Graduate Orientation Handbook

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INTRODUCTION

Welcome to the Teacher Education Program at Greensboro College. The purpose of the *Graduate Orientation Handbook* is to introduce you to the requirements, procedures, and policies of our program. This handbook provides specific information to help you to progress more easily through your program.

HISTORY AND FUTURE OF TEACHER EDUCATION PROGRAMS

Professional preparation of teachers is an interdisciplinary process at Greensboro College. Faculty from five of six divisions and departments work together to prepare new teachers.

Greensboro College offers four programs that lead to master's level licensure: Master of Education in Elementary Education, Master of Education in Special Education (General), Master of Education in Special Education (Adapted), and Master of Education in Birth through Kindergarten. The education faculty have a reputation for expertise and innovation. Tenured faculty hold terminal degrees in their field and present regularly at national meetings and publish books and articles. Faculty are recognized, individually and collectively, for their teaching, research, and service to the Greensboro community.

Our graduates have good reputations, too. Many have been named "teacher of the year" and have achieved national board licensure status in their states and districts. Many serve in leadership roles in professional organizations and schools. Of our graduates, about two-thirds remain in North Carolina for their first year of teaching. Our past gives us confidence that Greensboro College will continue a strong commitment to sound and innovative teacher preparation.

MISSION OF COLLEGE

Greensboro College, an independent, coeducational college affiliated with the United Methodist Church, is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect.

True to the United Methodist Church's historic ideal of nonsectarian education, Greensboro College's central purpose is the intellectual development of its students within the dual traditions of the liberal arts and the Judeo-Christian faith. Through a disciplined pursuit of truth, its students acquire knowledge and develop a critical awareness that allows them to live humanely, responsibly and productively in a free society. Such lives are characterized by clarity of thought and expression, the ability to reason, a sense of history and global perspective, an understanding of literature and language, a knowledge of mathematics and science, an appreciation of the arts, an awareness of political and social realities, a familiarity with the biblical tradition and an ethnical awareness, a respect for physical soundness, and an understanding of technology.

Through its student development services and other co-curricular offerings, Greensboro College encourages the personal and spiritual development of its students. A range of religious, cultural, service, social and athletic programs allows students to participate meaningfully in a rich campus and community life and encourages students to develop a system of values consistent with the mission of the College.

Through its professional, preprofessional and career-oriented programs, both undergraduate and graduate, Greensboro College encourages, as well, the professional development of its students. Indeed, the College believes the liberal arts curriculum to be the most appropriate context for such programs. A liberal education provides basic intellectual and communicative capabilities that enable a person to develop and to adapt throughout a productive lifetime.

MISSION OF TEACHER EDUCATION PROGRAM

The Teacher Education Program models active learning, critical reflection and disciplined inquiry. It guides the cultivation of 21st Century Reflective Practitioners who use liberating practices, engage in lifelong learning and value diversity.

DESIGN OF MASTER OF EDUCATION PROGRAMS

Greensboro College affords graduate candidates with the best educational opportunities to obtain the knowledge and dispositions needed to become reflective practitioners who value differences, utilize best practices and engage in lifelong learning. Stimulated by the spirit of critical inquiry, graduate candidates engage in the learning process as an ongoing preparation for life in the larger community. In order to do this, candidates will:

- demonstrate advanced mastery of the intellectual skills of analysis, synthesis and evaluation;
- apply theoretical, philosophical, and research bases to improve student learning;

- develop a philosophical and theoretical foundation that guides the application of best educational practices;
- study a common core of knowledge in the areas of educational foundations, educational psychology, research methods and ethics;
- acquire a deeper understanding of the developmental needs of students in order to employ teaching practices attuned to individual, cultural, ethnic, economic, and learning differences;
- develop and vary teaching strategies in order to create learning environments that respect, welcome, and meet the learning needs and interests of all students;
- develop an action-research project that relates theory to practice in order to improve teacher's educational practices and effectiveness;
- develop, apply, and reflect upon content/pedagogical knowledge and instructional skills that connect subject/discipline knowledge to the interests and needs of all learners;
- develop the skills in problem solving and collaboration useful for working with colleagues as well as with students and their parents;
- develop and apply skills to assume leadership roles in their classrooms, schools, communities and professional organizations;
- reflect upon their work as professionals.

FINDING YOUR TEACHER EDUCATION PROGRAM

Teacher education programs at Greensboro College are coordinated by the Director of Teacher Education. The Director works with faculty all across the college in programs which prepare teachers. The Director of Teacher Education is advised by the Teacher Education Committee composed of faculty, candidates, administrators, and public school personnel.

Candidates seeking information about the teacher education program at Greensboro College often begin by consulting the Greensboro College homepage (www.greensboro.edu) or by reading the Greensboro College *Academic Catalog*. More detailed information is available from the Teacher Education Office, located in Proctor Hall East, room 108 or on-line at http://teachered.greensboro.edu. Faculty and staff in the department which offers the program of interest to candidates can provide more information.

The following is a list of master of education programs leading to master-level licensure at Greensboro College.

Division of Education

Department of Education

Birth through Kindergarten

Elementary Education

Special Education: Adapted Curriculum, General Curriculum

COORDINATORS OF LICENSURE AREAS

Director of Teacher Education	Paula Grubbs
Assistant Director of Teacher Education	Pamela Bennett
Birth through Kindergarten	Susan Connelly
Elementary Education	Kimberly Creamer
Middle Grades Education (6-9)	John Hemphill
Biology Education (9-12)	Marjorie Larkin
Comprehensive Science (9-12)	Marjorie Larkin
English Education (9-12)	John Hemphill
Mathematics Education (9-12)	Stuart Davidson
Social Studies Education (9-12)	Mike Sistrom
Art Education (K-12)	Janet Gaddy
English as a Second Language (K-12) Add-on	To Be Announced Kathy Keating (Interim)
Music Education (K-12)	Jane McKinney
Physical Education (K-12)	Randy Hunt
Spanish Education (K-12)	Melisa Bocci
Special Education (K-12)	Beth Hair
Theatre Education (K-12)	David Schram
Alternative Licensure and Clinical Experiences	Paula Grubbs

Coordinators are responsible for:

- Attending teacher education committee meetings,
- Advising licensure candidates. This responsibility can be shared with a colleague. However, the coordinator is ultimately responsible for advising decisions in that respective discipline.
- Preparing accreditation reports.

MASTER-LEVEL LICENSURE

Careful planning and selection of courses are required in order to satisfy college degree and NCDPI requirements. The college can assure a satisfactory time frame to complete licensure requirements if the candidate is admitted to the teacher education program for master-level licensure by the end of the second semester of coursework.

ACCREDITATION

The Teacher Education Program is accredited by NCATE (National Council for the Accreditation of Teacher Education) and by NCDPI/NCSBE (North Carolina Department of Public Instruction/North Carolina State Board of Education), and Greensboro College is accredited by the SACS (Southern Association of Colleges and Schools).

To remain accredited, Greensboro College, like all other colleges in North Carolina, carefully responds to the standards for Teacher Education of NCDPI and NCATE. Since these requirements may change, our program requirements must change also. Therefore, candidates are strongly encouraged to have frequent conferences with their advisors and remain in contact with the Office of the Director of Teacher Education.

CONCEPTUAL FRAMEWORK

The conceptual framework is included as an appendix to this handbook.

CANDIDATE DISPOSITIONS

The following dispositions strategies are based upon the Greensboro College conceptual framework and knowledge-base themes of valuing diversity, liberating practices, and lifelong learning and the INTASC Standards.

VALUING DIVERSITY

A candidate who values diversity is one who respects, appreciates, and values the diverse talents and perspectives of all learners. This disposition is assessed by observing the candidate's communication and relationship with students, evaluating the candidate's reflective capabilities, and assessing the candidate's lesson planning with regard to the use of multiple instructional strategies and responses to different learning styles.

LIBERATING PRACTICES

A candidate who engages in liberating classroom practices is one who recognizes the importance of flexibility, who cultivates critical thinking and problem solving, who is committed to identifying student strengths, who establishes a positive and motivating environment, and who is concerned about all aspects of the child's well being. This disposition is assessed by observing how candidates develop student knowledge and skills.

LIFELONG LEARNING

A candidate who demonstrates lifelong learning recognizes that the subject matter is constantly growing and is committed to reflection on learning, growth and development. This disposition is assessed through leadership roles and membership in professional organizations and using knowledge gained at professional conferences to expand P-12 student learning.

ASSESSMENT SYSTEM CHECKPOINTS

The Teacher Education Program Assessment System Checkpoints diagram is located in the Appendices section of the *Undergraduate Handbook*.

ELECTRONIC EVIDENCES

Candidates are required to complete three electronic evidences by the end of their program. The program was revisioned to reflect the North Carolina Standards for Teachers and 21st century knowledge, skills and dispositions. Program areas have

identified courses where evidences will be completed and rubrics have been developed to assess evidences 1-3. The North Carolina Department of Public Instruction will facilitate annual reviews of electronic evidences which will be scored using the North Carolina Standards for Teachers. The rubrics are tools to evaluate both eligibility for licensure of candidates and the Greensboro College Teacher Education Program against the North Carolina Professional Teaching Standards. The North Carolina Teacher Candidate Evaluation Rubric parallels the in-service rubrics for teachers, principals and superintendents but has been adapted to reflect the unique coursework, experiences, and contexts of individual candidates. Specific licensure area evidences are available from the Program Area Coordinator.

TEACHER EDUCATION ADMISSION PROCESS

Formal admission to the teacher education program for master-level licensure is required for all candidates entering programs that lead to teacher licensure.

- All graduate candidates must apply for admission to the teacher education program within their first nine (9) hours of coursework;
- Graduate candidates must be admitted by completion of their second semester in their program.

The Teacher Education Application Package is available in the Teacher Education Office, Proctor Hall East, room 108.

Admission requirements include:

1. A cumulative grade point average of 3.0 or higher on a 4.00 scale in coursework undertaken including prior college coursework.
2. A conference with their advisor to discuss requirements of the Teacher Education Program.
3. One recommendation from a Greensboro College faculty member of the candidate's choice.
4. A copy of the candidate's active teaching license.
5. A copy of GRE or MAT score report.
6. Proof of membership in a professional or scholarly organization in order to apply to the Teacher Education Program.
7. Complete the Application for Teacher Education and the accompanying Policy and Legal Status Statements available from the Office of Teacher Education located in Proctor Hall East. Forms are submitted to the Teacher Education Office, Proctor Hall East, room 108.

Candidates are admitted to the Teacher Education Program in October and March. In order to have applications processed at these times candidates must submit completed applications (including test scores) to the Teacher Education Office by the following dates: September 31 for October consideration and February 28 for March consideration.

When all admission materials have been received in the Teacher Education Office, the Teacher Education Committee will consider the material and act on the application. The Committee, in exercising its professional judgment, determines admission to this program. Applications can be approved, approved conditionally, or denied.

TEACHER APPLICATION CHECKLIST

The teacher education application checklist is located on the first page of the application packet. Application packets are available from the teacher education office, Proctor Hall East, room 108.

ADMISSION TIMETABLE

M.Ed. Candidates	
Pre-enrollment	Transcript Analysis
First Semester	Candidates Begin Professional/Specialty Studies; Apply for Admission to Teacher Education 3.00 Composite GPA; Recommendations; GRE Scores; Membership in Professional Organization
Second Semester	Admission to the Teacher Education Program; 5000-6000 Courses
x...y Semester(s)	Professional/Specialty Studies, Major; Candidates Apply for Admission to Candidacy
Final Semester	Candidates Complete M.Ed. degree requirements; Complete Electronic Evidence Requirements

AUDITS

You *must* schedule an audit with the Registrar at least one semester prior to student teaching. Annual audits are strongly recommended.

GRADE REQUIREMENTS

All licensure candidates must have at least a 3.0 gpa, no more than one grade of "C", and no grade of "D" or "F". (Please see the Graduate *Catalog*.)

TRANSFER CREDIT

A maximum of nine graduate credit hours may be transferred from any other regionally accredited institutions. Transfer credit will not be given for grades lower than B. Candidates must submit transfer requests to the Course Equivalency Subcommittee. This subcommittee will document program adjustments and submit them to the Teacher Education Committee for approval.

PROCEDURES FOR REQUESTING COURSE EQUIVALENCY

- Complete Course Equivalency form and attach supporting documentation and secure advisor's signature
- Submit form and documentation to the Teacher Education Office
- Course Equivalency Subcommittee reviews requests at the August, November, and April Teacher Education Committee meetings
- Candidate is notified in writing of committee's decision.

PROCEDURES FOR REQUESTING PETITION FOR EXCEPTION TO TEACHER EDUCATION POLICY

- Complete Petition for Exception to Teacher Education Policy form
- Secure advisor's approval and signature and supervising faculty members approval and signature if appropriate
- Education Standards/Dispositions Subcommittee reviews requests on an on-going basis
- Candidate is notified in writing of subcommittee's decision

Petition for Exception to Teacher Education Policy forms are located in the Teacher Education Office, Proctor Hall East, room 108.

PRODUCT OF LEARNING

All M.Ed. candidates are required to complete a thesis product of learning. By the conclusion of EDU 6850 Introduction to Thesis Writing, candidates must apply for Admission to Candidacy. The application packet is available in the teacher education office, Proctor Hall East, room 108.

For the purposes of this program of study, a thesis is a written product of a systematic study of a significant educational program. It identifies the problem, explains its significance, reviews relevant and scholarly literature, describes the sources for and methods of gathering information, analyzes the data, and offers a conclusion. The finished product demonstrates critical and independent thinking, appropriate organization and format, and thorough documentation.

Approval of the Thesis

Each thesis must be approved by the faculty supervisor and the appropriate program area coordinator. Any candidate planning to conduct action research must receive approval from the Greensboro College Human Subject Review Subcommittee of the Greensboro College Graduate Council and the appropriate authorities in the school system in which the study will occur.

Manuscript Sections

I. Approval Page–required, no page number
II. Preliminary Material–pages in the preliminary section are numbered consecutively, i, ii, ii, iv, v, etc.
    A. Title Page-required
    B. Abstract–required
    C. Dedication–optional
    D. Acknowledgments–required
    E. Table of Contents–required
    F. List of Tables, Figures, and/or Maps–if needed
III. Body–required, numbered consecutively 1, 2, 3, 4, 5, etc.
    A. Introduction
    B. Review of Literature
    C. Method
    D. Results

E. Conclusions

IV. Appendix/Appendices–if needed

V. References–required

The *Thesis Guide* is included as an appendix in the *Graduate Orientation Handbook* and is also available in the Teacher Education Office and on the teacher education website http://teachered.greensboro.edu.

OBTAINING PERMISSION TO CONDUCT ACTION RESEARCH

Any candidate who plans to conduct action research as a class requirement must begin the approval process early enough to allow time for both the college and school system committees to meet and approve the research proposal. This process is often lengthy, sometimes as long as two to three months, therefore candidates are advised to submit proposals as soon as possible.

- Submit one copy of the proposal to the convener of the Greensboro College Human Subjects Review Subcommittee, Dr. Beth Hair, 110 Proctor Hall East using the format provided. (The format is included in the Appendix of this Handbook.) The candidate will receive a letter of notification of the committee's decision.
- Obtain permission from the Research Review Committee of the school system in which the research will be conducted. It is the responsibility of the candidate to contact the school system to locate the appropriate person to whom to send the proposal.
- Obtain a letter from the school principal and teacher(s) of the class(es) involved that indicates their approval.
- Obtain written permission from all participants, including the parents or guardians of any minor participants, before any research is conducted. (This also pertains to classes in which the researcher is also the teacher.)

Timeline

Requirement	Due Date: May Graduation	Due Date: December Graduation
Proposal for Human Subjects Review Submitted to GC[1]	Before Thanksgiving	Before last day of class during spring semester
Initial response date[2]	December 1	May 1
Chapters 1-3 to thesis advisor	By first day of class spring semester	By first day of class fall semester
Documentation of system-wide approval to GC (so that official GC approval may be granted)	By first day of class spring semester	By first day of class fall semester
Chapters 1-5 to thesis advisor	March 31	October 31
Completed thesis to Program Coordinator[3]	April 15	November 15
Completed thesis w/bound copies to teacher education office with cover sheet signed	Reading Day	Reading Day
Presentation of Thesis	Reading Day	Reading Day

MASTER-LEVEL LICENSURE PROCESS

Successful program completion and subsequent eligibility for an advanced licensure recommendation require the following:

- Maintaining a minimum cumulative grade point average of 3.0 and having no more than one grade of C.
- Submitting an acceptable product of learning.
- Completing degree requirements (M.Ed.).
- Reconciling financial obligations to Greensboro College.
- Submitting $55 licensure fee for upgrading license to the Teacher Education Office. Make the check payable to the North Carolina Department of Public Instruction-Licensure Section.

For candidates completing requirements in the summer, advanced licensure recommendations will be sent following the August 31st graduation date. Licensure recommendations for fall completers will be sent following the December 31st graduation date. Please allow 60-90 days weeks for the North Carolina Department of Public Instruction to process licensure requests before checking the status with the Teacher Education Office.

[1] Submit one copy of the proposal to the convener of the Greensboro college Human Subjects Review subcommittee, Dr. Beth Hair, Proctor Hall East, room 103, using the format provided. The candidate will receive a letter of notification of the subcommittee's decision.

[2] Means proposal is approved to now submit to the school system, or modifications have been requested by the Human Subjects Review Subcommittee at GC.

[3] Including all appendices, table of contents, dedication, acknowledgements, etc.

PARTICIPATION IN COMMENCEMENT

Commencement ceremonies are held in May each year after the spring semester. Candidates are invited to participate in the ceremonies following completion of all degree requirements. Candidates who finish requirements in August or December participate in the May Commencement ceremonies following degree completion.

In order to graduate from Greensboro College and to be eligible to participate in Commencement, candidates must complete all degree requirements. In addition to the academic requirements, all financial obligations to the College must be met.

Candidates must submit an Intent to Graduate form to the Registrar no later than five weeks into the last term prior to graduation in a regular semester and no later than four weeks into Summer Session I for graduation in August. Candidates are encouraged to submit the form a semester prior to their last term of enrollment. If an Intent to Graduate form is not submitted, the candidate will not receive a diploma at the time of graduation. The diploma will be ordered prior to the following graduation, assuming all College requirements have been met for graduation and the candidate submits an Intent to Graduate form. The Intent to Graduate form may be obtained in the Registrar's Office.

Normally, all graduates receive their diplomas during the Commencement exercises in May. There are two additional graduation dates: August 31st and December 31st. Candidates who finish their degree requirements in August or December may request that their diplomas be mailed to them. Such requests must be in writing and sent to the Registrar, who will mail the diplomas within 30 days of the end of the term in which the degree requirements are completed.

TEACHER EDUCATION COMMITTEE RESPONSIBILITIES

This Committee is appointed by the President in consultation with the Vice President for Academic Affairs and Dean of the Faculty. The composition of the committee shall represent faculty from both professional education and appropriate subject matter areas and shall include representatives of local public schools and teacher education candidates. Candidate representatives are the presidents of the major student professional educational organizations. The committee performs the following functions:

1. formulates policies and programs for the teacher Education Program;
2. controls admission of candidates to the Teacher Education and Student Teaching/Clinical Practicum Programs;
3. oversees the Teacher Education Program;
4. establishes retention and exit criteria;
5. serves as an advisory body to the Director of Teacher Education. The Director is responsible for daily implementation of policies adopted by the Teacher Education Committee.

TEACHER EDUCATION ADVISORY BOARD

The Greensboro College Teacher Education Advisory Board is composed of public school educators, principals, and administrators who meet quarterly to provide guidance to the teacher education program. Board members are *ex officio* members of task forces and subcommittees. Board members advise the program regarding initiative priorities and on-going partnerships.

TEACHER EDUCATION ALUMNI DIVERSITY BOARD

The Alumni Diversity Board is composed of Greensboro College Teacher Education Program completers who also represent racial, ethnic, religious, age, socioeconomic, language, and regional diversity as well as candidate exceptionalities. This board examines curriculum, assesses climate and provides guidance to faculty and candidates in areas of diversity and multiculturalism. The Boards meets two times during the academic year and are ex officio members of the Diversity Subcommittee.

GRADUATE COUNCIL

The Graduate Council shall consist of seven full-time faculty teaching graduate courses on a continuing basis (at least once a year), appointed by the Vice President for Academic Affairs and Dean of the Faculty, who also serves as committee chair. The Director of Teacher Education serves as an *ex officio* member without vote. The Graduate Council duties include: 1) To review or initiate recommendation concerning graduate program admission and degree requirements, programs, and courses, and to recommend to the Curriculum and Instruction Committee changes, additions, and deletions, 2) To review or initiate recommendations relating to academic policies and procedures relating to the graduate program and to make recommendations to the faculty or the Vice President for Academic Affairs and Dean of the Faculty as appropriate, 3) To review application s of candidates for admission who do not meet stated admission requirements and to make recommendations to the appropriate

program director regarding admission to the program, and 4) T recommend materials to be added to the graduate library collection.

SPECIAL NEEDS

Candidates with varied special needs, physical and academic, have graduated from Greensboro College by fulfilling all essential academic requirements with individualized attention and instruction. Candidates with disabilities have an equal opportunity to participate and benefit from programs at Greensboro College. Candidates are responsible for presenting documentation of a disability and how it will affect a course of study, instructional method, or evaluation before course accommodations can be provided. Candidates needing Sign Language interpreters should present their documentation and request for interpreters as soon as they are admitted to the College. For more specific information concerning special needs contact Deborah Roberts, Director of Disability Services; (336)272-7102, ext. 591; email: debbie.roberts@greensboro.edu.

GRIEVANCE PROCEDURES

The ideal academic community is one that is marked by mutual respect and a spirit of collegiality. This goal can be achieved only when all members of the community–candidates, faculty, administrators and staff–commit themselves to act in accordance with these principles. Procedures are outlined in the Greensboro College *Academic Catalog*.

PROFESSIONAL CONNECTIONS

One aspect of professionalism is continuing professional development. Even on the day you graduate, you will have more to learn about teaching. Reading, travel, graduate school, in-service workshops, teacher centers, and talking with colleagues are some of the means by which you will continue your education. Another means is professional organizations. The faculty sponsor several, and several others are available on campus.

SNCAE (Student North Carolina Association of Educators) is the student affiliate of NCAE, the largest teacher organization in the state.

Ways to Get Involved

To get involved in these or volunteer activity call:

Student North Carolina Association of Educators (SNCAE)	Dean Medley ext. 411
Student Council for Exceptional Children (SCEC)	Jennifer Diliberto ext. 603
National Association for the Education of Young Children (NAEYC)	Susan Connelly ext. 414
Kappa Delta Pi	Debra Davidson ext. 266

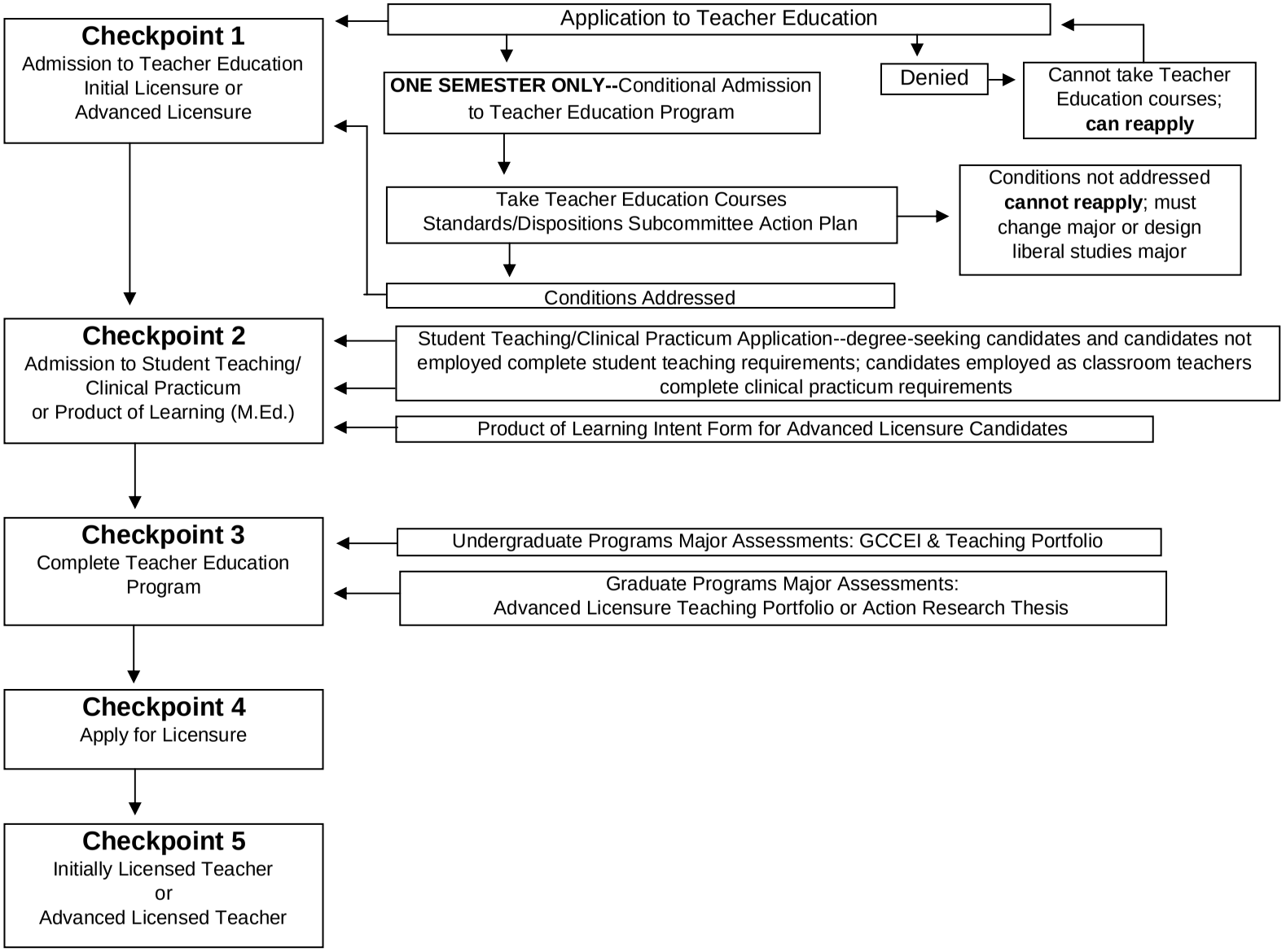
ADDENDUM

Greensboro College reserves the right to alter the programs and courses described in this handbook.

APPENDICES

Assessment System Checkpoints
Conceptual Framework
Code of Ethics for North Carolina Educators
Code of Professional Practice and Conduct for North Carolina Educators
Disposition Rubric
Greensboro College Procedures for Conducting Human Subjects Research
North Carolina Professional Teaching Standards
North Carolina Standards for Graduate Programs
Reflective Cycle
Reflection Cycle Questions
21st Century Themes and Skills
Critical Elements for 21st Century Learning
Framework for 21st Century Learning
Thesis Guide

Greensboro College Teacher Education Program Assessment System Checkpoints



21ST CENTURY CONCEPTUAL FRAMEWORK EXECUTIVE SUMMARY

The model of "Teachers as Reflective Practitioners" guides the curriculum, objectives, planning, assessment, and practices of the Greensboro College Teacher Education Program. This model rests upon three comprehensive dispositions. Reflective practitioners are teachers who use liberating or best practices, engage in lifelong learning/inquiry and value diversity. Teachers who exhibit these dispositions are those who use reflection to make appropriate instructional decisions, to solve the problems of daily life in the classroom, to respond compassionately to students and their families, to select meaningful professional activities, and to engage in examined assessment and research. Liberating practices, lifelong learning and valuing difference rest in the knowledge bases of the progressive and constructivist traditions of Dewey, Friere, Giroux, Greene, Noddings, Perrone, Purpel, Whitehead and many others.

In 1990 the unit and the institution embraced the model of "Teachers as Reflective Practitioners" as the conceptual framework which best articulates the shared values and beliefs of the program and the community it serves. Reflective practice is evident in three primary ways: through liberating practice, lifelong inquiry, and valuing of diversity. The model and its three components were used to identify knowledge, skills and dispositions relevant to the teacher who functions as a reflective practitioner. The three components of the conceptual framework were correlated to the INTASC Standards, which are widely accepted as a clear, concise framework of standards for assessing new teachers. The model (teacher as reflective practitioner), its three comprehensive components, and the INTASC Standards were also used to develop the structure of the Teaching Portfolio (a requirement for all candidates for initial licensure) and the Greensboro College Clinical Evaluation Instrument (GCCEI) - the summative evaluation for candidates completing either student teaching or the clinical practicum. Though not presented in detail in this executive summary, a correspondence was also established among the Teacher as Reflective Practitioner Model, the INTASC Standards, and four sets of standards adopted by the North Carolina Department of Public Instruction.

The conceptual framework has served the College well as the program has responded to the ever-changing demands challenging teacher preparation. Guided by "Teachers as Reflective Practitioners", the Teacher Education Program has been flexible and responsive to needs of the community and the profession while at the same time it has remained grounded and purposeful in its action.

Knowledge Bases: Theories, research, wisdom of practice, education policies, philosophy, purpose, dispositions, state and national standards, and professional commitment of the unit

LIBERATING PRACTICES

Liberating practices are linked to the traditions of social reconstruction, critical theory, the sociology of knowledge, constructivism and reflective teaching. They embrace the theories and practices of such philosophers and educators as Dewey, Counts, Freire, Giroux, Greene, Perrone, Vygotsky and others who have expressed and continue to articulate the social and political nature of education as well as its transformative and emancipatory possibilities. Grounded in democracy, ethics, and justice, liberating practices exhibit the values of self-reflection and transformative social action as they culminate, for both teachers and students, in the development of moral vision and civic courage.

Liberating practices thus assume that transformation is vital to the generation of experience, knowledge, and life; that participation is central to the cultivation of commitment, responsibility, and decision-making capabilities; and that reflection is linked to personal freedom and to the development of moral and ethical consciousness. Liberating practices require actions that stimulate reflection, motivate participation, and affirm transformation. At Greensboro College the faculty, candidates and members of the educational community which we serve share the belief that liberating practices establish the foundation for cultivating reflective practitioners. It is the hope of the faculty that candidates who exit the program have developed these habits of reflection:

LEARNING AS A LIFELONG PROCESS

Approximately one-third of the student body at Greensboro College is over the age of twenty-five and enrolled through the School Professional and Graduate Studies. Greensboro College, conceives learning as a lifelong process as articulated, for example, by Malcom Knowles:

> Clearly 'lifelong education,' which until the early seventies had been used as a synonym for continuing or adult education, [has taken] on a educational enterprise as one continual process from birth to death....There will no longer be early childhood education, youth educators, and adult educators. There will only be facilitators and resource persons of self-directing lifelong learners (Knowles, 1977, p. 349).

Learning is a lifelong engagement and young and old alike are involved in the continuous process of facing new challenges, making connections, and forming and re-forming understandings. Learning as a lifelong process transcends the domain of adult education and psychological development to touch on issues fundamental to the nature of our being. It is a quest to know that is not confined to age or developmental period.

At Greensboro College, teacher education candidates are challenged to begin the journey of lifelong learning and professional development by joining a professional educational organization. Student teaching candidates develop Individual Growth Plans based on their teaching strengths and weaknesses. At the end of student teaching, through the development of a teaching portfolio, they reflect on the process of teaching and its connection to their continued growth and development. Reflective Practitioners challenge themselves to grow as they engage in continuous inquiry and lifelong learning.

THE VALUING OF DIVERSITY

At Greensboro College, as our candidate population changes and as the P-12 student population changes radically over the next two or three decades, we expect not merely to acknowledge and defend diversity on our campus but to embrace and appreciate them so that our candidates will be prepared to teach in the 21st century. The Greensboro College teacher education program's definition of diversity adopted in 2008 is broad and dynamic. It is rooted in the Bio-ecological Systems Theory of Bronfenbrenner and Morris (1998). According to this model, a person's uniqueness can be attributed to the influence and impact of race, culture, ethnicity, economics, gender, religion, dispositions, sexual orientation, marital status, developmental and physical abilities, geography, linguistic background, political systems, creed, and finally the time and place in which they live. Thus diversity is a multi-dimensional construct that on one level refers to the uniqueness intrinsic to each person.

In addition to individual uniqueness, however, diversity on a more macro-level refers to the traits a person may have that are shared among members within specific groups to which they belong. For instance, a person may individually have a unique learning style but share traits common to either persons who share ethnicity, gender, etc. This dimension of diversity is important to recognize as it is often these sociological sub-groups to which an individual may belong that dictate the ways in which that individual may be treated by individuals or institutions. It is therefore important to recognize that these shared roles or identities are not chosen by an individual, but sociologically assigned.

As such, the teacher education program and its members are committed, through their programs and policies to foster inclusiveness, understanding, acceptance and respect in a multicultural society. It is our belief that diversity stimulates creativity, promotes the exchange of ideas, and enriches daily life.

What remains before us, as indicated by the shifting demographics, is an increasingly diverse student body within our college as well as within our public schools; thus our educational response can no longer afford to be one of arrogant "sucking difference from difference" (MacCannell, 1989, xiv-xv) but must be one of–as Vito Perrone suggests–"difference sustained with honor." At Greensboro College we remain mindful of the obligation to prepare graduates who will become morally responsible citizens and teachers who value, honor, and appreciate human and cultural difference.

Using guidance from Banks (1993, 1994) who suggests five dimensions of multicultural teaching, Greensboro College candidates and faculty are committed to content integration, knowledge construction, prejudice reduction, equitable pedagogy, and empowering the school culture. Reflective writing assignments, observation and evaluation instruments, clinical field placements, and classroom discussions are designed to guide candidates as they construct classrooms that place democracy, equity, and social justice as the foundation for all interactions. As Gollnick and Chin (2002) suggest, such classrooms are student-centered, promote human rights, respect cultural differences, build on life histories of all students, and adhere to the belief that all students can learn. Such classrooms are modeled and throughout the candidate preparation program.

CONCLUSION

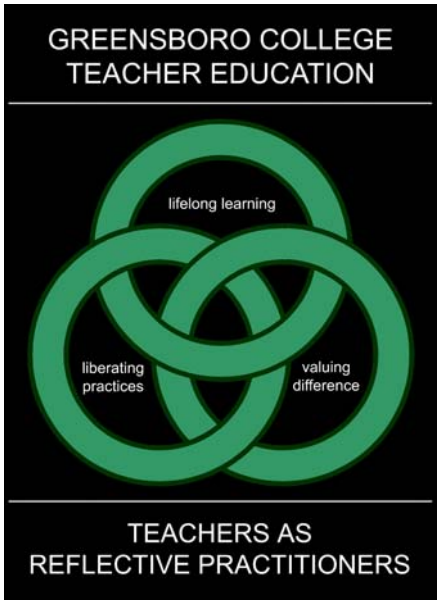
It is not surprising that three broad values–liberating practices, lifelong learning, and the valuing of diversity–emerge as the conceptual framework themes that inform instructional practices at Greensboro College. First, a review of the *Academic Catalog* and mission statements affirms the College's commitment to "liberating practice" in its most freeing and responsible dimensions. Learning as a lifelong process is reflected, not only in the traditions of a liberal arts education, but also in the college's establishment of the School of Professional and Graduate Studies which promotes the quest for knowledge among older, non-traditional candidates. The presence of many nontraditional candidates adds to the rich diversity of age and experience within the student body.

Current research findings, sound professional practice, and philosophical inquiry have been used to guide the development of the conceptual framework. The core values of this framework - liberating practice, learning as a lifelong process, and valuing diversity - have resulted in discussions of the theories and practices that constitute freeing and generative educational experiences. These conversations have enabled us to articulate the educational model most congruent with the values and practices at Greensboro College, that of ***"Teachers as Reflective Practitioners"***.

DESCRIPTION OF MODEL DERIVATION

Guidance from:

Theories & practices of education/psychology	Public school teachers, administrators, advisory boards
Educational and psychological research	NC Department of Public Instruction guidelines and competencies
Teacher Education Committee	Professional organizations & learned societies
Experience/history	Mission statements of Greensboro College



Code of Ethics for North Carolina Educators

Developed by the North Carolina Professional Practices Commission in consultation with North Carolina educators. Adopted by the State Board of Education, June 5, 1997

PREAMBLE

The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students parents, and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

I. Commitment to the Student

A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way, for personal gratification, with intent to harm, or out of anger.
C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statues.
F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
E. When acting in an administrative capacity:
    1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
    2. Evaluates the work of other educators using appropriate procedures and established statues and regulations.
    3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
    4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

SECTION .0600-*CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR NORTH CAROLINA EDUCATORS*

.0601 **PURPOSE AND APPLICABILITY**

The purpose of these Rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;

Eff. April 1, 1998.

.0602 **STANDARDS OF PROFESSIONAL CONDUCT**

A. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. *Generally recognized professional standards*. The educator shall practice the professional standards of federal, state, and local governing bodies.
2. *Personal conduct*. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
3. *Honesty*. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
   a. statement of professional qualifications;
   b. application or recommendation for professional employment, promotion, or licensure;
   c. application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
   d. representation of completion of college or staff development credit;
   e. evaluation or grading of students or personnel;
   f. submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
   g. submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
   h. submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
4. *Proper remunerative conduct*. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
5. *Conduct with students*. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
   a. any use of language that is considered profane, vulgar, or demeaning;
   b. any sexual act;
   c. any solicitation of a sexual act, whether written, verbal, or physical;
   d. any act of child abuse, as defined by law;
   e. any act of sexual harassment, as defined by law; and
   f. any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

6. *Confidential information*. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. *Rights of others*. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
8. *Required reports.* The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
9. *Alcohol or controlled substance abuse*. The educator shall not:
    a. be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
    b. be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
    c. furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
10. *Compliance with criminal laws.* The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
11. *Public funds and property*. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
12. *Scope of professional practice*. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
13. *Conduct related to ethical violations*. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

Disposition Rubric

Revised August 24, 2010

Area	Unsatisfactory	Developing	Proficient	Accomplished
Lifelong Learning/ Professionalism	___ Disrespectful. ___Does not take responsibility for personal shortcomings. ___Plagiarizes work. ___Late for class meetings. ___Fails to communicate truthfully. ___Unreliable.	___Usually respectful, verbally and in actions. ___Inconsistent preparation for class. ___Usually reliable and punctual. ___Communicates truthfully. ___Recognizes professional standards for writing and presentations. ___Recognizes professional ethical standards.	___Centers attention on students' needs. ___Flexible. ___Punctual. ___Reliable. ___Truthful. ___Professional appearance. ___Fulfills professional, legal, ethical, and moral obligations. ___Maintains membership and actively participates in a professional organization. ___Participates in professional development opportunities. ___Takes pride in work. ___Asks instructor for clarification when needed. ___Work is submitted on time. ___Applies professional standards for writing and presentations.	___Pursues an advanced degree. ___Sustained commitment and engagement with professional opportunities and organizations. ___Role model for the profession. ___Work ethic exceeds expectations.
Valuing Diversity	___Does not listen to others. ___Only shows respect to those considered higher than self. ___Judgmental. ___Stereotypes others.	___Becoming aware of others. ___Listens to what others have to say. ___Becoming more non-judgmental.	___Treats all people with dignity and respect. ___Listens to others and offers input. ___Acknowledges others' integrity.	___Seeks and creates a culture of acceptance. ___Cultivates thoughtful, empathetic, considerate communities.
Reflective Practitioner	___Does not question one's own decisions, positions, or ideas. ___Does not consider different opinions. ___Blames others for own shortcomings. ___Lacks situational awareness. ___Lacks sense of boundaries. ___Self-centered, ___Requires excessive attention. ___Demanding.	___Identifies some of one's own strengths and weaknesses. ___Begins to use self-knowledge for continued growth.	___Reflects on and critiques own performance realistically. ___Takes responsibility for shortcomings. ___Demonstrates "with-it-ness" (awareness). ___Strives to grow personally and professionally. ___Values multiple perspectives. ___Self-directed, independent learner.	___Models exemplary reflective practices through mentoring and leadership. ___Uses abilities to help others and self. ___Takes charge of situations in a positive way.

Assessment completed by _____ Date _____

Print or write legibly

Timeline and Procedures for Obtaining Permission to Conduct Action Research

Any candidate who plans to conduct action research as a class requirement must begin the approval process early enough to allow time for both the college and school system committees to meet and approve the research proposal. This process is often lengthy, sometimes as long as two to three months, therefore candidates are advised to submit proposals as soon as possible.

- Submit one copy of the proposal to the convener of the Greensboro College Human Subjects Review Subcommittee, Dr. Beth Hair, 110 Proctor Hall East using the format provided. (The form is included in the Appendix of this Handbook.) The candidate will receive a letter of notification of the committee's decision.

- Obtain permission from the Research Review Committee of the school system in which the research will be conducted. It is the responsibility of the candidate to contact the school system to locate the appropriate person to whom to send the proposal.

- Obtain a letter from school principal and teacher(s) of the class(es) involved that indicates their approval.

- Obtain written permission from all participants, including the parents or guardians of any minor participants, before any research is conducted. (This also pertains to classes in which the researcher is also the teacher.)

Timeline

Requirement	Due Date: May Graduation	Due Date: December Graduation
Proposal for Human Subjects Review Submitted to GC[1]	Before Thanksgiving	Before last day of class during spring semester
Initial response date[2]	December 1	May 1
Chapters 1-3 to thesis advisor	By first day of class spring semester	By first day of class fall semester
Documentation of system-wide approval to GC (so that official GC approval may be granted)	By first day of class spring semester	By first day of class fall semester
Chapters 1-5 to thesis advisor	March 31	October 31
Completed thesis to Program Coordinator[3]	April 15	November 15
Completed thesis w/bound copies to teacher education office with cover sheet signed	Reading Day	Reading Day
Presentation of Thesis	Reading Day	Reading Day

[1] Submit one copy of the proposal to the convener of the Greensboro college Human Subjects Review subcommittee, Dr. Beth Hair, Proctor Hall East, room 103, using the format provided. The candidate will receive a letter of notification of the subcommittee's decision.

[2] Means proposal is approved to now submit to the school system, or modifications have been requested by the Human Subjects Review Subcommittee at GC

[3] Including all appendices, table of contents, dedication, acknowledgements, etc.

APPROVAL CHECKLIST OF HUMAN SUBJECTS RESEARCH FOR GRADUATE THESIS

- RESEARCHER(S)
- FACULTY RESPONSIBLE FOR OVERSEEING RESEARCH
- PROPOSAL TITLE
- PURPOSE OF PROJECT
  - SUMMARY OF BACKGROUND INFORMATION
  - RESEARCH QUESTION(S)
  - WHY STUDY IS NEEDED
- ENROLLMENT INFORMATION
- INCLUSION/EXCLUSION CRITERIA
- DESCRIPTION OF STUDY DESIGN
  - TYPE OF EXPERIMENTAL DESIGN
  - KINDS OF DATA COLLECTION
  - PROCEDURES FOR SELECTING PARTICIPANTS
  - DESCRIPTION OF WHAT WILL BE ASKED OF THE PARTICIPANTS
  - DURATION OF PARTICIPANTS' INVOLVEMENT
  - COPIES OR SAMPLES AND DESCRIPTION OF DATA COLLECTION TOOLS
  - DESCRIPTION OF SETTING AND WHAT PARTICIPANTS MIGHT MISS IF INVOLVED IN THE STUDY
- DURATION OF STUDY
- DESCRIPTION OF POTENTIAL RISKS AND MEASURES TO MINIMIZE RISKS
  - PSYCHOLOGICAL HARM
  - ECONOMIC HARM
  - LEGAL JEOPARDY
  - RISK OF PAIN OR PHYSICAL INJURY
  - MAINTENANCE OF ANONYMITY OR CONFIDENTIALITY OF DATA
  - HOW LONG DATA WILL BE KEPT AND HOW DATA WILL BE DESTROYED
- BENEFITS TO PARTICPANTS AND SOCIETY
- DATA ANALYSIS
- RECRUITING METHODS
- INFORMED CONSENT
  - HOW OBTAINED
  - COPY OF INFORMED CONSENT ATTACHED

REQUEST APPROVED ☐ YES ☐ NO _____

DATE OF DECISION

COMMITTEE SIGNATURES _____

_____

DATE CANDIDATE NOTIFIED _____

Greensboro College Procedures for Conducting Human Subjects Research

V. Review of Research Involving Human Subjects

A. Rationale and Explanation of Review Process

Informed Consent: Will participation be truly voluntary? Will subjects be given enough information about the study prior to its commencement so as to make their consent to participate truly informed? What form will be used to document their consent?

Anonymity/Confidentiality: Will the researcher guarantee anonymity and confidentiality? Have all possible precautions been taken to protect the anonymity of the subjects and the confidentiality of the data?

Debriefing Procedures: Will subjects be told how to obtain a copy of the results? If the research process creates or uncovers problems that respondents face, will they be told where they can go for help?

B. Guidelines for Requesting Human Subjects Research Approval

Only complete proposals will be reviewed by the Subcommittee. The directions that follow should help assure that materials are in the appropriate form. Incomplete proposals will be returned to the investigator, resulting in delays of the review process.

STEP 1: Complete the "Request for Approval" form. Information concerning the investigator must be provided on the first page. Completion of that section also requires your signature (and the signature of any faculty supervisors verifying approval). Question 1-11 must be answered completely.

STEP 2: Attach a complete description of the research methodology. This description does not replace the form itself.

STEP 3: Attach complete copies of any instruments (e.g., questionnaires, interview protocols) which may be used in the study.

STEP 4: Attach a copy of the actual consent form to be used when obtaining participants' agreement to participate. The final page of the "Request for Approval" form provides a sample informed consent form. Replace the final page with your own consent form.

STEP 5: Submit one copy of the completed materials to Beth Hair, the Chair, Human Subjects Review Subcommittee of the Graduate Council.

C. The "Request for Approval of Human Subjects Research"

THE RESEARCH AND PROFESSIONAL DEVELOPMENT SUBCOMMITTEE
REQUEST FOR APPROVAL OF HUMAN SUBJECTS RESEARCH

RESEARCHER:_____

CAMPUS ADDRESS:_____

TITLE OF PROPOSAL:_____

_____

_____

I attest that the information contained in this proposal is complete and accurate. Further, the procedures are in accord with the Greensboro College "Code of Ethics for Human Subjects Research."

_____
Signature of Primary Investigator

_____ _____
Date Date

For Subcommittee Use

Proposal #_____ Subcommittee Action_____

Date_____

For the Reviewer:

Please review the proposal with respect to its adequacy in meeting ethical standards and return it to the Subcommittee Chair as soon as possible. Give your recommendation below. If you find the proposal other than acceptable, please provide explicit reasons on a separate sheet.

_____Acceptable

_____Undecided until further information is provided

_____Not approved

_____
Signature of Reviewer Date

C. The "Request for Approval of Human Subjects Research" (cont.)
A written response to each question is required. Attach extra pages if necessary.

1. What is the purpose of the proposed study? If the study is a replication or an extension of a prior study, please provide the approval number and/or the name of the investigator and date of the original proposal.

2. Describe the participant population and the procedure for recruiting participants. For child research, attach a copy of the letter to be sent to parents and a copy of letters and/or forms to be sent to school administrators and teachers in the case of child student research.

3. What procedure(s) will be used to protect participants' anonymity?

4. What procedure(s) will be used to protect the confidentiality of data collected?

5. Outline, briefly, the research methodology you will employ. Attach to this proposal a detailed description of the proposed methodology.

6. Describe any physical, psychological or emotional stress to which participants may be exposed. Offer an appraisal of the degree of participant risk.

7. Explain how you plan to handle situations in which a participant might unexpectedly become upset or uncomfortable during your procedure.

8. Are human subjects to be tested or observed without their knowledge or consent? If so, explain why. Indicate how and when these participants will be informed of their role in your research. If they will not be informed, explain why.

9. Will the participants be deceived or misinformed? If so, explain. What special debriefing provisions will be used?

10. Is there any reason why the participants cannot be informed, after testing, of the purpose of the study and the rationale for the methods used? If there is, explain.

11. Describe the procedures that will be used to inform participants of the purpose, rationale and findings of the study. When and how will this information be conveyed to participants? For child participants, how will parents, teachers, and/or schools be informed about the outcomes of the research?

North Carolina Professional Teaching Standards

North Carolina
Professional Teaching Standards
Commission

"For every student in North Carolina, a knowledgeable, skilled compassionate teacher... a star in every classroom."

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

I STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

II STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

III STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

***Teachers align their instruction with the* North Carolina Standard Course of Study.**

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

IV STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS COMMISSION MEMBERS, 2006-2008

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Standards for Graduate Teacher Candidates

The North Carolina Professional Teaching Standards Commission developed teaching standards based on a "new vision of teaching" in light of 21st century opportunities, needs and demands. The following five graduate program standards are parallel to and expand upon those standards. These are advanced standards, appropriate for teacher education programs to use as guidelines in developing their graduate level teaching programs. Teachers granted the master's degree license are expected to be teacher leaders in their specialty area, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

Standard 1: Teacher Leadership

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

The Reflection Cycle*

1. SELECT

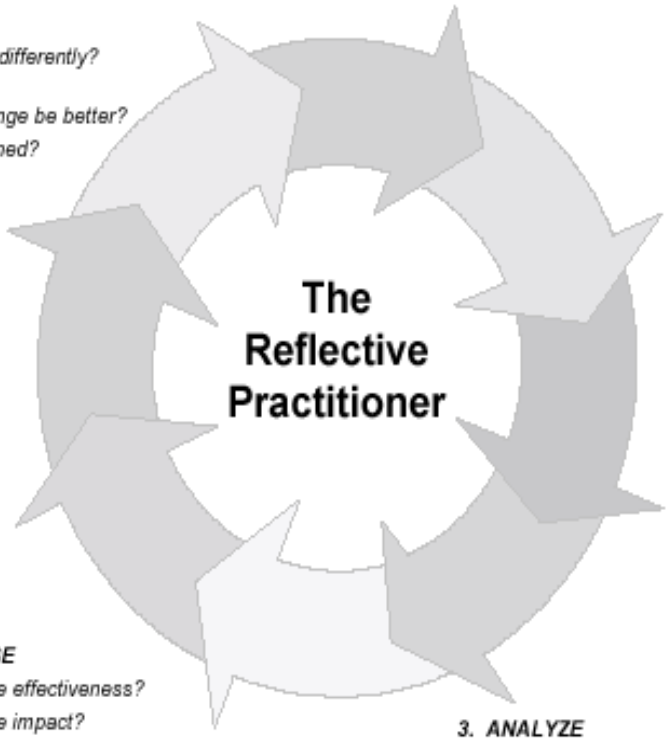
On what evidence (lesson, student, or event) are you reflecting ?

5. TRANSFORM

What would you do differently? Why?

How would this change be better?

What have you learned?



2. DESCRIBE

Who?

What?

When?

Where?

4. APPRAISE

What was the effectiveness?

What was the impact?

How did this relate to your goals?

What was the value of the unit/ activity?

3. ANALYZE

Why did you do this?

Where does it fit in?

How did you do this?

Why did you use these particular instructional practices?

* Adapted from the *Administrator Appraisal Systems Institute*

Practice Reflection Cycle Questions about a Lesson

Becoming a reflective practitioner requires time, practice, and an environment supportive of the development and organization of the reflective process.

Select

What lesson did you teach?
Why have you selected this lesson?

Describe

To which class/group did you teach this lesson?
What are the demographics of this group (race, gender, age, etc.)?
What was the content of the lesson?
When did you teach the lesson --- time of day?
Where does the lesson fit in your curriculum? Unit plan?
What did you teach before this lesson? After?
What were your expected outcomes?
What did you and your students do during the lesson/roles you all played?
What kinds of questions did you ask?

Analyze

How did you present the material?
How were students engaged in meaningful learning?
Did students react to one another as well as to you?
How did things go? What was your overall feeling?
How did you measure what students learned?
Did you relate this to previous learning or students' shared experiences?
How did you account for diversity in the lesson?

Appraise

What was effective/ineffective about your teaching techniques in this lesson?
Did you achieve desired outcomes?
Were there outcomes achieved that you did not expect or plan for?
How did students react to the materials you chose or the methods you used?
Did the lesson achieve or help achieve a class or school goal?
How does this lesson relate to your philosophy of education?
Describe the environment. Did it allow for intellectual comfort/risk-taking?

Transform

What techniques/materials from this lesson will you continue to use? Which ones will you stop using or modify? Why?
Based on how well the students learned the material, what will you do next?
How will you continue to develop your personal teaching techniques based on the internal/external feedback from this lesson?
What did you learn from your students?

21st Century Core Subjects, Themes and Skills

21st Century Core Subjects

- English, reading or language arts
- Arts
- Economics
- Geography
- Government and Civics
- World languages
- Mathematics
- Science
- History

21st Century Themes

1. Global Awareness
2. Financial, economic, business and entrepreneurial literacy
3. Civic literacy
4. Health literacy

1. Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

2. Financial, economic, business and entrepreneurial literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

3. Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

4. Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

Critical Elements for Creating 21st Century Skills

There are six key elements for fostering 21st century learning:

1. Emphasize core subjects. Knowledge and skills for the 21st century must be built on core subjects. No Child Left Behind identifies these as English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography. Further the focus on core subjects must expand beyond basic competency to the understanding of core academic content at must higher levels.

2. Emphasize learning skills. As much as students need knowledge in core subjects, they also need to know how to keep learning continually throughout their lives. Learning skills comprise three broad categories of skills:
   - Information and communication skills;
   - Thinking and problem-solving skills, and
   - Interpersonal and self-directional skills.

3. Use 21st century tools to develop learning skills. In a digital world, students need to learn to use the tools that are essential to everyday life and workplace productivity.

   Skilled 21st century citizens should be proficient in ICT (information and communication technologies) literacy, defined by the Programme for International Student Assessment (PISA) as "the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others n order to participate effectively in society."

4. Teach and learn in a 21st century context. Students need to learn academic content through real-world examples, applications, and experiences both inside and outside of school. Students understand and retain more when their learning is relevant, engaging and meaningful to their lives. In the global, networked environment of the 21st century, student learning also can expand beyond the four classroom walls. Schools must reach out to their communities, employers, community members and, of course, parents to reduce the boundaries that divide school from the real world.

5. Teach and learn 21st century content. Education and business leaders identified three significant, emerging content areas that are critical to success in communities and workplaces:
   - Global awareness;
   - Financial, economic and business literacy; and
   - Civic literacy.

   Much of this content is not captured in existing curricula or taught consistently with any depth in schools today. An effective way to incorporate this content is to infuse knowledge and skills from these areas into the curriculum.

6. Use 21st century assessments that measure 21st century skills. States and districts need high-quality standardized tests that measure students' performance of the elements of a 21st century education.

   However, standardized tests alone can measure only a few of the important skills and knowledge we hope our students will learn. A balance of assessments—that is, high-quality standardized testing for accountability purposes and classroom assessments for improved teaching and learning in the classroom—offers students a powerful way to master the content and skills central to success in the 21st century. To be effective, sustainable and affordable, sophisticated assessment at all levels must use new information technologies to increase efficiency and timeliness.

P21 Framework Definitions

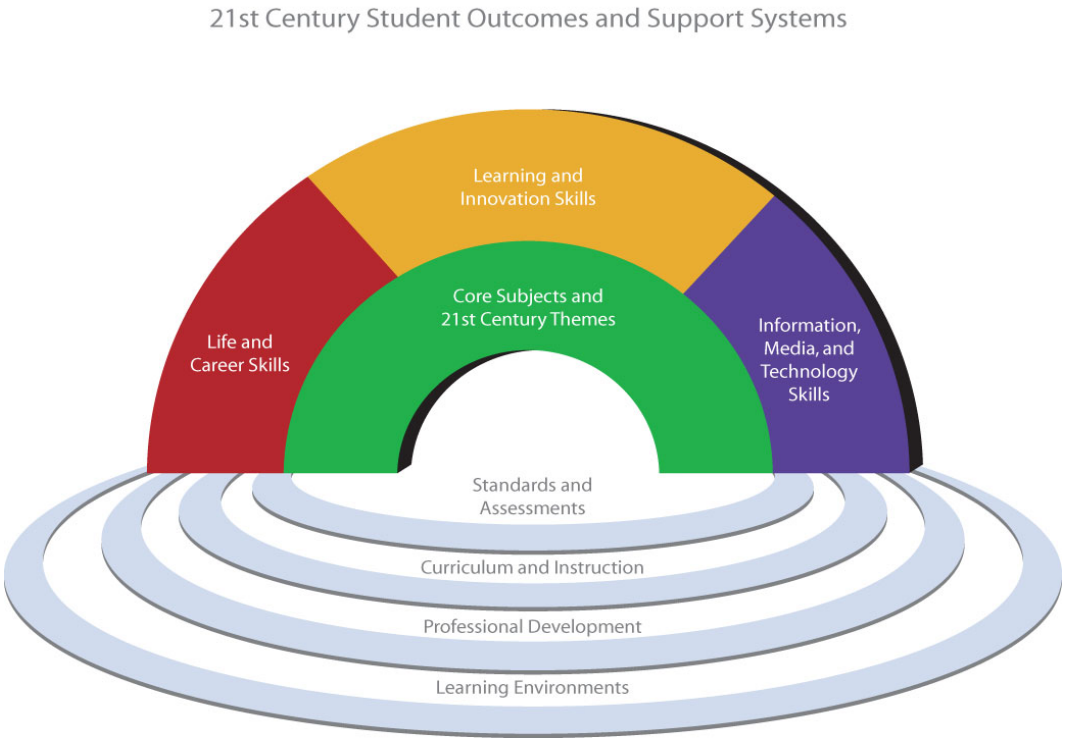
To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

While the graphic represents each element distinctly for descriptive purposes, the Partnership views all the components as fully interconnected in the process of 21st century teaching and learning.



21st CENTURY STUDENT OUTCOMES

The elements described in this section as "21st century student outcomes" (represented by the rainbow) are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

CORE SUBJECTS AND 21st CENTURY THEMES

Mastery of **core subjects and 21st century themes** is essential for all students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

Environmental Literacy

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

CREATIVITY AND INNOVATION

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

COMMUNICATION AND COLLABORATION

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

INFORMATION LITERACY

Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

MEDIA LITERACY

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT (Information, Communications and Technology) LITERACY

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access,

manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

LIFE AND CAREER SKILLS

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

FLEXIBILITY AND ADAPTABILITY

Adapt to Change
- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible
- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time
- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently
- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

Produce Results
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others
- Act responsibly with the interests of the larger community in mind

21st CENTURY SUPPORT SYSTEMS

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

21st Century Standards
- Focus on 21st century skills, content knowledge and expertise

- Build understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasize deep understanding rather than shallow knowledge
- Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
- Allow for multiple measures of mastery

Assessment of 21st Century Skills

- Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills

21st Century Curriculum and Instruction

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

21st Century Professional Development

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development

- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scalable and sustainable model of professional development

21st Century Learning Environments

- Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21st century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

About the Partnership for 21st Century Skills

The Partnership for 21st Century Skills is a national organization that advocates for the integration of skills such as critical thinking, problem solving and communication into the teaching of core academic subjects such as English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

The Partnership and our member organizations provide tools and resources that help facilitate and drive this necessary change.

Learn more and get involved at http://www.21stcenturyskills.org.

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Thesis Guide

Master of Education

Elementary Education

Special Education

Revised July 2010

A. INTRODUCTION

This guide provides general guidelines for M. Ed. students completing a thesis for the product of learning requirement. It presents general information concerning the approval process and overall formatting issues, then provides detailed formatting information for each section of the thesis.

The guide includes policies and procedures related to the development, writing, and final approval of the thesis. It addresses many of the issues regarding the content and appearance of the thesis. Any issues or questions about format and style that are not provided in this guide can be resolved by consulting the 6th edition (2010) of the **Publications Manual of the American Psychological Association**.

GENERAL INFORMATION

Definition of Thesis

For the purposes of this program of study, a thesis is a written product of a systematic study of a significant educational problem. It identifies the problem, explains its significance, reviews relevant and scholarly literature, describes the sources for and methods of gathering information, analyzes the data, and offers a conclusion. The finished product demonstrates critical and independent thinking, appropriate organization and format, and thorough documentation.

Approval of the Thesis

Each thesis must be approved by the faculty supervisor and the appropriate program area coordinator

- Approval by the Thesis Advisor: The advisor must signal his or her formal approval of the thesis by signing the Approval Page. The signature affirms the advisor's judgment that both the content and the format style of the thesis are correct and appropriate.
- Approval by Program Coordinator: The manuscript that has been approved and signed by the advisor should be submitted to the Program Coordinator (either Elementary Education or Special Education) for its final approval. If the Program Coordinator is the thesis advisor, another full-time faculty member in the program must sign in the place of the Coordinator. This signature indicates agreement with the first reviewer and confirms that the product is original, appropriate in organization and format, and thoroughly documented.

Font

The thesis should be printed in one of these typefaces: Times, Times New Roman, Palatino, or New Century Schoolbook. (This guide, for example, is printed in Times New Roman 12 font.) The student should avoid cursive, italic, and bold typefaces. Whichever typeface is selected, the student should use it consistently throughout the manuscript (including for all table titles and figure captions) at 12 point font.

Manuscript Sections

The thesis contains the following required and optional sections:

I. Approval Page—required, no page number
II. Preliminary Material—pages in the preliminary section are numbered consecutively i, ii, iii, iv, v, etc.
    A. Title Page—required
    B. Abstract—required
    C. Dedication—optional
    D. Acknowledgments—required
    E. Table of Contents—required
    F. List of Tables, Figures, and/or Maps—if needed
III. Body—required, numbered consecutively 1, 2, 3, 4, 5, etc.
    A. Introduction
    B. Review of Literature
    C. Method
    D. Results
    E. Conclusions
IV. Appendix/Appendices—if needed
V. References—required

Pagination

As indicated in the section above, every page in the thesis—except the Approval Page—are numbered. Pages in the preliminary material are numbered using Roman numerals; pages in the remaining material will be numbered using Arabic numerals. Not every page number, however, will show. Pages containing first-level headings (see below) will be numbered but the number will not actually appear on the page. Although the Title Page, for example, will always be Roman numeral i and the page after it will always be Roman numeral ii, the i will never appear on the Title Page.

Headings

Five levels of headings are appropriate for the thesis, and each should be formatted in a particular way, as detailed below. For more information regarding heading usage, refer to the *Publications Manual of the American Psychological Association* 6th Edition section 3.03 entitled Levels of Headings. All text and space between headings is double-spaced except for triple spacing after a chapter heading. See below for formatting tips for APA heading levels.

Level One (Centered, Boldface, Uppercase and Lowercase Heading)

After a level-one heading, the text starts the next line with the line indented.

Level Two (Flush Left, Boldface, Uppercase and Lowercase Heading)

After a level-two heading, the text starts the next line with the line indented.

Level three. (Indented, boldface, lowercase paragraph heading ending with a period.) After a level-three heading, the text follows on the same line, just as in any other body paragraph.

Level four. (Indented, boldface, italicized, lowercase paragraph heading ending with a period.) After a level-four heading, the text follows on the same line, just as in any other body paragraph.

Level five. (Indented, italicized, lowercase paragraph heading ending with a period.) After a level-five heading, the text follows on the same line, just as in any other body paragraph.

* NOTE * The number of headings levels utilized within your thesis depends on the length and complexity of information presented.

SPECIFIC FORMATTING INSTRUCTIONS

Approval Page

The Approval Page functions as an administrative part of the manuscript signifying official acceptance by the Graduate Program. It will be signed by the program representative(s) only after it has been signed by the advisor. The Approval Page should be copied and bound along with other pages of the manuscript. A sample Approval Page follows.

Formatting the Approval Page:

- Margins
  Top–1.5 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  Do not allow for nor place a page number on this page.

- Alignment
  Begin the date, advisor signature line, and Graduate Program acceptance signature line at the center point between the left and right margins. End signature lines at the center point between the left and right margins.

- Spacing
  Return four times between the date and salutation. Double space (one blank line results) between the salutation and body. Return four times between the body and advisor signature line. Center the committee member signature lines between the advisor signature line and Graduate Program acceptance signature line.

- Date
  Use the deadline for submission of the final copy to the Graduate Program.

- Research Advisor
  Type the name of your major advisor beneath the line. In the event of co-research advisors, provide appropriately labeled spaces for two signatures. Have your research advisor(s) sign in black ink.

- Human Subject Review Board
  Enter the date on which the thesis prospectus was approved by the College Human Subject Review Board. Attach the approval form as an appendix to the thesis. If the data collection requires approval by a school system, enter the date of the approval and attach the signed approval form.

May 1, 2006

To the (Elementary or Special Education) Program:

This thesis, entitled "Put the Title Here" and written by Jane Doe, is presented to the (Elementary or Special Education) Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Education with a major in (Elementary or Special Education).

(Advisor's Signature)
Thesis Advisor's Name
Thesis Advisor

I have reviewed this thesis
and recommend its acceptance:

(Program Coordinator's Signature)
Program Coordinator's Name
Coordinator of (Elementary or Special Education)

Title Page

Essentially, the Title Page provides the same information as the Approval Page. However, the Title Page is considered the first page of the manuscript.

Formatting the Title Page:

- Margins
  Top–2 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  Do not place a number on this page (even though it is page "i" in actuality).

- Alignment
  Center all contents within the page margins. Since the left and right margins are not the same, the contents should not be in the exact center of the page itself; they should be in the center of the margins.

- Spacing
  Double space (one blank line results) the title; then five space (four blank lines result) to the next section of text beginning "A Thesis." Single space (no blank lines result) this section of text. Triple space (two blank lines result) to the next section of text beginning "In Partial." Single space (no blank lines result) this section of text. Quadruple space (three blank lines result) to the author's name, which is single spaced (no blank lines result). Quadruple space (three blank lines result) to the date. Quadruple space (three blank lines result) to the advisor's name.

- Date
  Use the month and year of graduation as the date. (Do not use a comma between the two.)

- Title
  The title should be in all caps. Lines longer than 4.5 inches should be continued on a new line with subsequent lines becoming progressively shorter.

- Major Field
  Do not use the word "department" when listing your major field.

- Thesis Advisor
  Use the name of your major advisor as it appears in the *Academic Catalog* of Greensboro College. In the event of co-advisors, you may include both names

MATHEMATICS ASSESSMENT: ACCOMMODATIONS FOR MEETING THE NEEDS OF STUDENTS WITH LEARNING DISABILITIES

A Thesis
Presented to
the Teacher Education Program
of Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education in
Special Education

by
Jane Doe

May 2005

Advisor: Sarah M. Baldwin

Abstract Page

Typically 200-350 words, the Abstract is a succinct statement of the significant contents of the manuscript and the value and relevance of the study.

Formatting the Abstract:

- Margins
  Top–1.5 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  Although this is page "ii" of your manuscript, do not place the number on the page (since the page begins with a first-level heading). Should your text extend to a second page, place the page number "iii" flush right four lines (approximately .65 inches) from the top edge of the page.

- Heading/Alignment
  Since the word "ABSTRACT" is a first-level heading, put it in all caps and center it within the margins. The text may be either justified right or ragged right, but the justification must be consistent throughout the manuscript.

- Spacing
  Triple space (two blank lines result) after the heading. Double space (one blank line results) throughout the text.

Abstract

There are many issues facing teachers of students with learning disabilities (LD). One of these issues is assessment. The new requirements by the No Child Left Behind legislation put increased accountability on teachers and students. Teachers must find ways to accurately assess all students' abilities, including those with learning disabilities. Currently there are accommodations made for students in grades 3-12 due to statewide testing, but there are no accommodations made for students in grades K-2. Students all over the country in grades K-2 are being assessed without appropriate accommodations.

When identifying the need for accommodations, educators often overlook mathematics. Many students with learning disabilities excel in this area; however, word problems often pose a great deal of difficulty for these students. Changing the linguistic features of word problems can make them more appropriate for students with learning disabilities. Teachers also need to consider alternate assessment as a means of gathering data to better identify the needs of their students. Portfolios, checklists, self-assessments and anecdotal records can serve as alternate means of assessment for students with LD. These assessments may give teachers the information they need to accurately identify their students' needs. With the number of students with LD in American schools continuing to grow, teachers must find ways to meet their needs in the area of assessment.

Dedication Page

The Dedication Page is optional. If used, it pays special tribute to persons who have given extraordinary encouragement or support to one's academic career. Extravagant praise, insincere thanks, and references to inanimate objects or animals are unacceptable.

Formatting the Dedication Page:

- Margins
  Top–1.5 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  The number allowed for this page should be in succession with previous pages. Do not, however, place the number on the page (since the page contains a first-level heading).

- Heading/Alignment
  Since the word "DEDICATION" is a first-level heading, put it in all caps and center it within the margins. The text may be either justified right or ragged right, but the justification must be consistent throughout the manuscript.

- Spacing
  Triple space (two blank lines result) after the heading. Double space (one blank line results) throughout the text.

Dedication

I would like to thank my parents. Without their love and support I would have been unable to complete this thesis, which I dedicate to them.

Acknowledgments Page

Acknowledgments thank those who have helped in the process of obtaining the graduate degree, including those who have given grants and special funding for research. Acknowledgments can also give permission to quote copyrighted material. Extravagant praise, insincere thanks, and references to inanimate objects or animals are unacceptable.

Formatting the Acknowledgments Page:

- Margins
  Top–1.5 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  The number allowed for this page should be in succession with previous pages. Do not, however, place the number on the page (since the page begins with a first-level heading).

- Heading/Alignment
  Since the word “ACKNOWLEDGMENTS” is a first-level heading, put it in all caps and center it within the margins. The text may be either justified right or ragged right, but it must be consistent throughout the manuscript.

- Spacing
  Triple space (two blank lines result) after the heading. Double space (one blank line results) throughout the text.

Acknowledgements

I would like to thank Dr. Sarah M. Baldwin, my advisor, for his support and guidance throughout the writing process. His support and encouragement are greatly appreciated. I am also grateful to all of the professors in the Special Education program at Greensboro College. They have all contributed in some way to the completion of this thesis.

Table of Contents

The Table of Contents aids the reader in navigating through the manuscript and should be arranged according to the structure of the document.

Formatting the first page of the Table of Contents:

- Margins
  Top–1.5 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  The number allowed for this page should be in succession with previous pages. Do not, however, place the number on the page since it contains a first-level heading

- Heading/Alignment
  Since the phrase “TABLE OF CONTENTS” is a first-level heading, put it in all caps and center it within the margins. You are required to list only first- and second-level headings on the Table of Contents Page.

- Spacing
  Triple space (two blank lines result) between the heading “TABLE OF CONTENTS” and the word “Page.” Double space (one blank line results) between the word “Page” and the first entry, which will be “Title Page.” Double space before and after all first-level headings. Single space (no blank lines result) between all other level headings. If any level heading extends beyond 4.5 inches, single space between the lines and indent second and subsequent lines two to three spaces. Lines should become progressively shorter.

- Ellipses
  Align ellipses vertically. Include at least five ellipses between the entry and page number. Leave three to four blank spaces after ellipses and before largest page number.

- Indention
  Indent second-level headings two-to-three spaces from the beginning of first-level headings.

Formatting the second page, and any subsequent pages, of the Table of Contents:

- Headings of Continuation Pages
  Place the words “Table of Contents (Continued)” flush left on the page using upper- and lower-case letters.

- Spacing of Continuation Pages
  Double space (one blank line results) between the heading “Table of Contents (Continued)” and the word “Page.” Double space between the word “Page” and the first entry of the Table of Contents. This entry should be a first-level heading when possible

- Margins of Continuation Pages
  Leave a 1 inch top margin since this page will not contain a first-level heading.

- Pagination of Continuation Pages
  Place the appropriate lowercase Roman numeral flush right four lines (approximately .65 inches) from the top of the page.

- Other
  For all other formatting aspects, follow the general guidelines for the first page of the Table of Contents.

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List of Tables, Figures, and Maps

The List of Tables, List of Figures, and List of Maps are required when there are three or more tables, figures, or maps in the manuscript and must be included in that order. Each list should be included on a separate page unless the lists are short enough to fit within the margins of a single page. Tables, figures, or maps in the Appendices should also be included in these lists. Instructions provided for the List of Tables can also be applied to the List of Figures and List of Maps.

Formatting the List of Tables, Figures, and Maps:

- Margins
  Top–1.5 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  The number allowed for this page should be in succession with previous pages. Do not, however, place the number on the page as it contains a first- level heading.

- Heading/Alignment
  Since the phrase "LIST OF TABLES" is a first- level heading, put it in all caps and center it within the margins. Align the word "Table" flush left. The words "Page" and "Table" appear on the same line. Align periods that identify table numbers.

- Numbering
  Use Roman numerals to number tables.

- Spacing
  Triple space (two blank lines result) between the heading "LIST OF TABLES" and the word "Table." Double space (one blank line results) between the word "Table" and the first entry. Double space between titles in the list. Any individual line should not extend beyond 4.5 inches and subsequent lines should become progressively shorter. Single space (no blank lines result) between the additional lines and indent second and subsequent lines two to three spaces.

- Title
  If a title is divided into subparts A, B, C, etc., do not include the subparts in the "List of Tables" entry. You may condense a series of titles into one generalized listing when the group represents the same type of information.

- Ellipses
  Align ellipses vertically. Include at least five ellipses between the entry and page number and leave three to four blank spaces after ellipses and before largest page number

Formatting the second page, and any subsequent pages, of the List of Tables, Figures, and Maps:

- Margins of Continuation Page
  Leave a 1 inch top margin since this page does not contain a first-level heading.

- Pagination of Continuation Page
  Place the appropriate lowercase Roman numeral flush right four lines (approximately .65 inches) from the top of the page.

- Headings of Continuation Page
  Place the words “List of Tables (Continued)” flush left on the page using upper- and lower-case letters.

- Spacing of Continuation Page
  Double space (one blank line results) between the heading “List of Tables (Continued)” and the word “Table.” The words “Page” and “Table” appear on the same line.

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Body

The body of the manuscript should adhere to the following general formatting guidelines:

- Margins
  Top–1.5 in (with first-level heading), 1 in (without first-level heading); Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  Place the appropriate Arabic numbers (1, 2, 3) on all pages in the body. Do not, however, place the number "1" on the first page, and do not place numbers on any pages that contain first-level headings. Continue to number consecutively throughout the rest of the manuscript.

- Heading/Alignment
  Six levels of headings are appropriate for the manuscript. See pages 4-5 of this guide for details.

- Spacing
  Triple space (two blank lines result) after all first-level headings and before all other headings. If a first-level heading requires more than one line, double space (one blank line results) all subsequent lines. Double space after all headings level two through six and throughout the body. If any headings level two through six require more than one line, single space (no blank lines result) all subsequent lines. Single space block quotes.

- Paragraphs
  Neither end nor begin a page with a single line of a paragraph. Indent paragraphs .5 inches.

- Consistency
  Any time you have a choice of different ways to format items in your manuscript, you must consistently use your choice throughout the manuscript. Items include font choice, caption and title formats, table and figure numbering, etc.

Chapter 2: Review of the Literature

The number of Limited English Proficient (LEP) students in American schools continues to grow. Only a fraction of those students are in ESL or bilingual classrooms. Regular education teachers mainly teach these students. One in four regular education teachers have LEP students in their classroom; however, only 30% of those teachers have had training in either bilingual or LEP methodology (Canney, et al., 1999).

The rise in LEP students and the percentage in regular education classes have sparked an increased need for testing accommodations. In the United States, at the same time, there has been a movement toward increased accountability and attention to large-scale assessments. Since all students are expected to take part in these assessments modifications and accommodations are needed for these types of tests. Modifications are limited changes to the test or changes to the test administration such as extended time. Accommodations, on the other hand, refer to changes made to the content of the test in order for to make the test suitable for students such as changing the words to be more culturally sensitive. Accommodations have become a much-debated issue. Abedi, Hofstetter and Lord state, "Decisions about which accommodations to use, for whom, and under what conditions, are based on limited empirical evidence for their effectiveness and validity" (1). Because of many new acts and laws, states are required to develop a challenging course of study and assessment systems to monitor school, student, district, and state achievements. Schools and districts are working hard to make Adequate Yearly Progress which is required by the new No Child Left Behind legislation. These new requirements make it difficult to obtain accurate information about LEP students'

performance. It has been shown that students who lack proficiency in English score at lower levels of the tests.

In her 1997 article for *Early Childhood Education Journal*, "Guidelines for Serving Linguistically and Culturally Diverse Young Children," Elise Jepson Green includes one section on assessment and LEP students. In this section Green mentions that testing and teaching are not separate. Testing is an integral part in teaching. She notes that teachers need to help parents understand the basic features of testing and the role of testing in education. Assessments should be used to identify children who need specialized services or interventions. Assessments should also be used to evaluate programs. Green recommends that a variety of language and achievement assessments be used to gain true insights into the skill and abilities of LEP students. A final reminder is that prior research has shown that the test scores of LEP students are often lower than their true ability. This is important to remember when placing students based on their needs (151).

Butler and Stevens (2001) identify two categories of accommodations of standardized assessments that can be used for LEP students. These two categories are based on accommodations made for students with learning disabilities are modifications of the test and modifications of the test procedure. Modifications of the test include measures such as testing in the native language, using a glossary in the native language, linguistic modifications of the directions, and greater use of visual aids. Modifications of the test procedure include measures such as testing in a separate setting, extended time,

directions given in native language, and answers written in the test booklet. These modifications have been used, but there is no real evidence that shows whether they are

Appendix

If the manuscript includes an Appendix (or Appendices), it should be introduced with a divider page. The divider page itself will contain only the word “APPENDIX” or “APPENDICES.”

Formatting the Appendix:

- Margins of Divider Page
  Top–1.5 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination of Divider Page
  The number allowed for this page should be in succession with previous pages. Do not, however, place the number on the page as it contains a first level heading.

- Heading/Alignment of Divider Page
  Since the word “APPENDIX” is a first-level heading, put it in all caps and center it within the left and right margins.

- Margins of Subsequent Pages
  Top–1 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination of Subsequent Pages
  Place the appropriate Arabic number four lines (approximately .65 inches) down from the top edge of the page.

- Heading/Alignment/Spacing of Subsequent Pages
  Format these pages according to the guidelines for any other page in the manuscript. If tables or figures have been used, apply formatting rules for tables and figures.

Appendices

Appendix A: SOPA-COPA Rating Scale
by the Center for Applied Linguistics

Table A.1 SOPA-COPA Rating Scale

Junior Novice	Junior Intermediate	Junior Advanced
Junior Novice-Low (J.N-L)	Junior Intermediate-Low (J.I-L)	Junior Advanced-Low (J.A-L)
Junior Novice-Mid (J.N-M)	Junior Intermediate-Mid (J.I-M)	Junior Advanced-Mid (J.A-M)
Junior Novice-High (J.N-H)	Junior Intermediate-High (J.I-H)	Junior Advanced-High (J.A-H)

Appendix B: List of Abbreviations Used in This Paper

Table B.1 Abbreviations of Particles (Makino,1989)

-P	particle			
top	topic	*Wa*		
sub	subject	*Ga*		
d-obj	direct object	*O*		*gohan o taberu.*
i-obj	Indirect object (ni2)	*ni*		*kuma ni miseru.*
sfc	surface (ni4)	*ni*	on, onto	*sara ni noseru.*
loc	location (ni6)	*ni*	at, on	*heya ni aru.*
plc	place (ni7)	*ni*	toward	*mori ni iku.*
att	attribute (no1 (g))	*No*		*sanbiki no kuma*
pos	possession (no1 (a))	*No*		*kuma no ie*
list	listing	*To*		*aka to kiiro*
ques	question	*Ka*		
qut	quotation (to3 (c))	*To*		*…to omou.*

Table B.2 Abbreviations of Verb and Adjective Forms (Makino,1989)

-F	Form
Te	te- form
Dic	dictionary form (informal nonpast)
Neg	Informal negative nonpast
Pst	Informal past
Fml	formal nonpast (masu-form)
fml-neg	formal negative nonpast
fml-pst	formal past
fml-neg-pst	formal negative past
Prgrs	Informal nonpast progressive
neg-prgrs	Informal nonpast negative progressive
fml-prgrs	formal nonpast progressive
fml-neg-prgrs	formal nonpast negative progressive

References

The thesis should be documented using APA style. All of the in-text citations and all of the bibliographic entries on the References page should conform to APA style. For full details of APA style, consult the *Publication Manual of the American Psychological Association,* 5th ed. (Washington: APA, 2001).

The References page should list those documents—and only those documents—that have been referred to in the manuscript.

- Margins
  Top–1.5 in; Bottom–1 in; Left–1.5 in; Right–1 in.

- Pagination
  The numbers allowed for the pages in this section should be in succession with previous pages. Do not, however, place the number on the first page (since it contains a first-level heading). On succeeding pages of these sections, place the appropriate Arabic number flush right four lines (approximately .65 inches) down from the top edge of the page.

- Heading/Alignment
  Since "REFERENCES" is a first-level heading, put it in all caps and center it within the margins.

- Spacing
  Triple space (two blank lines result) between the heading and the first entry of the page. Double space (one blank line results) between entries. Single space, however, (no blank lines result) within entries. Use hanging indentation.

- Entries
  Arrange entries according to APA style. Do not carry over an entry from one page to another.

References

Abedi, J. (2002). Assessment and accommodations of English language: Issues, concerns, and recommendations [Electronic version]. *Journal of School Improvement, 3*(1). Retrieved October 18, 2004, from http://www.ncacasi.org/jsi/2002v3i1/ Assessment.

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