Teachers’ Beliefs and their Manifestations: An Exploratory Mixed Methods Study of Cultural Intelligence in Pedagogical Practice
Douglas Kennedy University of Minnesota-Twin Cities

Statement of the problem
- Disparities in educational opportunities and outcomes between demographic group
- Changing demographics of students in United States’ public schools
- Static demographics of teachers
- Calls to better prepare teachers to navigate cultural differences
- Need to develop the intercultural capabilities of teachers
- Purpose of the study: understand how teachers conceive of cultural differences and how they navigate cultural differences in their classrooms

Research Questions
1. How do teachers at different levels of CQ development teach culturally diverse students?
2. How do teachers at different levels of CQ development enact intercultural capabilities?
3. How does the construct of CQ align with the beliefs and practices of effective culturally relevant teachers?
4. What is the nature of the relationship between CQ and culturally relevant pedagogy (CRP)?

Research Design
- Multiple case study, purposeful sample
  - Teachers at different levels of CQ development
  - Single school site
- Mixed methods
  - Quantitative data
    - Survey—57 out of 62 teachers
    - CQ self-reported assessment—52 out of 62 teachers
  - Qualitative data
    - Semi-structured interviews—18
    - Observations—174 hours

Results CQ Qualitative Findings
- CQ Drive convergence
- CQ Strategy convergence
- Awareness of self, student, perspectives, and experiences
- Understanding of culture
- CQ Action divergence—pedagogical not intercultural
- CQ Knowledge divergence—students as source, knowledge in service

Results CRP Qualitative Findings
- Equitable relationships
  - High CQ teachers created more equitable learning communities
  - Making meaning: high CQ drew out student knowledge, students as co-creators of knowledge, student voices foregrounded
  - Critical evaluation: high CQ teachers engaged students in critical inquiry and explorations of social justice issues

Discussion and implications
- Differences across CQ levels (motivation, awareness, value placed on student knowledge and perspectives, engagement with sociocultural issues)
- Intersection of high-CQ teachers’ practices with Ladson-Billings’s (1995; 2009) culturally relevant pedagogy
- Alignment of CQ construct with teachers’ motivations and awareness; need for further refinement of in situ capabilities; teachers may not see practices through an intercultural lens
- Model above represents the relationship between CQ and CRP—threshold of manifestation: undergirding intercultural capabilities

In situ capabilities
- Action—informal signaling
- Development of social capital with students
- Knowledge—dynamic knowledge of individual students
- Gendered expectations
- Religious expectations
- Economic contributions to family
- Impact of socioeconomic status on access to materials
- Communication norms

Model for culturally intelligent teaching

Culturally relevant pedagogy

Equitable relationships

Student voice

Critical evaluation

Threshold of manifestation

Intrinsic interest

Self-efficacy

Self-Awareness

CQ Drive

CQ Strategy

Additional references and data for the study may be obtained with permission from the author.

References
- Journal of Cross-Cultural Psychology, 44(6), 849-873.