classrooms, along with an upturn in isolationist anti-immigration rhetoric...equipping US teachers with a broader view of the world is more critical than ever” (Slapac & Navarro, 2013, “Findings/Interpretations” para. 1). One of the ways to equip our teachers is to start from the beginning and create opportunities in higher education teacher preparation programs to study or teach abroad. Such an opportunity will prepare future teachers for the diverse realities with which they will need to interact.

According to the 2017 *Open Doors* report, the percentage of education majors studying abroad has hovered around four percent over the last 10 years. Moreover, the percentage has been slowly but steadily decreasing from the 2010/2011 school year to the 2015/2016 school year, dropping from 4.2% to 3.4% (Institute of International Education, 2018). According to the last Professional Education Data System (PEDS) Annual Report put out by the American Association of Colleges for Teacher Education (AACTE) in 2013, only two percent of education degrees and two percent of non-degree certificates in education were awarded in bilingual education or Teaching English to Speakers of Other Languages (TESOL) by AACTE member

institutions in 2009-2010. Educators holding such degrees and certifications are needed to adequately serve diverse populations in our schools. Study abroad can play a role in a student teacher's decision to pursue a TESOL certification as well as prepare her to effectively teach such populations in the general education classroom. Upon completion of her student teaching placement abroad, one student teacher commented that now she would consider teaching English as a Second Language (ESL) after having taught a classroom of almost all non-English speakers. Because of the experience, she gained appreciation, patience, and understanding for ELLs, and will not judge their intellectual or academic ability based on their language skills (Participant 3, personal communication, December 4, 2017). Other student teachers who had completed the same program agreed that after the experience, they felt more capable to teach ELLs in a general education setting (Participant 1, personal communication, December 4, 2017; Participant 5, personal communication, January 11, 2018). All mentioned a newfound understanding of the importance of culture playing a role in a classroom and the need for distinct cultures to be understood and celebrated.

Some US universities have implemented teacher training programs that prepare their future educators to effectively teach culturally and linguistically diverse students. An example of a replicable multicultural teacher training program is the Consortium for Overseas Student Teaching (COST). It is a result of the collaboration of 15 colleges and universities and has been in place since 1972. A study done by a Midwestern US university surveyed COST participants who completed a ten-week overseas student teaching experience in national schools in English-speaking countries or in American or international schools in non-English speaking countries between 1995 and 2012. Participants commented that the experience helped them to appreciate cultural differences and not view one way of thinking or living as "right" and another way as

“wrong”. One participant remarked how her experience teaching in Mexico allowed her to later relate more easily with her Mexican students in her own US classroom.

The survey also revealed that because of the professional growth from learning about other educational practices and styles and the personal growth that came from living and traveling in another country, participants began to confront stereotypes that they held and view their own country from a more critical perspective. The experience enhanced the participants’ global awareness and increased their ability to consider multiple perspectives. Participants began to critically analyze stereotypes and perspectives of their own country. Because of their increased awareness and abilities, the participants later were more inclined to incorporate cultural-awareness perspectives into their own classroom curriculum. Teachers reported being able to better relate to their international and/or language-learning students because of their overseas experience and allowed them to develop appreciation for individual differences, perspectives, and experiences.

Overall, COST produced teachers who are more open-minded in how they interact with students and how they prepare curriculum and daily lesson activities, making it a point to include a variety of cultural perspectives and take into account individual differences and prior knowledge and experiences that impact a student’s learning and in turn learn from the diversity of their students (Doppen & An, 2014).

As is evidenced through COST, participants in a student teaching placement abroad are able to begin “understanding and appreciating the benefits of intercultural experiences that go beyond teaching or being an educator, preservice teachers [learn] to adapt, be open, flexible, creative, tolerant and self-aware...” (Slapac & Navarro, 2013, “Personal and Professional Growth” para. 7). In other words, the student teachers participate in experiential learning which

can, through reflection and analysis, transform their perspectives and promote the development of ethnorelative characteristics.

A comparative case study done by Dunn, Dotson, Cross, Kesner, and Lundahl (2014) of two overseas student teaching programs suggested:

that the critical elements of such programming are relevant and interactive assignments, hands-on experiences, and support for personal (in addition to professional) growth.

These elements, according to participants, provided opportunities for them to engage in critical reflection, an analysis of their assumptions and understandings of cultural competence and diversity, and collaborative discussions with peers. (p. 301).

The combination of in-school and out-of-school experiences, is key to the immersion experience. Student teachers who completed practicums in Ecuador and Bolivia reported that cultural excursions and reflection activities were valuable, whether realized independently or with the program (Participant 1, personal communication, December 4, 2017; Participant 5, personal communication, January 11, 2018; Participant 7, personal communication, January 22, 2018).

Modern-day teachers need to have the experience, awareness, knowledge, and skills to do much more than relay academic material. In our society, teachers must be able to create culturally sensitive and responsive classrooms, understanding that one's culture is much more than what is seen on the surface. Educators must be able to empathetically and successfully interact with families and students from diverse backgrounds. They must develop cultural confidence and intercultural competence in order to be effective educators for all students.

Based on current literature, theory, and assessment of the current state of pre-service teacher education, Student Teaching Cuenca is a comprehensive and unique international student teaching experience for pre-service teachers at Taylor University that will greatly and positively impact their future personal and professional lives. It includes critical reflection, cultural experiences both in and out of the classroom, and a homestay, all of which contribute to a transformational immersion experience. The program will be part of the effort that teacher education programs around the US are making to meet the challenge of preparing pre-service teachers to effectively teach culturally and linguistically diverse populations.

Goals and Objectives

The following program, Student Teaching Cuenca, is designed to provide pre-service teachers with the experience needed to prepare them to effectively teach and manage a classroom with culturally and linguistically diverse (CLD) students. The goals of Student Teaching Cuenca are to:

- Promote opportunities for the critical reflection and comparison of education practices in Ecuador with those in the United States.
- Prepare student teachers to be successful educators in linguistically and culturally diverse classrooms.
- Cultivate student teachers' understanding of Ecuadorian culture and its impact on the field of education in country.
- Provide opportunities for student teachers to start and continue the process of developing intercultural competence.

In order to promote the above goals, the program has the following objectives:

1. Guarantee student teachers a ten-week homestay, including meals, with a family from Cuenca.
2. Expose student teachers to Ecuadorian history, indigenous culture, and modern culture through three weekend excursions led by knowledgeable, local guides.
3. Assign student teachers to a 10-week placement in a bilingual school in Cuenca in an area of interest or special, under the supervision of an English-speaking cooperating teacher.
4. Facilitate 30 hours of Spanish classes and 10 hours of reflection sessions over 10 weeks.
5. Facilitate six hours of pre-departure and reentry orientation.

As participants of Student Teaching Cuenca, student teachers will meet three goals:

- Demonstrate ability to analyze and articulate similarities and differences in culture as well as how culture impacts educational practices in Ecuador and in the United States.
- Demonstrate effective teaching skills, such as lesson planning, classroom management, communication, and work ethic, as proven by an evaluation completed by the on-site supervisor.
- Develop characteristics of ethnorelativism as demonstrated through a pre and post self-survey.

In order to achieve the above goals, student teachers will meet the following objectives:

1. Participate in 30 hours of Spanish classes and 10 hours of reflection sessions.

2. Complete 15 credit hours of a supervised internship in a bilingual school in Cuenca.
3. Show growth on Bennett's DMIS according to comparison of the pre and post Intercultural Development Inventory.

Program Description

Student Teaching Cuenca is designed for elementary and secondary education majors at Taylor University who are completing their student teaching placements, which are typically completed in the penultimate semester of their college career. The practicum in Ecuador will form half of the total practicum experience. Two separate ten-week experiences are required by the university; therefore, the program will run for ten weeks and students will complete it during the second half of their student teaching semester, known as the professional semester, after having completed the in-state placement. This way, student teachers work through many of the difficulties, challenges, and adjustments that come with any student teaching placement, thereby gaining experience and confidence in a comfortable setting before completing the second half of the practicum in an unfamiliar environment (Stachowski & Sparks, 2007).

The program will include the traditional placement requirements: a mentor teacher for the student teacher, observations of the student teacher, and time for the student teacher to move from observing the classroom to taking full responsibility of the classroom, and back to supporting the classroom (phase-in and phase-out). In addition to the placement requirements, the program will include cultural and reflective components so that the student teacher is better able to engage with and learn from her experience with the host culture, including a homestay. The entire program will also allot time for pre- and post-departure orientations before and after the placement.

Student Teaching Cuenca will be implemented alongside Taylor's semester program in Ecuador, in that it will be staffed and supported by the current Cuenca staff and resources. It will, however, be a separate component, for the most part. The initial preparation, implementation, and evaluation of the program will take place over a period of one year and ten months including time for marketing, admissions, orientation, in-country experience, reentry, and evaluation (Appendix A).

Curriculum

The curriculum will include several components, including a three-part orientation, a two-part coursework, and extracurricular cultural excursions. The program will span ten weeks in Ecuador, plus time before and after in the US for pre-departure and reentry orientations, respectively (Appendix B).

Orientation

Student Teaching Cuenca will incorporate pre-departure, on-site, and reentry orientations in accordance with Taylor's goal to "ensure that all cross-cultural learning experiences offer effective orientation, on-site cultural mentoring, and post-experience reflection" (Strategic Directions 2026 Steering Group, 2015).

Pre-departure.

This phase of orientation will be implemented on-campus before the student teacher departs. The orientation meetings will be held within the month prior, facilitated by an advisor from the Office of Off-Campus Studies, and will be structured according to lesson plans found in Appendix C.

The student teacher will be asked to complete a *Cultural Biography* before the first meeting in order to discuss the contents (Appendix D). This activity will propel the student

teachers to examine their own cultural background and reflect on how that may affect their experiences and interactions in a distinct culture. During the first meeting, the student teacher will fill out the Intercultural Development Inventory (IDI), developed by Mitchell R. Hammer and Milton J. Bennett. Once completed, a graphic profile will be generated that indicates an individual's position on Bennett's Intercultural Development Continuum which will later be compared to a second IDI profile upon the student teacher's return (Hammer, 2007). Finally, the student teacher will be introduced to the required text, *Foreign to Familiar: A Guide to Understanding Hot – and Cold – Climate Cultures* by Sarah A. Lanier, which will be used as a discussion reference in the second pre-departure meeting.

Two weeks after the first meeting, the student teacher will participate in the second and final pre-departure orientation meeting. This time, the discussion will be focused around the required text and specific questions from the facilitator (Appendix C).

The facilitator will pass out a pre-departure packet which will contain logistical information including what to pack, health information for travelers, homestay information, program calendar, and an estimated expense sheet. The packet will be briefly explained, leaving time for the student teacher to ask questions.

On-site.

Before any other orientation activity, all student teachers will receive an orientation booklet which will contain staff contact information, health and safety information, the code of conduct, useful words and phrases in Spanish, a list of places to visit in the city (i.e. restaurants, museums), and a map of the city with key places labeled (i.e. UEBI, Taylor's study center, host family home). The on-site coordinator will have an hour orientation session with the student teachers to make sure they understand the most vital information, which is considered to be the

staff contact, health and safety information, and code of conduct. It will be the student teachers' responsibility to familiarize themselves with the rest of the booklet.

During the afternoon of the student teacher's first full day in Cuenca, she will participate in a scavenger hunt orientation activity (Appendix E). This activity will not only require that students learn their way around the city center but will also compel them to problem solve in an unknown context and communicate with the local population (through Spanish, gestures, or pictures).

In addition to this one-time activity, the student teacher will participate in on-going orientation through weekly guided "journal" prompts (Appendix F). The prompts will be completed by each Friday afternoon, in time for a reflection and discussion meeting that will take place weekly. With an on-site staff facilitator, the student teacher will have time and space to talk about her journal entry, as well as any other problems, concerns, questions, or stories that she would like to discuss.

Reentry.

As a mirror to the two pre-departure meetings, the student teacher will participate in two reentry orientation meetings (see Reentry Orientation Lesson Plan in Appendix G). During the first meeting, which will take place at the beginning of the following semester with an Off-Campus Studies advisor, the student teacher will discuss her experience using items from *20 Questions to Ask Yourself* (Appendix H) and talk about common reentry challenges utilizing the Reentry Worm (Appendix I).

The second meeting will take place one to two weeks after the first. The student teacher will complete the IDI questionnaire for the second time. Using the results from this survey, the

student teacher will discuss how to use the outcomes of her placement abroad to strengthen her resume and how the experience and new skills she has gained can be referenced in interviews.

Coursework

The on-site coursework will be divided between Spanish classes and reflection sessions.

Spanish.

Before arriving to Ecuador, student teachers will complete a simple Spanish placement test (Appendix J), which will be sent to them via email and returned to Cuenca staff electronically as well. The semester program employs Spanish teachers, who will also teach the student teachers. The placement test will be used to determine the student teachers' Spanish levels and with which Spanish teachers they will be placed. Student teachers may share classes with the semester students.

Spanish classes take place three days per week (Monday, Wednesday, Thursday) for one hour each day. The classes will take place from four to five in the afternoon, given that the school days ends at one-thirty pm and student teachers will need time to eat lunch and transition to Spanish class. The class schedule also allows them free evenings to use for planning and personal activities. The material presented in the classes depends on the level and needs of the students of each class and could range from "survival Spanish" (basic grammar, phrases, and vocabulary) to advanced grammar and composition.

Reflection.

The reflection component is key to the Student Teaching Cuenca program. In general, student teachers at Taylor are required to write weekly reflective journals which are typically about two to three pages. These journals focus solely on the student teacher's experience in the classroom. The goals of Student Teaching Cuenca and the objectives that student teachers in the

program will meet include critical reflection and analyzation of cultures as well as developing intercultural competence. Therefore, student teachers will be required to complete reflections that not only focus on experiences in the classroom, but also interactions in the host home and larger community. Without this focus, it is possible that “deep meaning and important insights will be lost to superficial exposure to significant events, trends, values, and interactions in both school and community settings” (Stachowski & Sparks, 2007, p. 130). For this reason, student teachers will receive the Reflective Journal Prompts list (Appendix F) at the beginning of the placement.

In addition to the journals, student teachers will participate in a weekly reflection meeting. The meeting will be informal and take place with the student teachers and one of the on-site coordinators. It will be an hour for the student teachers to turn in and discuss their journal entries, as well as talk about other experiences, ask questions, make reflections, and draw conclusions about what they have experienced, observed, or felt.

Extracurricular

The extracurricular component of Student Teaching Cuenca is another aspect that separates it from other international student teaching placements at Taylor as, typically, no additional cultural programming is implemented.

There will be three excursions during the program. The number and frequency of excursions is decided with intention so as to offer student teachers the experience, but also keep in mind that they are completing a professional practicum and therefore need time to lesson plan, prepare, and rest.

Considering the phase-in and phase-out structure of the program, the student teachers will partake in weekend trips at the beginning and end of the program, when they have fewer

teaching responsibilities. The day-long excursion will take place at the end of the fifth week, after they have been teaching full-time for two weeks.

The first weekend excursion, at the end of their first week, will be a visit to the indigenous center of Saraguro, about two and a half hours southwest of Cuenca. The week five excursion will take the group to the ruins of Ingapirca. The site is the most important archeological site in Ecuador, as it gives visitors a window into how the Incas and the Cañaris (a pre-Incan tribe) lived together after the Incan invasion. The third and final excursion will take place at the end of the ninth week when the group will visit the nearby towns of Gualaceo and Chordeleg (see Excursion Descriptions in Appendix J).

These three excursions are designed to give the student teachers a look into three aspects of Ecuadorian culture: indigenous, pre-Colombian, and contemporary. Student teachers will have an opportunity to process and reflect on the experiences during the weekly reflection meeting that follows each excursion.

Staffing Plan

The current staffing model for Taylor's Ecuador Semester Program is made up of the on-site director, María Vintimilla, and two program coordinators, Cristina Rosales and David Salamea. Additionally, three Spanish teachers are contracted hourly. The creation of Student Teaching Cuenca does not require any new hires or additional staffing. It will, however, require changes to staff responsibilities, especially on-site staff responsibilities. The current on-site staff will also oversee Student Teaching Cuenca. They will arrange the student teachers' homestays and help them with any problems or concerns while in country. The coordinators will maintain the working relationship that has been developed with UEBI. The student teachers will be placed with mentor teachers. The mentor teacher will be international (from an English-speaking

country) and all student teachers will either be teaching English as a Foreign Language or teaching their subject of specialty in English. At the end of the placement, the UEBI mentor teachers will complete an evaluation to be turned in to a university advisor. UEBI will decide if and how to compensate the mentor teachers.

The current on-site Spanish teachers for the Ecuador Semester Program will be in charge of evaluating the Spanish placement exams and placing the student teachers in the correct class, as well as teaching them.

On Taylor's campus, the education faculty and study abroad office staff will collaborate during the application and acceptance phases to ensure that Student Teaching Cuenca is an adequate fit for the candidates. Additionally, the student teachers will participate in the pre-student teaching seminar and the pre-departure meetings alongside other student teachers and other study abroad students.

Program Marketing

Upon program approval, both elementary and secondary education advisors will be briefed by Office of Off-Campus Study Programs staff on the program components during a faculty meeting. The program will be marketed alongside the other student teach abroad opportunities that Taylor offers and discussed in education classes and during advising meetings as students begin to consider their options for student teaching placements during their sophomore and junior years.

The program will benefit from additional promotion, especially within its first two years. Flyers will be printed and displayed in the Bedi Center for Teaching and Learning Excellence as well as in TESOL classrooms. Additionally, postcards will be printed to be passed out Kappa Delta Pi (international honor society for education students) meetings and left in advisors' offices

to be used during advising meetings or taken by students at passing. The postcards will also be displayed at Taylor's table during college fairs. The program will be announced and promoted to the current student body via Taylor's Instagram and Twitter accounts. Photos and videos taken by alumni of the Ecuador Semester Program will be uploaded to the accounts. Additionally, the Office of Off-Campus Study Programs Assistant Director, Tim Miller, will take promotional photos and videos of UEBI during his annual site visit to be used as promotional material.

Participant Recruitment and Admissions

Participants will be recruited through the above marketing methods. Recruitment will be targeted to students in the education program, who have not yet solidified student teaching placements (freshmen – first semester junior). Advisors will promote the program to advisees who are in the placement decision process. Students who have a minor in Spanish or TESOL and honor society students will especially be encouraged to apply by advisors and professors.

Taylor Off-Campus Study Programs staff will collaborate with education faculty to ensure that the current study-abroad application is appropriate for the Student Teaching Cuenca program. To apply for the program, students must meet several requirements. Students must comply with the Office of Off-Campus Study Programs' requirements, which are the following:

- 2.75 GPA or higher
- Good academic and social standing
- No outstanding debts
- Clearance from academic advisor
- Complete all application materials by set deadlines

("General Information", 2018). Additionally, students must have completed all degree components required for the professional semester.

The application will include an essay section in which applicants will describe how an international student teaching placement benefits their professional and personal goals. Applicants will submit their resume, as it is part of the professional practice of the student teaching placement. In addition to receiving clearance from the academic advisor, the applicant must submit one professional letter of reference, which could be from a professor, the advisor, or a teacher with whom she has worked during a lab. Finally, all applicants will set up a meeting with the Assistant Director of the Off-Campus Study Programs Office for a final interview to officially deem if the program is an appropriate fit for the student.

Logistics

Travel to Cuenca

All student teachers will arrive to Cuenca and depart from Cuenca on the same flight, the price of which is included in the overall program cost for the student teacher. When the group arrives, they will be picked up from the airport in contracted transport by on-site staff and taken to meet their host families at Iglesia Verbo, with which Taylor has an established partnership through its semester program. There will be an informal welcoming ceremony and then student teachers will leave with their host families. When departing, families will again bring students to the church and all the student teachers will be transported to the airport by on-site staff. The flight will be arranged and purchased by the on-site staff and the cost will be included in the overall program fee.

Communication

It is recommended that student teachers bring their own cell phones and work with their cell phone provider to add international calling and/or text messaging before departure. If the

student teacher is not able to arrange this, she can buy a local SIM card on a pay-as-you-go basis, which is a convenient option for unlocked phones.

If the student teacher does not prefer either of the above options, local cell phones can be purchased for about \$50 to \$70 dollars and the service paid for on an as-you-go basis. In addition, while in class, in host homes, and at the school, the student teachers will have access to internet for email, communication applications, and social media.

Accommodations and Meals

As mentioned in the Program Description, the student teachers will participate in a homestay and therefore receive food and lodging from a Cuencan family. All host families will be recruited from Iglesia Verbo. Meals needed during excursions will either be provided by the host family in the form of a box lunch or be included in the excursion. All other meals taken outside of the family's home and outside of the program excursions will be the student teacher's responsibility.

Program Excursions

For all excursions detailed under Curriculum, transportation, food, and lodging are included in the program. Transportation is privately contracted, and the hotels have been previously visited and approved by staff. The meals received while on the excursions are either provided by the host families or by the hotel or site where the group is staying or visiting.

Around the City

The city of Cuenca is very walkable, and the student teachers will all be housed within a thirty-minute walk to the school. Student teachers will also be within walking distance of Taylor's Study Center, where they will have their Spanish classes and reflection meetings. If a

student teacher prefers not to walk, there are various public bus lines and each ride is very affordable – only \$0.25.

Disability Accommodations

The student teachers will be informed that Student Teaching Cuenca will support any physical, academic, or emotional accommodations that are needed if there is sufficient time and means to do so. On-site staff will work with Taylor's Academic Student Enrichment Center and the student teacher to determine their needs and how they will be met while in Ecuador. Possible accommodations will be discussed with the student teacher to decide if the proposed accommodations will be sufficient and dignifying. Because Ecuador is not as friendly to physical disabilities as many cities in the US, a student teacher may choose not to participate in the program after discussions with on-site staff, Taylor campus staff, her family, and her doctor.

Health and Safety Plan

Guidelines to follow to maintain health and safety abroad will be explained in detail during pre-departure and on-site orientation sessions, as well as in the orientation packet. The orientation booklet that student teachers receive on-site will include staff contact information, addresses and phone numbers for doctors and clinics in the area, and detailed information about best health and safety practices in Ecuador.

All student teachers will be required to carry health insurance and given the option to carry a health insurance policy through the program, in which students can be enrolled after confirmation of acceptance to the program. It includes reimbursement in case of any hospital or clinic visit, medication purchase, or blood, urine, or fecal tests that are done as a result of an accident or illness that occurs while in-country. The policy also fully covers medical evacuation and, in the case that it is necessary, repatriation.

Physical Health

Physical health needs pertain to any illness, either food-borne or communicable, and bodily injury or impairment, which may be obtained during an activity or event while in country. If a student teacher should need to visit the hospital or clinic because of a physical health ailment, a program coordinator will accompany her in order to interpret and guarantee that all paperwork necessary for insurance reimbursement is obtained.

Mental Health

Mental health needs refer to psychological distresses such as anxiety, depression, suicidal thoughts, or other mental illness. Those who have a history of mental health illness are encouraged to speak with their doctor about their mental readiness for a sojourn abroad and are also encouraged to speak with their on-site coordinators should they require mental health services while in Cuenca. On-site staff are prepared to provide a safe space in which to discuss mental health issues, arrange private accommodations if necessary, and arrange mental health counseling with an English-speaking mental health professional.

Immunizations

Student Teaching Cuenca requires that student teachers are up to date on their routine vaccines, which include: measles-mumps-rubella (MMR) vaccine, diphtheria-tetanus-pertussis vaccine, varicella (chickenpox) vaccine, polio vaccine, and flu shot (CDC, 2017). The program does not require any additional immunizations but recommends that the student teacher talk with her doctor and review the Centers for Disease Control and Prevention (CDC) website. The CDC recommends Hepatitis A and Typhoid for most travelers. The student teachers will receive pre-departure information about what areas of the country they will visit, how much time they will be staying, and what they will be doing to make an informed decision with their doctor about

Hepatitis B, Malaria, Rabies, and Yellow Fever immunizations. The individual is responsible for obtainment and payment of immunizations.

Medication

Those who take prescription medication are recommended to bring enough medication with them to cover the length of their stay. They should also bring a copy of their prescription with them using the generic name of the drug in case it is lost or stolen and a replacement is required. Medication should also always be kept in its original packaging. On-site staff and host families are prohibited from giving student teachers prescription medication and student teachers are asked to buy an additional medication, prescription or non, themselves. If the medication is needed because of an on-site illness or injury, the cost will be covered by insurance.

First Aid and CPR

All on-site Student Teaching Cuenca personnel that accompany student teachers on cultural excursions and any other travel already are or will be certified in Wilderness Advanced First Aid (WAFA) through Mountain Education and Development Alliance by the time the student teachers arrive.

Safety

Student safety encompasses physical, mental, and emotional wellbeing. On-site staff, host families, school staff, and student teachers themselves are responsible for maintaining the safety of the student teachers while in country. Any travel that student teachers choose to do independently will require that they sign an Activity Release (Appendix L).

Prevention

Additionally, all Taylor Off-Campus Studies and Student Teaching Cuenca staff will adhere to the detailed guidelines in the Health and Safety Plan document (Appendix M).

Crisis Management Plan

The orientation information given, both written and orally, during the student teachers' first two days in Cuenca contains information for the student teachers about health and safety issues related to travel and study in Ecuador. Adherence to this information, along with appropriate behavior, caution, and common sense, will help avoid many crisis situations.

On-site staff will make decisions regarding the program itinerary based on information from the US State Department as well as local news and knowledge. Student Teaching Cuenca staff will be prepared to make any changes to the program on short notice should a situation arise that causes concern and could negatively impact the student teachers. Student Teaching Cuenca does not allow any student to begin an excursion at a site which has been placed under a travel warning by the US State Department.

In the event of any emergency all on-site staff will be contacted immediately by text message or phone call. Depending on the degree of the emergency and location, the Assistant Director of Taylor's Office of Off-Campus Study will also be contacted. Following any emergency, an incident report (Appendix N) will be completed and filed at the on-site location as well as sent to the Taylor office.

The conditions that would qualify as an emergency and require immediate action are the following:

- Serious illness, injury, the possibility of death, or death
- Emotional or psychological stress that is deemed to interfere with the student teacher's participation in the program and requires attention that cannot be obtained in-country

- Being the victim of a crime or being accused of a crime (mugging, assault, rape, harassment)
- A situation in-country that causes serious concern (natural disaster, political uprising)
- A situation in the US that causes serious concern (terrorist attack, act of war)

In the circumstance of an emergency, the on-site director or coordinator will contact the appropriate local authorities to begin the necessary local actions. Appropriate local authorities may be the police, hospital, or US Embassy. The rest of the on-site staff not involved will be contacted in addition to the Assistant Director and/or Dean of Off-Campus Study Programs at Taylor. The Taylor campus staff will take over appropriate contacts and actions on-campus and in the US. The student teacher's host family and biological family may also be contacted by on-site and US personnel, respectively, depending on the situation. For detailed information on how each crisis will be handled see Appendix N.

Budget Narrative

The overall cost of Student Teaching Cuenca will be \$131,945. This amount includes marketing expenses, on-site personnel expenses, on-site expenses, on-site excursions, and participant expenses. Accounting for the participation of ten student teachers, the total cost per participant will be \$13,412. This amount includes Taylor tuition, an application fee, and a program fee. See Budget in Appendix P and Budget Notes in Appendix Q.

Evaluation Plan

The evaluation plan for student teaching Cuenca will be three-fold. The student teachers will gain university credit for the portion of the student teaching placement that is completed in

Cuenca. They will be reviewed by their on-site supervising teacher using Taylor's student teacher evaluation form. The form will then be faxed to the on-campus advisor and the physical copy will be turned in upon the student teacher's return to campus.

Secondly, the student teachers will complete evaluation surveys at the end of the program for valuable feedback regarding the program structure, classes, reflection component, excursions, homestay, and on-site staff. The survey examines several key aspects to the program:

- Effectiveness of pre-departure and orientation materials
- Cultural relevancy of excursions (day and weekend trips)
- Manageability of activity and class schedules
- Host family experience
- Personal growth

The makeup of this survey will provide mainly quantitative data, supported by qualitative data. This way, the quantitative data will be easily summarized and provide the on-site staff and Taylor faculty with clear feedback. Supplementing it with qualitative data will give the evaluators richer information and greater depth of insight into the 'why' of participants' attitudes, behaviors, and answers (Prevention by Design, 2006). The instrument that will be implemented is a Google survey, which will ensure ease of accessibility and use for the participants. The survey allows participants to rate program components on a scale of one to five. To include some qualitative data in the survey as well, there is space for participants to add comments about any component that they would like.

The analysis of the data will take place in two Skype meetings with on-site and campus staff; one meeting will be to set up the data and clarify what will need to be reviewed and then a second to do the analysis. By using Google surveys, the participants' responses will be

automatically generated into one, comprehensive Excel spreadsheet. The department staff will review the spreadsheet in their analysis meeting and chart the quantitative data into a separate Excel sheet that incorporates data from previous groups. The survey comments will be labeled as positive, negative, or suggestion. These results will be recorded in the Excel sheet in which the previous and current cohort data is merged. The on-site director will prepare a brief report outlining general trends among cohorts, significant results from the current cohort, and a brief summary of participants' personal growth. All involved staff and faculty will be encouraged to ask questions or make suggestions after reviewing the results. In the report, the department staff will outline the suggestions for changes they hope to implement considering the data.

Thirdly, upon return to campus, the student teachers will complete an Intercultural Development Inventory, which will be compared to the IDI completed before departure in order to evaluate the student teacher's growth in intercultural competence (Hammer, 2007). The data from these surveys will also be charted, recorded, and stored digitally in order to support program structure and program effectiveness. The data will additionally be used to exhibit progress toward Taylor's goal to broaden global engagement by demonstrating student "growth in global and intercultural knowledge, skills, and attitudes as assessed by standardized instruments" (Strategic Directions 2026 Steering Group, 2015).

Conclusions/Implications

Evidence from current overseas student teaching programs demonstrates that participation in an immersion experience like Student Teaching Cuenca - in which student teachers live and work in a significantly different community, are stretched beyond their comfort zone and removed from traditional support networks, and have interactions with children, professionals, and other adults from a distinct cultural background - results in long-term, positive

impact. After their overseas placement, student teachers have demonstrated increased empathy, self-confidence, and efficacy. They have developed global mindedness, intercultural sensitivity, and a greater understanding of the importance of multicultural education (Cushner, 2007). The dilemmas that student teachers face while adjusting to a different culture, way of life, and way of educating and the intentional reflection that helps them process these new experiences facilitates their growth. It is clear that “focused study of classroom, cultural, and community dynamics, enhances novice educators’ understanding of the multiple realities that characterize any professional setting, strengthening their ability to respond effectively to people whose worldviews may differ from their own” (Stachowski & Sparks, 2007, p. 129). One educator who spent time teaching in the global south can easily see how her experience has impacted and continues to impact her professional life. She currently works in a Spanish immersion classroom and, because of her time in a Spanish speaking country, can relate with her language learning students. She has more compassion for newcomers to the US, both in and out of the classroom (Participant 7, personal communication, January 22, 2018). This is the kind of teacher that our evolving society and our country’s children need in the classroom and we depend on comprehensive teacher preparation programs to create educators who are interculturally competent and globally minded.

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Appendix A

Program Implementation Timetable

Completion Date	Task
May 2018	Propose program to Dean of International Programs
End of May 2018	Program acceptance/discussion of logistics/finalizing the budget/proposal revisions
June 2018	Staffing and logistics discussion with on-site team
July 2018	Sign formal agreement with UEBI
July – September 2018	Skype discussions with on-site staff to confirm logistics, excursions, and curriculum
August – September 2018	Confirmation of marketing strategy/updating marketing materials and social media/meetings with education department faculty
October 2018 – March 2019	Implementation of marketing strategies/social media posts/distribution of postcards/flyers
December 2018	Application becomes available
April 1 st , 2019	Application deadline
Mid-April – May 2019	Application review and student teacher acceptance
June 2019	Student teachers commit to program/complete health and emergency questionnaire
July 2019	Round trip flights booked by Taylor University
September 2019	Student teachers complete pre-departure orientations
October 2019	Student teachers fly to Cuenca, Ecuador
October – December 2019	Program runs in Cuenca, Ecuador
Mid-December 2019	Student teachers return to US
February 2020	Student teachers complete reentry orientations and evaluations
March 2020	On-site and on-campus staff analyze evaluations/make appropriate adjustments

Appendix B

Student Teaching Cuenca Program Timeline

Week	In Classroom	Out of Classroom
Pre-departure, in US	IDI questionnaire, discussions	Cultural biography, <i>Foreign to Familiar</i>
1	observation	Spanish classes, reflection meeting, cultural excursion (weekend trip)
2	teach 30%, observe/support 70%	Spanish classes, reflection meeting
3	teach 60%, observe/support 40%	Spanish classes, reflection meeting
4	teach full time	Spanish classes, reflection meeting
5	teach full time	Spanish classes, reflection meeting, cultural excursion (day trip)
6	teach full time	Spanish classes, reflection meeting
7	teach full time	Spanish classes, reflection meeting
8	teach 60%, support 40%	Spanish classes, reflection meeting
9	teach 30%, support 70%	Spanish classes, reflection meeting, cultural excursion (weekend trip)
10	support	Spanish classes, reflection meeting
Reentry, in US	20 questions to ask yourself, IDI questionnaire, Discussions	---

Appendix C

Pre-Departure Orientation Lesson Plan

Orientation I

Cultural Biography	Tool that will be utilized to begin discussion about the student teacher's own cultural lens and promote reflection about how that specific cultural lens could impact her experience in the host culture	1 hour
Intercultural Development Inventory	50-item questionnaire + four open ended questions	20 minutes
<i>Foreign to Familiar: A Guide to Understanding Hot – and Cold – Climate Cultures</i> by Sarah A. Lanier	Brief overview of text	10 minutes

Orientation II

<i>Foreign to Familiar</i> discussion	<p>Facilitator:</p> <ul style="list-style-type: none"> • With what aspects of hot/cold climate cultures do you identify? • Do you identify more with hot or cold and why? • What aspects of hot/cold cultures do you find valuable? • What can you learn from the culture with which you do not identify? • From this reading, what are some generalities you might expect from your host culture? 	1 hour
Pre-departure packet	Overview of components, respond to questions/concerns	30 minutes

Appendix D

Cultural Biography

From the following categories, think about your identifying characteristics. Then, reflect on which are most important to you or have had most influence on who you are today, especially in regard to what you value, believe, and how you think.

Nationality - Region where you grew up – Type of community in which you grew up – Parents' ethnic background – Parents' education – Family composition – Family traditions - Religion – Sexual orientation – Gender identity – Socioeconomic class – Race – Type of elementary/high school – Physical abilities/disabilities – Political position – Titles (family/work) - Other

Discussion Questions

1. Which of the above characteristics have had the most influence in making you who you are?
 - a. Which do you most strongly identify with?
 - b. How do those characteristics impact how you see the world?
2. What group do you belong to that could be characterized as a sub-culture (a group with its own language or vocabulary, values, customs, etc.)?
 - a. How has this influenced you?
 - b. How has this influenced your belief/values?
3. How could these identities and characteristics affect your experience in Ecuador?

Appendix E

Cuenca Scavenger Hunt

Assemble teams of two or three. Each team will receive a map of Cuenca's historic city center. Below is a list of key places to find and tasks to complete. Teams must take a photo in order to prove that they arrived at each site or completed each task on the list. Each team has two hours to try and check off as many elements of the list as possible.

Places	Tasks
The New Cathedral	Try on a hat at the Panama Hat Museum
San Sebas Café	Find a fruit you've never tried from 10 de Agosto Market
Museo de Culturas Aborigenes	Take a brochure from iTur
Banco Pichincha	Find the Tagua booth in the Centro Municipal Artesanal
The Flower Market	Visit Café Lojano coffee roaster
San Fransico Plaza	Watch someone buy something through the turnstile from the Mercedes Nuns Cloister

Once time is up, reconvene in Parque Calderon in order to converse about the items each team was able to complete, as well as why you may have had difficulty completing some.

We will discuss what we observed while completing the activity, what you learned while completing the activity, as well as how you were able to complete each item (i.e. asking a local, gestures, using the map, etc.).

Appendix F

Reflective Journal Prompts

Each week, choose one to three items about which to write from the following list. The response to these guidelines may take the form of a traditional journal (written or typed) or may be expressed through drawings or sketches, photos, or voice recordings. You may choose items in any order as well as repeat items week to week.

- What are my impressions of Cuenca, the school, and/or my host family this week? (Try not to label them positive or negative.)
- What do I want to learn from my host family in the coming weeks? What steps can I take to learn it?
- What differences do I notice between UEBI and schools in which I've taught in the US? What reason could they or we have for structuring education a certain way?
- What can I learn or take away from the differences I see between UEBI and the schools in the US?
- What differences do I notice in the way my host family lives? What do I see of value in those differences? Is there any practice or habit I'd like to adopt?
- What are some of the struggles or difficulties I've experienced this week? What can I learn from them? How can I prepare for similar situations in the coming weeks?
- What is a highlight from this week? Why did I enjoy that particular aspect?
- What did I learn from an interaction or conversation I had this past week? (with host family member, teacher, etc.)
- What are my experiences learning and communicating in Spanish? What has been challenging or unexpected?
- How can I relate my language learning experience to the experience of language learners in US schools? How can I use my experience to inform the way I structure my current and future class and lesson plans?
- What could I have done differently this week to create a more positive experience for myself or those around me? What will I do differently next week?
- What did I learn about contemporary or traditional Ecuadorean culture this week? Have I seen what I learned have impact in my host family's life or at the school?
- How have I prepared my lessons differently in order to be effective for the classroom in which I am teaching? Be specific and detailed with reasons why.
- What have I learned or experienced that surprised me? How can this inform the rest of my time here and/or my future teaching career?
- What have I noticed about different cultures within Ecuador? Have I seen diversity play a role at the school? In the community?

Appendix G

Reentry Orientation Lesson Plan

Orientation I

<i>20 Questions to Ask Yourself</i>	Students discuss questions in large group.	1 hour
Reentry Worm	Facilitator will lead explanation and discussion.	30 minutes

Orientation II

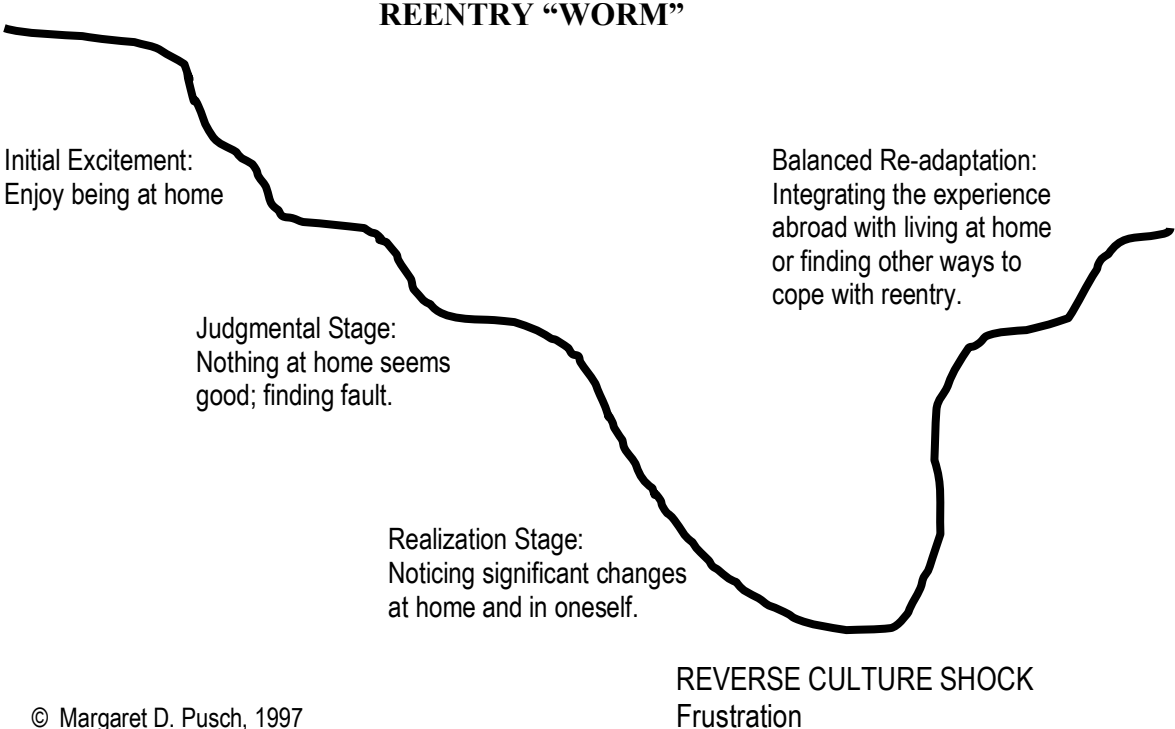
Intercultural Development Inventory	50-item questionnaire + four open ended questions	20 minutes
IDI & Resume Discussion	Facilitator will lead discussion about how student teachers noticed they had answered differently from the first IDI to the second. Facilitator will give examples of how to include experiences abroad on resumes and then assist student teachers with editing theirs.	50 minutes
Future Classroom Discussion	Facilitator will lead student teachers to think and talk about how their experiences can be applied to their future classrooms.	20 minutes

Appendix H

20 Questions to Ask Yourself

1. What was your favorite food you ate?
2. How were the restrooms different?
3. What was the funniest thing you experience?
4. What was the most embarrassing cross-cultural experience you had?
5. What was your favorite program excursion and why?
6. What was the most memorable activity you did with your host family?
7. What do you miss most about Cuenca?
8. What did you miss most from home while abroad?
9. Where did you spend most of your free time?
10. What was the most memorable moment at the school?
11. What is the most special souvenir that your brought back for yourself?
12. What is the best gift that you brought back for someone else?
13. What is your favorite photo that you took while in Ecuador?
14. Where did you feel most at home while in Cuenca?
15. What is your new favorite Spanish word or phrase?
16. What is the one thing you will make sure to tell friends and family who ask about your experience?
17. What would you do or where would you go if you had the chance to go back?
18. What was the biggest change to your daily routine while in Cuenca?
19. What was the best language experience you had?
20. If you could change one thing about your experience, what would you change?

Appendix I



Appendix J

Spanish Placement Exam¹

The results of this form will be used by our Spanish Department in determining your level of Spanish. Please complete this form to the best of your ability, on your own, and without the use of dictionaries, reference materials, or other persons so that we may adequately evaluate your level. Remember, this is not a test, rather it will be used to place you at the appropriate Spanish level.

Name: (Required)

E-mail: (Required)

Program in which you will participate: (Required)

Today's Date: (Required)

*Note: spelling counts! You may use the table below to type accented vowels and special characters, or you may use the character map on your computer. **For PC: start > all programs > accessories > system tools > character map. For Mac: System Preferences > International > Input Menu > Character Palette**". A small flag will appear on the menu bar--scroll down to see character palette.*

Character	Macintosh	Windows (desktop only)
á	Option-e, a	Alt-0225
é	Option-e, e	Alt-0233
í	Option-e, i	Alt-0237
ó	Option-e, o	Alt-0243
ú	Option-e, u	Alt-0250
ñ	Option-n, n	Alt-0241
¿	Option-? (Option-Shift-/)	Alt-0191
¡	Option-1	Alt-0161

¹ Adapted from the Centers for Interamerican Studies (CEDEI) Foundation International Programs Department's Spanish Placement Exam

1. *Escriba un párrafo corto indicando lo siguiente:*

Su nombre, lugar de nacimiento, fecha de nacimiento, profesión, sus gustos, preferencias y/o intereses y viajes que ha hecho.

—

2. *Tratando de usar muchos verbos o acciones como sean posibles, describa un día típico en su vida. (Si no tiene un día típico, use su imaginación.) Continúe la historia.*

Generalmente me levanto...

—

3. *Complete el siguiente párrafo en el tiempo pasado. Puede necesitar Pretérito o Imperfecto.*

Yo (nacer) _____ en Cuenca en 1970. En aquel entonces (en ese tiempo) mi padre (tener) _____ unos cuarenta años y (ser) _____ arquitecto. Desde muy joven (trabajar) _____ mucho. Un día (ir) _____ a la Argentina para vivir y trabajar un tiempo allá. De la Argentina (pasar) _____ a Ecuador, donde (conocer) _____ a una cuencana, mi madre. Aquí (casarse) _____ y (ver) _____ nacer a sus tres hijos. Al Principio mi familia (tener) _____ que luchar mucho para conseguir sus sueños.

—

4. *Preposiciones: Seleccione la preposición adecuada de la lista a continuación.*

- desde
- por
- hasta
- para
- de
- a
- con
- sin
- bajo
- sobre
- en

En algunos países de Latinoamérica la celebración del día de los muertos dura _____ la mañana _____ la noche. _____ la mañana las familias van _____ la iglesia; _____ la tarde visitan el cementerio _____ adornar las tumbas _____ los familiares _____ flores y velas y _____ la noche hay una fiesta _____ todos los que

LOS CRISTALES

El hombre usa todo lo que la naturaleza le da para mejorar su vida. Domestica animales y los pone a su servicio, aprovecha los productos de algunos de ellos y otros los consume (usa) como alimentos (comida). Los vegetales también son útiles para el hombre: le sirven de alimento, vestido, combustible y le proporcionan materiales de construcción.

Sin embargo, son los minerales los que le permiten progresos más formidables. Los medios de transporte, la construcción, las comunicaciones dependen casi totalmente de ellos; incluso la alimentación y el vestido incluyen en la actualidad, gran cantidad de minerales.

Entre los minerales hay algunos poco conocidos, pero que son muy importantes: se trata de los cristales. En la vida diaria, se suele llamar cristal a un vidrio (glass) de gran dureza y transparencia. Así se habla de copas de cristal, floreros de cristal y a veces se dice el cristal de los ventanales (ventanas).

Muchos saben también que algunas piedras preciosas como los diamantes, son cristales. Tienen razón. Muchas piedras preciosas y semipreciosas son cristales. Las esmeraldas y las aguamarinas, por ejemplo, son cristales. Pero hay otros cristales menos conocidos como: la sal de mesa, el azúcar, la nieve y otros muchos elementos de la vida diaria. El poderoso veneno conocido como arsénico es también un cristal.

El nombre cristal viene del griego y significa "hielo". Los griegos, hace mucho tiempo, buscaban piedras preciosas en los cerros de los Alpes. De pronto encontraron una gran cantidad de piedras transparentes. Al comienzo creyeron que se trataba de hielo. Luego se dieron cuenta de que esas piedras no eran frías y no se derretían con el calor: eran de cuarzo, pero se quedaron con el nombre de hielo: "Krystalloi" en griego.

El cuarzo es uno de los cristales más importantes de nuestro tiempo. Se usa en equipos eléctricos avanzados, en los viajes espaciales y en la construcción de relojes muy precisos.

Por lo tanto, en nuestros días, es más importante "domesticar" minerales que domesticar animales. El hombre lo ha logrado (conseguido) y, gracias a eso, ha alcanzado (conseguido) innumerables progresos.

a. Los cristales son: (Animales, Minerales, Vegetales)

b. ¿Por qué son importantes los cristales para el hombre?

c. ¿Cuál es uno de los cristales más importantes de nuestro tiempo y por qué?

Appendix K

Excursion Descriptions

Saraguro: The group will leave Saturday morning and return Sunday evening, in contracted transportation and accompanied by an on-site coordinator and local guide. While there, the student teachers will visit two sub-communities, see how their traditional weaving is done (a custom still practiced today), participate in an indigenous cleansing ceremony, and have a chance to try typical dishes (including roasted guinea pig).

Ingapirca: The group will depart on a Saturday morning and return that afternoon, in contracted transportation and accompanied by an on-site coordinator and local guide. On the two-hour drive, the student teachers will hear about the cities through which they will pass and have a chance to visit the famous church in Biblián, which is built into the side of a cliff. They will tour the ruins of Ingapirca, being led by the guide. The site is the most important archeological site in Ecuador, as it gives visitors a window into how the Incas and the Cañaris (a pre-Incan tribe) lived together after the Incan invasion.

Gualaceo/Chordeleg: They will leave Saturday morning and return Sunday afternoon. The student teachers will stop at a workshop where IKAT weaving is done, a technique that resembles tie-dye and has been recognized by UNESCO as “intangible cultural heritage” (Lux, 2017). The group will have a typical lunch in Gualaceo and be able to try hornado (typical pork dish), llapingachos (potato patties), tortillas (made from corn flour and cheese), and maduros (sweet plantains). The rest of the day will consist of an easy hike through Aguarongo Forset Reserve, ending with staying overnight in cabins in the reserve. The following day, students will visit the town of Chordeleg, known for its silver and gold jewelry and filigree design. The group will return to Cuenca by early afternoon.

Appendix L
Activity Release²

Date: _____

I, _____ the undersigned, a student of the Student Teaching Cuenca Program through Taylor University, do waive and release all claims against Student Teaching Cuenca and its agents, any tour organizer or arranger employed or utilized by Student Teaching Cuenca, and Taylor University, for any loss, damage, injury or expense resulting from trip/activity to _____ on _____

Name of hotel/hostel _____

Phone Number _____

Trip purpose _____

I also release Student Teaching Cuenca and its agents and agree to indemnify them with regard to any financial obligations or liabilities that I may personally incur or any damage or injury to the person or property of others that I may cause, while participating in this activity.

Furthermore, I acknowledge that Student Teaching Cuenca and its agents have advised me as to the potential risks and dangers involved in this trip/activity.

I understand that Student Teaching Cuenca is not responsible for any loss, damage, injury or expense whatever suffered by me during or as a result of this activity.

Signature

² Adapted from the Centers for Interamerican Studies (CEDEI) Foundation International Programs Department's Activity Release

Appendix M

Health and Safety Plan³

This document is designed to provide guidelines to assist Student Teaching Cuenca staff to maintain student health and safety and prevent emergency situations from arising.

Situational Checklists

1. Risks from Food & Drink

- Cover this as part of Orientation both pre- and post-arrival in Ecuador.
- Advise students against eating street food or food that may have been sitting out for a long time.
- Advise students to drink only bottled or boiled water.
- If student develops diarrhea, ensure student does not become dehydrated. Advise students of this, and advise drinking water, Gatorade or Pedialyte. Oral rehydration salts should be in First Aid kit for when needed.
- If symptoms persist, get student to submit stool sample to a lab and then consult doctor (if symptoms severe, however, consult doctor immediately).

2. Illnesses unfamiliar to Students

- Advise students pre-departure with regard to CDC recommendations for immunizations.
- See guidelines on “Risks from Food and Drink” above.
- Advise students about existence of malaria in low-lying regions in advance of any trip to those regions, and about different anti-malarial drugs.
- Advise students about avoiding insect bites by covering up with clothes, use of insect repellents (with DEET).
- Advise students as to the symptoms of malaria and dengue fever. Advise that if they experience fever-like symptom, they should advise their physicians that they have been in a malarial/dengue area.
- Be familiar with the “Health” section of the orientation booklet.

3. Sexually Transmitted Diseases

- Advise students as to widespread presence of HIV and STD’s in Ecuador both pre-arrival and in Orientation (see Orientation materials).
- Advise students as to normal precautions for AIDS prevention. In particular, stress the importance of ALWAYS practicing safe sex or abstaining.
- Be familiar with the “Health” section of the orientation booklet.

4. Rabies

- Students should be advised pre-arrival in Ecuador about immunizations against rabies. Coordinate with visiting directors.

³ Adapted from the Centers for Interamerican Studies (CEDEI) Foundation International Programs Department’s Emergency Checklist

- Advise students that if a dog or bat bites them, there is a small chance that it could be rabid. The first thing they should do is get away from the animal. As soon as possible, wash the bite with both soap and water for several minutes (the stronger the disinfectant in the soap, the better). This reduces the chance of the transmission of rabies. If they can, observe the dog to see if it's acting strangely. Contact a doctor and OIP immediately after being bitten. If treated, rabies is curable. Assist students to get the rabies shots they need.
- Be familiar with the "Health" section of the orientation booklet.

5. Other Medical Conditions

- Find out about medical conditions, allergies, etc. pre-arrival in Ecuador.
- Be aware of presence of diabetic students and symptoms of Hypoglycemia, particularly when engaging in strenuous exercise or when students are drinking. Ensure students are responsible about their condition, and are eating/not overexerting. Always carry snacks like crackers, candy, etc.
- Be aware of symptoms of and treatment for Shock.
- Be aware of the conditions in which fainting may occur, particularly while in dangerous locations, such as hiking on a mountainside, where the possibility of an injury from falling exists.
- Be aware of treatment for fractures, and particularly immobilization and transportation techniques.
- Be familiar with the "Health" section of the orientation booklet and principles of First Aid.

6. Altitude Illness

- Advise students as to the effects of altitude and tell them to speak to a staff member if experiencing them.
- Advise students to take it easy (especially initially), not to exert themselves, to drink plenty of fluids, and eat heartily. Advise students that alcohol and tobacco consumption can worsen the effects of altitude illness.
- When hiking at altitude, both ascent and descent should be gradual. If symptoms of HACE or HAPE are present (e.g. disorientation), descend to lower altitudes immediately.
- Be familiar with the "Health" section of the orientation booklet.

7. Sunburn

- Advise students as to the potency of the sun, even on cloudy days (Rule of thumb: If you can see a shadow, you can get sunburned).
- Advise students to always use sunblock (at least SPF15) and to reapply regularly, wear sunglasses and a hat with a brim.
- Advise students to drink plenty of water to stay hydrated when in the sun.
- Be familiar with the "Health" section of the orientation booklet.

8. Psychological Issues

- Maintain good communication with Taylor staff pre-arrival in Ecuador. Ensure home orientation includes advice re: continuing with meds, etc.
- Be aware that although they have not disclosed a condition, other students may suffer from one, and pay close attention to behavior, especially in stressful situations.

- A mental health condition that potentially endangers the student or others may be grounds for sending them home.
- Be familiar with the “Health” section of the orientation booklet and the code of conduct.

9. Drugs & Alcohol

- Coordinate with visiting directors to ensure that this is covered during pre-departure Orientation. Ensure students sign Student Conduct Agreement before program.
- Advise students strongly about this at post-arrival Orientation. In particular, refer to the code of conduct and give examples of past students who have been sent home for problems of this nature.
- Monitor students throughout their time in Cuenca and when traveling. Deliver further warnings (group then individual, oral then written) where appropriate. Also stay in constant contact with the visiting director with regard to this issue.
- Be familiar with the “Safety” section of the orientation booklet and the code of conduct.

10. Sexual Harassment & Assault

- Talk about Gender Issues during Orientation, emphasizing the differences in sexual mores and behavior between Ecuador and the US/Europe.
- Talk also about different concepts of personal space, but stress that students should not endure an uncomfortable situation because they feel it is due to a cultural difference.
- Advise students to ignore unwanted attention as much as possible, and to attempt to behave as much as possible in the way locals do so as not to draw attention.
- Advise students to stay sober and in control.
- If an assault occurs, be aware of coping techniques. In particular, you should ensure the victim’s safety, protect their privacy, provide support and counseling and take whatever legal steps are appropriate.
- Be familiar with the “Safety” section of the orientation manual and the code of conduct.

11. Crime

- Cover Crime Prevention as part of Orientation, and follow up by providing students with “Prevention Tips” reading when in Cuenca.
- If a crime occurs, be aware of coping techniques. In particular, you should ensure the victim’s safety, protect their privacy, provide support and counseling and take whatever legal steps are appropriate.
- Be familiar with the “Safety” section of the orientation booklet and the code of conduct.

12. Language

- Cover this as part of Orientation. Offer to walk students through the glossary of Spanish words and phrases in the Booklet after the Orientation meeting.
- Be familiar with the “Safety” section of the orientation booklet.

13. Terrorism, Mobilizations, etc

- Keep yourself informed via internet and local newspapers as to any radical political movements.
- Advise students to avoid any protests, strikes, demonstrations, etc. they may come across.

- Ensure all program participants have insurance cover allowing for emergency evacuation (HTH or ISIC).
- Be familiar with the “Safety” section of the orientation booklet.

14. Natural Disasters

- Keep yourself informed via internet and local newspapers as to any seismic or volcanic activity in the area.
- Do NOT take groups to Baños de Ambato.
- If an earthquake or eruption have occurred in the area, avoid travel if possible.
- Keep yourself informed via internet and local newspapers as to any major landslides in the area, or weather patterns that could lead to landslides.
- Be familiar with the “Safety” section of the orientation booklet.

15. Water Safety

- Be informed about tides, currents and weather conditions (heavy rains, storms) by consulting with local guides and travel agencies.
- Emphasize very strongly to students NOT to enter the water if they have been drinking, and not to enter the sea at night under any circumstances. Have them sign Release Form when traveling independently.
- Be familiar with the “Safety” section of the orientation booklet.

16. Transport Safety

- Be informed about weather and road conditions via internet and local news.
- Be aware of all safety issues regarding transport – condition of vehicle, condition of driver, manner of driving, behavior of students, security issues, road conditions – and act to correct problems as needed.
- Avoid travel at night.
- If you suspect a driver has been drinking, do NOT allow him to drive but have him replaced or postpone travel.
- Do NOT allow students to ride on the top of the bus.
- Be familiar with the “Safety” section of the orientation manual.

17. High-Risk Activities

- Avoid including high-risk activities in the programs as much as possible.
- Where they arise, such as horse-riding, potentially dangerous treks, etc, have students sign Specific Liability Release Forms.
- In general, program sponsors are not responsible “for events that are not part of the program.” If students are planning to undertake activities or travel outside the program, where possible have them sign Release Form.

Appendix N

Crisis Management Plan⁴

In the event of any emergency all on-site Student Teaching Cuenca staff must be contacted immediately by text message or phone call. Depending on the degree of the emergency and location the Assistant Director of Off-Campus Study Programs at Taylor University may also be contacted.

The Student Teaching Cuenca Director shall be the official spokespersons to on-site students and faculty, the home institution, local officials and media. The Dean of International Programs will be the official spokesperson to parents, on-campus students and faculty, US officials and media.

LEVEL ONE: Major Emergency

(Extremely urgent, volatile, life-threatening situation). Examples:

Death

Life-threatening injury or accident that is likely to require a medical evacuation

Behavior posing a danger to self or others

Student reported missing

Criminal acts (physical assault or rape) against a student

A student being charged with a criminal act carrying risk of imprisonment

Damage to property in excess of \$20,000

Political uprising, natural disaster with potential or real need to evacuate the group

Appropriate Action:

Call the On-site Director as soon as possible, day or night, so that the full range of emergency responses can be set in motion. Off-Campus Study Programs Assistant Director will make the preliminary contact with the parents of the student(s) involved. If emergency travel arrangements are called for, call directly to local emergency services. Keep a log and document the emergency as early as possible in a Safety & Incident Report.

LEVEL TWO: Minor Emergency

(Serious, but not life-threatening situation, in which on-site staff believes assistance or consultation is required). Examples:

Injury or illness requiring hospitalization

Deteriorating state of depression needing professional intervention

Student charged with minor offense not carrying risk of imprisonment, but requiring legal counsel

Damage to property of \$500 or more

Appropriate Action:

Call the On-site Director as soon as possible. Off-Campus Study Programs Assistant Director will make the preliminary contact with the parents of the student(s) involved. If emergency travel

⁴ Adapted from the Centers for Interamerican Studies (CEDEI) Foundation International Programs Department's Emergency Checklist and Crisis Management Plan

arrangements are called for, call directly to local emergency services. Keep a log and document the emergency as early as possible in a Safety & Incident Report.

LEVEL THREE: Minor Incidents

(Minor medical event or a worrisome pattern of behavior that is not an emergency, but should be recorded for future reference). Examples:

- Injury requiring emergency room treatment and release
- Signs of dysfunctional personal or interpersonal behavior
- Significant student conflicts
- Suspicion of alcohol or drug abuse

Appropriate Action:

At the earliest opportunity, document the incident in the form of a Safety & Incident Report, copied to the On-site director and Off-Campus Study Programs Assistant Director. Also see the terms of the Code of Conduct.

Situational Checklist:

I. Serious illness, injury, missing person, the possibility of death, or death:

- a. On-site staff will contact the Assistant Director of Off-Campus Study Programs at Taylor University to inform him of the situation.
- b. Necessary action will be taken (provision for necessary medical care in-country, emergency evacuation, etc).
- c. Taylor University staff will contact the student's parents/family to inform them of the situation and the steps being taken to mitigate it.

II. Emotional or psychological stress that is deemed to interfere with the student teacher's participation in the program:

- a. On-site staff will arrange for appropriate counseling.
- b. On-site staff will contact the Assistant Director of Off-Campus Study Programs.
- c. Taylor University staff will contact the student's parents/family.
- d. If needed, Taylor University will arrange transport back to the USA, at the student's cost.

III. Being the victim of a crime or being accused of a crime (mugging, assault, rape, harassment):

- a. On-site staff will contact the Assistant Director of Off-Campus Study Programs.
- b. If the incident is between two Taylor students, the Dean of Students at Taylor University has the primary responsibility and the institution's policies will apply.

- c. If the incident is between a student teacher and an on-site staff member, Student Teaching Cuenca will notify the appropriate authority at Taylor University and the institution's policies will apply.
- d. If the incident is a student teacher and an outside party (host family member, UEBI staff, stranger) action taken will depend on the legal requirements of Ecuador and the wishes of the student teacher.
- e. If needed, Taylor University's legal counsel will be contacted either through the Dean of Students or the Provost's office, for appropriate advice.
- f. If needed, on-site staff will contact local authorities, for appropriate action.
- g. Taylor University staff will contact the student's parents/family.
- h. If needed, on-site staff will arrange for appropriate counseling.

IV. Situation in-country that causes serious concern (natural disaster, political uprising):

- a. On-site staff will contact the US State Department.
- b. On-site staff will contact the Assistant Director of Off-Campus Study Programs to inform him of the situation and recommended action.
- c. On-site staff will take necessary action based on advice from the US State Department. This action may include, but is not limited to, continued presence on-site while maintaining a low profile, quarantine, transfer to an Embassy compound, or evacuation from the country.

V. Situation in the US that causes serious concern (terrorist attack, an act of war).

- a. On-site staff will contact the US State Department.
- b. On-site staff will contact the Assistant Director of Off-Campus Study Programs for further assessment.
- c. If needed, on-site staff will arrange for appropriate counseling.

Appendix O
Incident Report

Reporter:

Program:

Student(s) involved:

Date(s) of incident:

Today's date:

Description of incident (including names, times, and locations):

Appendix P

Budget

Taylor University Budget for Student Teaching Cuenca Program			
Duration: 10 weeks			
Participants: 10			
Budget Item			
Expenses in USD			
On-site Personnel Expenses	Cost Per Unit	Number of Personnel	Totals
Director Salary - 10% of FTE \$12,000	\$1,200.00	1.00	\$1,200.00
Director Benefits - 5% of FTE \$12,000	\$600.00	1.00	\$600.00
Coordinator Salary - 10% of FTE \$6,000	\$600.00	2.00	\$1,200.00
Coordinator Benefits - 2% of FTE \$6,000	\$120.00	2.00	\$240.00
Spanish teacher compensation	\$200.00	3.00	\$600.00
On-site Personnel Subtotal			\$3,240.00
Marketing Expenses	Cost Per Unit	Number of Units	Totals
Print Materials (flyers, postcards)	\$0.10	1,000.00	\$100.00
Marketing Expenses Subtotal			\$100.00
On-site Expenses	Cost Per Unit	Number of Units	Totals
Rent - 20% of 12,000 annual rent	\$2,400.00	1.00	\$2,400.00
Classroom supplies	\$50.00	1.00	\$50.00
Emergency funds	\$50.00	10.00	\$500.00
On-site Expenses Subtotal			\$2,950.00
On-site Excursions	Cost Per Unit	Number of Units	Totals
Trip to Saraguro (2 days) <i>includes: transportation, lodging, meals, guide, visits</i>	\$100.00	10.00	\$1,000.00
Excursion to Ingapirca <i>includes: transportation, entrance fee, guide</i>	\$15.00	10.00	\$150.00
Trip to Gualaceo/Chordeleg <i>includes: transportation, lodging, meals, guide, visits</i>	\$80.00	10.00	\$800.00
Ground Transportation to/from airport	\$60.00	2.00	\$120.00
On-site Excursion Subtotal			\$2,070.00
Participant Cost	Cost Per Unit	Number of Participants	Totals
Semester Tuition (15 credits) - 50%	\$8,160.00	10.00	\$81,600.00
Homestay including 3 meals/day	\$1,540.00	10.00	\$15,400.00
Insurance	\$135.00	10.00	\$1,350.00
Round trip flight	\$1,400.00	10.00	\$14,000.00
Participant Cost Subtotal			\$112,350.00
Indirect Expenses - Flat Rate 10%			\$11,235.00
Expenses Total			\$131,945.00
Income	Cost Per Unit	Number of Units	Totals
Application fee	\$150.00	10.00	\$1,500.00
Tuition (1/4 annual)	\$10,262.00	10.00	\$102,620.00
Program fee	\$3,000.00	10	\$30,000.00
Income Total			\$134,120.00
Revenue			\$2,175.00

Appendix Q

Budget Notes

On-site Personnel Expenses

Director Salary: This cost is calculated according to what percentage on an annual basis the director will need to dedicate to Student Teaching Cuenca. It is calculated that 10 percent of her annual responsibilities will be pledged to the program.

Director Benefits: The portion of the director's benefits that will come from Student Teaching Cuenca funds are calculated at five percent of the annual salary.

Coordinator Salary: This cost is calculated according to what percentage on an annual basis the two program coordinators will need to dedicate to Student Teaching Cuenca. It is calculated that 10 percent of her annual responsibilities will be pledged to the program.

Coordinator Benefits: The portion of the coordinators' benefits that will come from Student Teaching Cuenca funds are calculated at five percent of the annual salary.

Spanish teacher compensation: The amount of compensation for the Spanish teachers is calculated to be 200 dollars, per teacher, for 10 weeks of teaching. The cost is calculated assuming that the student teachers would not be able to share classes with the semester students.

Marketing Expenses

Print Materials: These are the funds needed to supply flyers and postcards to advisors, to display at college fairs, to Kappa Delta Pi, and for bulletin boards in the Bedi Center for Teaching and Learning Excellence.

On-site Expenses

Rent: The portion of rent for the Cuenca study center to be taken out of Student Teaching Cuenca funds is calculated to be 12 percent of the 12,000-dollar annual cost.

Classroom Supplies: The amount of funding needed to purchase whiteboard markers, make copies to be used in Spanish classes, and any miscellaneous classroom need is calculated to be 50 dollars in total.

Emergency Funds: These are funds to be used in the case of any unforeseen situation. For example, a walking excursion is planned but students need to take taxis because of rain. This money will also be used to pay for medical care before insurance reimbursement if the student does not have sufficient funds to pay at the time.

On-site Excursions

Trip to Saraguro: This is the amount needed per student teacher for a two-day trip to Saraguro including meals and lodging. The overall transportation cost, guide compensation, and visit fees are divided among the student teachers. The hostel nights and meals are calculated per student teacher.

Excursion to Ingapirca: The fee per student teacher is calculated by summing the individual entrance fee with the apportioned amount of the overall transportation and guide cost.

Trip to Gualaceo and Chordeleg: This amount includes a portion of the overall transportation, visit, and guide cost, as well as the cost per student teacher for the camp lodging and meals.

Ground Transportation to and from Airport: This fee includes van transportation for the group from the airport to Iglesia Verbo at the beginning of the program and from the church to the airport at the end of the program.

Participant Cost

Semester Tuition: This amount is equal to half of a semester's tuition, given that that is the amount of time the student teachers participate in the program.

Homestay: This amount covers food and lodging that the students will receive while with their host families. The weekly fee is 154 dollars.

Insurance: This amount covers the student teachers for three months, as the insurance is paid monthly. The cost is 45 dollars per month.

Round Trip Flight: This is a generously estimated cost for a round-trip flight from Indianapolis, Indiana, USA to Cuenca, Ecuador.

Indirect Expenses

These are costs not directly related to the internship program specifically, but are still necessary, including office maintenance, utilities, etc.

Income

Application Fee: Student teachers will pay a fee associated with the application for the program which will be collected as part of the application process.

Tuition: One-fourth of the student teachers' annual tuition will be applied to the program. Tuition covers credits, room and board, insurance, health service, and miscellaneous fees (Taylor University, 2017).

Program Fee: This is a fee charged to the students which will cover additional expenses outside of tuition, such as the flight and excursions.

Appendix R

Informed Consent

Interviewer/Researcher: Janae Knipp

Email: Janae.knipp@mail.sit.edu

Phone: +593 99 380 3567

Project Title: Multicultural Teacher Training: Student Teaching Practicum Abroad

You are invited to take part in an interview that will inform, supplement, and support the design of a teaching practicum program abroad. The decision to participate is up to you. In this interview, I will be asking you to talk about your experience completing your teaching practicum abroad. Specifically, I will ask about: experience with mentor teachers, host schools, host families (if applicable) and host communities, in addition to experience, or lack thereof, with extracurricular cultural activities/excursions and reflective activities.

If you decide to participate in this interview, I will ask your permission to make a voice recording - no video will be taken. The interview may take up to an hour. You can decide to not answer any question or to stop participating at any time during the process. You can also decide to retract your interview from being used for the final proposal at any point after it is completed.

Your participation in the interview will be key in designing and supporting a comprehensive model for a teaching practicum abroad program. If you would like to receive the recording of your interview or the final proposal, please let me know at janae.knipp@mail.sit.edu. I will be the only person with access to the interview recordings or written answers. Any direct quotes or information from the interview published will be done so without using real names nor any other identifier, such as your university.

Please electronically sign and return to Janae.knipp@mail.sit.edu if you are willing to participate.

X _____

Questions or concerns above and beyond what are addressed by the researcher can be directed to:

Advisor: Raymond Young

Email: raymond.young@sit.edu

Phone: 802 258-3368

OR

SIT Institutional Review Board:

Email: irb@sit.edu

Phone: 802-258-3132

Appendix S

Interview Guide

Where did you do your teaching practicum abroad?

For how long?

In what type of school (public, private, international)?

Tell me about your experience with your mentor teacher. Were you close? Did you feel supported, understood?

Did you stay with a host family? If so, tell me about the experience. If not, would you have liked to?

Tell me about some of the cultural differences you noticed in your practicum school. What did you learn from them, if anything?

Tell me about some of your host community. What were the benefits from being there? What frustrated you?

Did you participate in cultural activities or excursions? Were they part of the program or individual? What did you find valuable from them? What was not valuable?

Did your program require any type of formal reflection from you (blog posts, journal entries, reflective essays)? Did you do anything on your own? If so, what was beneficial and what was not? If not, do you believe it would have been valuable or not?

If any, what are some ideas, practices, and/or perspectives that will impact or have impacted your professional persona, classroom, and/or class activities that are a result from your experience living and teaching abroad?

Looking back, would you change anything about your experience?