Paginate your application once it is complete. Place the page numbers as found in your application into the Index below. Some items may not be needed for your application.

2014-15
Institutional Review Board Application for EXPEDITED or FULL BOARD REVIEW

Use this form for an expedited or full board review of any student, faculty, or staff research project involving human subjects. For studies that require a full review, please note that the IRB meets once a month and to be considered the project must be submitted ten working days prior to the board meeting.

Principal Investigator: Heidi Rico

Phone: +91 8130038773	**Email:** hrico@csu.fullerton.edu

Are you:

☒ **APU student**		
	Responsible faculty: Viv Grigg	**Department:** Urban and Multiethnic Studies
	Phone: (626) 253-8411	Email: vgrigg@apu.edu
☐ **APU faculty or staff**		
	Chair, dean, or supervisor	Department
	Phone	Email
☐ **Unaffiliated with APU**		
	Institutional Affiliation and Address	
	Faculty Advisor or Chair	Email

List here the names and email addresses of all persons who consent participants, implement research procedures, and collect research data.	
Name	**Email address**
Heidi Rico	hrico@csu.fullerton.edu

Project Title: Holistic Education: Redefining India's Teacher Education Framework

Is this a Pilot Study?	☐ **Yes** ☒ **No**
If *Yes*, who is your target sponsor?	

Is this research funded by award?			☐ Yes	☒ No

If *Yes*, list the following:

1. **Funding Agency :**
   (if NIH funded, attach certificate of compliance)

2. **Study Initiator:**   ☐ **Local Investigator**   ☐ **Funding Agency**

3. **Award Number:**

4. **Confirmed or estimated amount of award**

If there is a contract related to this study of which APU is a party, has the office of the General Counsel approved the contract?

☐ Yes   ☐ No   ☒ N/A

Is the research project a clinical trial: ☐ Yes   ☒ **No**

Expected Research Start Date: May 25, 2015   **Expected End Date:** July 24, 2015

Recommendation for IRB Review Category (see IRB instructions)

☑ **Full Board Review**

☐ **Expedited** Category # _____ (see page 6 in this handbook)

     If you are requesting Expedited review, give rationale for doing so.

     Please confirm the following:

Vulnerable population?	☒	No
Sensitive topic?	☒	No
Exceeds minimal risk?	☒	No

Please complete the following sections in enough detail for the IRB to understand the nature, intent, and procedure of your project. Enter the following information within this document.

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1. Title:

Holistic Education: Redefining India's Teacher Education Framework

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2. Project Summary: Summarize your project, listing goals, participants, researcher interventions (for experimental research) and measures. (Limit – 120 words)

The issue at hand has been a concern for multiple schools in India. Public and private school systems alike are having the issue of motivating students. This struggle is translated to academic and behavioral issues in the classroom, as well as students leaving school prematurely.

This investigation is based on the specific needs and request of potential participants [teachers]. My study focus is largely centered on what my partner organization needs. They are looking for ways to enhance student performance so that these issues can be improved. Hence, a form of training was requested by the local organization. This would be an opportunity for teachers, at multiple schools, to voluntarily partake in professional development, which addresses their direct needs. The basis of this issue is directly from the local perspective.

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3. Research Question: State your research questions and hypotheses if applicable:

In attempt to answer how to motivate students and keep them in school, within Delhi, India, I have constructed a research question in effort to bring about community wanted change:

What are significant characteristics of holistic education that transform teacher perspective and practice in India?

Through the process of before and after training, teacher perspectives and practices will be observed to see what aspects of training were helpful to the participants. Also, in order to engage an appropriate cultural aspect of holistic education, as the application portion of the study, participants will share their insights and wisdom from the classroom and make it a collective movement on behalf of the teachers, by developing a plan for action.

Since I want to produce a model that would be designed for government schools, I propose using the term *Transformational, Holistic Education* as a secularized translation of a "biblical basis" in a highly charged religious context. Biblical principles will be introduced as character development. Essentially, *transformational* is the key word, which would highlight transformational conversations and biblical principles, embedded within the Indian framework. The term *holistic* is used as a reference point to support the theory and reasoning for training materials that are student-centered, releasing innovation and creativity (two significant Biblical values). This language may grant a larger access to presenting the model to various schools for future use.

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4. Foreseeable Benefits:

a. What, if any, is the immediate benefit of this research to the *participant?*

The skills and information shared, during the research period, is intended to help enhance the teachers' knowledge within education. Their paradigm shifts and adjustments made to their teaching will hopefully affect the lives of the countless children they will teach in their career. These children can potentially return to their communities and produce outward change. The potential inward change the teachers make will produce a cycle of outward change within the communities they teach.

b. How does this research benefit the *population of persons similar to participants?* Provide citations and a brief summary:

The actions of this study would be intended for change among the schooling community between teachers, students, and parents. Teacher perspectives can potentially change, which would transform teaching styles, approaches, and practices. The movement is to teach toward a transformed mindset geared for an all-inclusive classroom environment.

In my community, teachers are struggling in their classrooms. This is a common problem in India. Government schools are gaining a bad reputation for their quality. According to James Tooley (2009), private schools are outperforming government schools. Tooley's data illustrates the need for change for the framework of India. "Government schools are very likely to have more extensively trained and educated teachers than private schools" (p.178). Specifically in Delhi, where I will be conducting research, children perform more poorly in government schools, across all subjects (with the exception to Urdu), compared to unrecognized and private schools (p.180). Given the fact that government schools are underperforming despite the high level of training and education of their teaching staff raises a significant alarm from research that this is an issue that needs to be addressed.

Based on Tooley's research, my research could potentially provide a model for government schools to use and multiply across institutions within India. This demonstrates why it would be a potential benefit to the population of teachers in northern India. The mission is to not only train teachers and create a healthy reflection process, but to also make this a reproducible training model. The aim is to carry on this practice across many schools.

c. Summarize scholarly research with citation. Please limit summary to 500 words. Place references on a separate page* with this application.

Holistic Education

> Holistic education frequently claims that it wants to, 1) educate the whole child (all parts of the child), 2) educate the student as a whole (not as an assemblage of parts), and 3) see the child as part of a whole (society, humanity, the environment, some spiritual whole, etc.) from which it is not meaningful to extract the student.
>
> (Forbes, 2012, p. 3)

The concept of holistic education has become a buzzword around the world in educational centers. The wide range of descriptions used to define holistic education makes it difficult to pinpoint specific components for qualifications of holistic education. Hence, this gives the opportunity to widely explore the topic and integrate many potential themes that address the whole child within his or her community (Forbes, 2012).

Relationships Redefined

According to Forbes (2012), the relationship between the teacher and student is important when understanding holistic education. From the beginning, teachers are not identified with their title, but instead, they are seen as facilitators or guardians. The perspective of authority is consequently changed. This is an effort to remove notions or practices of hierarchy between teacher and student. The purpose is so that the teacher is no longer a power play, but instead a healthy reinforcement to the learning process.

Globalization

Vitus (2007) is a scholar from India whom analyzes the globalization of education, seeking equal education for all (as cited in Hufford & Pedrajas, ed., 2007, p. 51). Globalization is intended to bring growth of a child academically, professionally, and socially. There is also a link to economic

development when this vision is pursued. When we address a more holistic framework in education, the students are more likely to prosper in the real world, because a wide range of well beings are addressed.

The issue of human rights is addressed when considering education for all (p. 52). There is a need for human diversity. The globalization of education can be seen as a bridge between holistic education and human rights. By enhancing the academic, professional, social, and economical aspects of a child's life, you are catering to the child as a whole, while simultaneously building a sense of dignity and human worth through practice.

India's Holistic Educational Lens

Vengopal & Kumari (2010) portray the vision of holistic education through the example of a school in southern India. According to the Indian scholar, Sri Aurobindo, "true education", also known as holistic education, acknowledges the whole vision of a human being (p. 59). Auroville School, based out of south India, uses this educator as a role model to follow. This view involves a layered vision of education, intertwined with the power of the body (physical), mind (mental), and soul (spiritual). The basis for holistic education is not just for the self, but also one's surroundings, including his or her country and society as a whole.

The approach is considered new and challenging to India's context. The perspective provides the opportunity for a paradigm shift of current education standards. This type of learning requires the teacher to understand the background and experiences of the students. This demands a change in education through planning, developing, and facilitating. This drastically changes the identity and role of a learner and teacher and requires a re-evaluation of the reflection process.

*See page 23 for **References**.

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5. Target Sample Demographics:
   a. How many total subjects?
The potential sample size is approximately 30 teachers.

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   b. What is the age range?
I will be working with adults, age 18 years old and above.

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   c. Inclusion and exclusion criteria
Must be a teacher in northern, India, working in grades K-12.

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6. Recruitment of Participants
   a. How will you obtain names and contact information of potential participants?
The potential schools, to conduct research with, will be suggested by the director of *Mission to the Unreached*. From there, I will receive a roster from school heads of the teaching staff that are eligible participants, who will receive an invitation to participate.

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   b. Who will make initial research contact with the participants?
Once permission is granted, with the coordination of the school head(s), I, the researcher, will arrange for a meeting to communicate with potential participants the grounds of my research and the opportunity to partake in my research.

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   c. What is the venue for recruitment activities?
Recruitment will take place at the schools where research would potentially be conducted.

d. Provide a copy of the script or text used to recruit participants.

To the Potential Participant:
My name is **Heidi Rico**, and I am currently a student with **Azusa Pacific University** in California, USA. From **May 2015 through July 2015**, I will be conducting research in **northern India**, on behalf of **Mission to the Unreached,** around the topic of **holistic education**. As teachers, you are eligible to take part of the study through some or all of the following form(s) of voluntary participation: interviews, surveys, classroom observations, training, and focus group reflections. This is an effort to determine what components of holistic education bring about transformation. This research is designed to address the community based need of support in engaging students within the classroom and keeping them in school.

During the study, at any time, you will be able to leave, with no penalty as a participant. Should you have any questions, comments and/or concerns, about the information shared today, please contact me.

Sincerely,
Heidi Rico

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e. Provide letter(s) of approval from an authorized representative of the agency or agencies that will host data collection.

See page 39 for **Agency Approval Letter**.

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7. Protection of potential participants from perceived coercion in recruitment process
   a. What is the PI's professional relationship with potential participants?

Since I am engaged in action-based research, my role as a researcher will revolve around a conversational relationship with the participants. I will also be involved in a training component to the research, which will introduce new ideas for participants to have the opportunity to use. I am able to speak to my personal qualifications as a previous administrator and teacher. Even though this is intentionally left out of the data collection, I have still attached my background to ensure that a qualified educator is involved in the comprehensive process. To avoid an evaluative and authoritative position after training is conducted, I am engaging with the participants as a facilitator of a focus group. See *Appendix G*, page 33-34, for **Heidi Rico's Resume**.

As the primary investigator, I will maintain a facilitating role with potential participants. This is an effort to be viewed as a guiding consultant for those that choose to partake in the study and remove any role that might be viewed as a form of authority. I will discuss only classroom related topics with participants and encourage confidentiality of the students during the training and group discussion settings. This may involve making culturally sensitive decisions in relation to interactions with male and female teachers. I will always situate myself with another person in the room, if a male teacher needs to communicate to me.

b.
- Will professors be recruiting participants from their current classes? ☐Yes ☒ No

- Is there any unequal power relationship that could influence a person's decision to participate in the research? ☐ Yes ☒No

- Will large tangible rewards that might induce a potential participant to take unusual risks be offered?

  ☐Yes ☒No

- Will participants be expected to reveal residency status or legal status?   ☐Yes ☒No

  If you answered Yes to any of the above, please comment.

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8. Process to protect privacy

Privacy is defined as having control over extent, timing and circumstance of sharing oneself with others. Threats to privacy are mitigated by the participant's informed consent of participation in the research.

a. What are the specific research related issues that the participant needs to understand in order to give informed consent?

My research will be conducted, at a minimum of two schools through networking within Delhi. This will ensure a voluntary-based approach via the Informed Consent form. To also ensure safety of job security and power play, the teacher training may be offered to all of the teachers, without the requirement to participate in the research. The way the research is designed, the measurement of the teacher perspective and practice is strictly limited to before and after the training process. During the training itself, no information will be collected as to protect all of the teaching staff should they choose to partake in the training, but not participate in the study. This is intended to remove any type of risk of coercion and to best protect the rights and liberties of the teaching staff. The data collected from this study will strictly rely on classroom observations and the reflection process. The school will only be provided with feedback from the teachers of how the training went as well as the plan for action, which both will be made clear to participants. No content that is evaluative of individual teachers will be involved in this research study.

What personal information are you asking the participant to reveal?

Personal information such as name, school taught at, etc. would be explicitly explained as personal information, which will not be shared. All names and personal information is specifically labeled throughout the Appendix. Each form will be explained to the participant and be made clear of what information will be removed from the research study.

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b. How do you plan to educate potential participants about possible risks in the research?

Each process of the survey, interview etc. contains a particular script as to educate and remind participants of how they choose to conduct themselves, what information will and will not be shared, and their rights as a participants throughout the entire process. This is to insure that the participants are fully aware of every aspect in which they are involving themselves in the research.

These processes will be reviewed as to provide participants with a complete description so they understand the full implications for research.

---

c. How will the participant affirm they understand?

The primary investigator will ask the participant to repeat his or her summary of the purpose of each form. This will be used as affirmation of understanding. There will also be a signature at the bottom of the consent form to acknowledge that the investigator verified the participant's understanding of the form.

d. List names of all persons who will discuss Informed Consent documents with potential participants or their guardians.

The primary investigator will be responsible for communicating the purpose of the study and the Informed Consent documents.

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e. Does that person(s) speak the same language as the potential participants?　☒Yes　☐ No
　　If no, translations will be required of the recruitment scripts, the Informed Consent forms, and the survey instruments for participants. In *some* cases the translation can be done by the researcher. Additionally, a back translation must be completed independent of the original translator.

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f. How will you train those people to properly follow the procedures of Informed Consent and to be aware of confidentiality and privacy issues?

During the recruitment process, a PowerPoint presentation will provide basic information for the potential participants to understand the implications for signing the consent form and what procedures will be followed to ensure confidentiality and privacy of the participants involved.

As demonstrated in the methodology below, as well as in the Appendix, there are very intentional and careful procedures as to how to approach, speak, and navigate myself, as a researcher, through the process. I am intentional about making voluntary consent and options to opt out clear throughout every procedure. Through the plan, participants are reminded multiple times that they have the option to skip a particular question and/or activity, without penalty within the study. Participants are always given the option to opt out before, during, and/or after an interview, observation, and/or reflection process. This is intended to ensure the security and psychological well-being of each participant.

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g. Do all persons who will have any interaction with participants have current certification in the protection of human subjects?　☒ Yes　☐No
　　Do all persons who will have access to research data have current certification in the protection of human subjects　☒ Yes　☐ No

Include a copy of all CITI Completion Reports with the application. CITI training must have been completed within the prior three years. If a member of the research team is currently affiliated with another institution, include a copy of their training certificate as required by that institution.

See page 20-23 for the **CITI Completion Report(s)**.

h. After the participant has read the informed consent form, will you affirm with your signature that you believe the participant understands the content of the Informed Consent?　☒Yes　☐No

i. Include a copy of the Informed Consent document, prepared according to the template (found in the Appendix) for face-to-face consent or the template for electronic consent. If children are participants, address the Informed Consent to parents and address an Assent Document to children. If the research involves a focus group, the Informed Consent must state that the Primary Investigator cannot guarantee that participants will honor privacy pledges. Informed Consent templates can be found in the Appendix on pages 42-46.

See page 27-28 for the **Informed Consent** form.

9. Confidentiality

a. Will you store the Informed Consent forms and research data separately? ☒Yes ☐No

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b. How will you de-identify research data?

The appendix provides a thorough analysis as to what information is identifiable, what will not be shared, what will be shared, and to give caution as to their voluntary action to share information that will be made public. I will remove the names and personal information that may give specific information about the teacher or student the teacher may refer to through discussions. I will use numbers to identify teachers. I will keep identities of teachers anonymous and explain that the objective is determine what are the significant characteristics within teaching that help meet the goal of motivating their students and creating sustainability in children staying in school.

c. Is there a document that links participants' names with corresponding research code numbers?

☒Yes ☐No

If *Yes,* is the document stored separately from the research data? ☒Yes ☐No

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d. How will you protect the security of the documents?

An external hard drive will be specifically used to store all data for research conducted within the schools. All names and personal information is explicitly and specifically labeled throughout the appendix. Each form will be explained to the participant and be made clear what information will be removed from the research study.

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e. Do you plan to use electronic surveys? ☐Yes ☒No

If *Yes*, do you agree to decline the privilege of access to personally identifiable data?

☐Yes ☐No

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10. Risks for physical discomfort and emotional distress associated with research procedures
a. What components of the research procedures might cause physical discomfort or emotional distress for participants?

Observations have the potential of bringing about physical discomfort and emotional distress. In effort to introduce this practice in a non-threatening way, I will make observations in the classroom that will not require any formal interviews or questioning before or after a lesson. I want teachers to become familiar with my presence and practice and not become overwhelmed with the concerns of the need for questioning and reasoning.

The primary investigator (PI) will brief the participant before an observation and tell him or her the exact procedure of what will take place. This produces transparency, and by repeating the same process, a second time during the research, will also create a sense of a pattern and stability, which could result in a more trusting environment.

To alleviate this potential tension, the post observation procedures are all group oriented, including the training and reflection processes. This takes away an evaluative environment, engaging more with a coaching environment of how to move forward cooperatively and collaboratively, as a school team.

b. What is the anticipated evidence of physical discomfort or emotional distress?

During observation, teachers may alter their attitudes actions, and/or judgments based on the observer (the primary investigator) being present.

c. How will the researcher respond to evidence of physical discomfort or emotional distress?

If the participant shows increased distress and/or discomfort during the observation, the PI may approach the participant and reaffirm him or her and ask if the PI should step outside of the classroom, reminding the participant of their rights to remove themselves from the research process at any time.

d. What resources are available to the participant that may experience distress?
To address any unforeseen stress from the research process, an option will be made available to the participants to have access to a local counselor to address any sense of stress or harm felt during or after the research procedure. This again is to ensure the safety and well-being of the participant throughout the entire research process, even after the research is completed. The priority relies on the participants' protection of rights and liberty.

11. International or Cross Cultural Research
Do potential participants reside outside the US?   ☒ Yes   ☐ No

Will the research be conducted in a cross cultural setting?   ☒Yes   ☐No

If *Yes* to either question provide evidence that research procedures are sensitive to the local research context. Possible sources of evidence are approval from an IRB in the host country, or written approval from a governmental health or education agency in the host country. See page 11 in the handbook for more information.

See page 40-41 for Dr. Thomas' background and evidence of culturally sensitive approval.

Some research will require translations of Informed Consent forms and survey instruments for participants. Translations are generally done by someone other than the researchers. Additionally, a back translation must be completed independent of the original translator.

After speaking with the director, Dr. Varghese Thomas, I asked if where I conduct the training would I need a translator. He said it would not be necessary due to the fact that the teachers speak fluent English at the schools. Since I am the main communicator in my research process, it will not be necessary to have a translator and/or any written translations for any of the documents. I will be able to solely conduct all of my research in an effective manner through the use of English only.

12. *Quantitative* Research – *Survey Methods*

a. For paper and pencil questionnaires, identify who will distribute questionnaires to participants and how participants will return marked questionnaires to the researcher.

N/A

b. For web platform responses to questionnaires, identify materials for directing the participant to the platform and how participant will respond.
N/A

c. Describe the evidence that questionnaires are appropriate for the participants.

Verbal surveys reflect relevant topics related to teaching and education. All topics are familiar to the participant, creating a safe space for him or her to answer appropriately.

The intention behind this questionnaire is to gather information about the background and history of the school. This is to best meet the needs of each school, but to also gain a bigger picture as to how schools and teachers work together to determine the best way to address a school's need.

See the **Appendix** for further details on the questionnaires.

d. Describe your plan for analyzing questionnaire data. List a specific statistical technique (univariate or multivariate).

For single variable conditions, I will compose a series of graphs and charts to represent various information, representative of the teachers. The charts and graphs will reflect perspectives, commonalities, and influences in teacher backgrounds.

13. *Quantitative* **Methods –** *Experimental*

a. Describe research question and relevant hypotheses

Original research question:
What are significant characteristics of holistic education that transform teacher perspective and practice in India?

To measure my research question, I will be measuring the dependent variable, the outcomes of potential paradigm shifts in teacher perspective and practice (Creswell, J., 2014, p. 52). The independent variable, or the influencing component, is the professional development training (Creswell, J., 2014, p. 52).

b. Describe independent and dependent variables

To thoroughly measure this, I will observe a number of stages that focus on changes or factors that remained the same, before and after the teacher training, through interviews, observations, and group reflection. See the chart below to display *Before and After Influences on Teacher Perspective and Practice*. This chart is intended to illustrate what is being observed to determine influence during the research process.
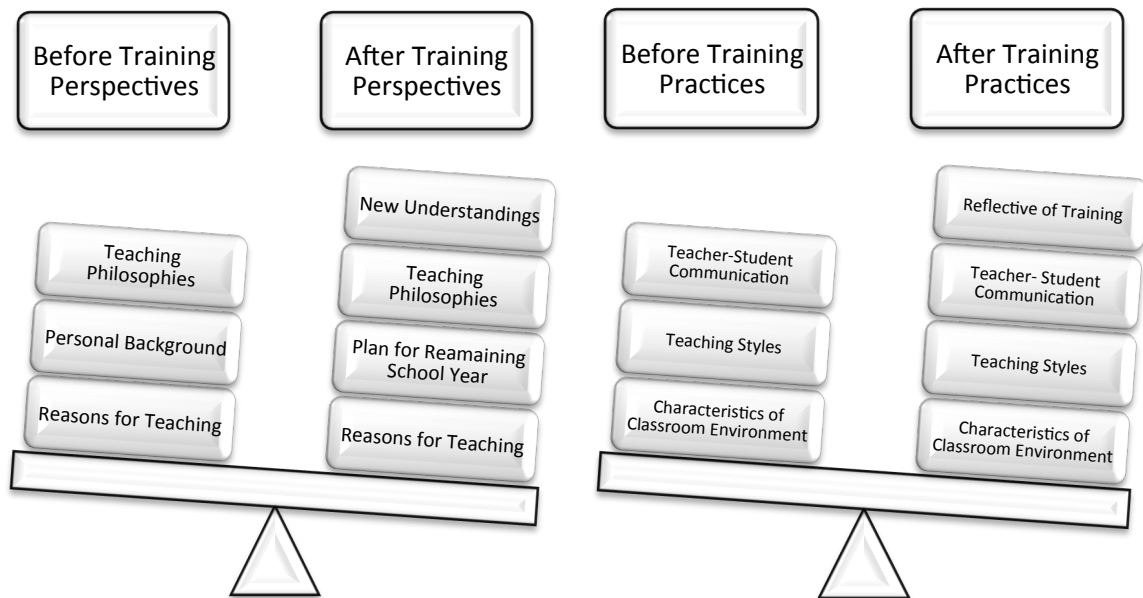
Before training is conducted, interviews will take place. This reflects 'Before Training Perspectives'. Teachers will be asked to share their thoughts on, but not limited to: teaching philosophies, personal background (i.e. education, years of experience, types of school worked for, etc.), and reasons for teaching. This provides an illustration of themselves as participants and what potential influence (i.e. education, caste, gender, religion, socioeconomic status etc.) may affect their teaching outcomes.

Then, classroom observations will take place. I will examine teacher practices before the training is conducted, to gain an accurate depiction of teacher behavior and modeling (this reflects 'Before Training Practices'). This is an effort to analyze relational components of the teacher. How does the teacher interact with children? How does a teacher respond to misunderstanding? What are general teaching styles and approaches? These are some questions to keep in mind to examine potential bias (based on gender, caste, religion etc.).

Once a thorough investigation has been conducted, teacher training will be introduced. The measurement process will determine what affects, on teacher perspectives and practices, occurred after the training.

To measure 'After Training Practices', classroom observations will occur. This will examine if the qualities mentioned in the pre-training observation changed in any manner. 'After Training Perspective' will be determined through a reflection process with participants through the use of focus groups. The participants will have the opportunity to share perspectives on the observational data, how their personal lesson went, and describe, if any, changes were made to his or her teaching that represented the training material.

To help establish accountability and measurement for potential change in perspective and practice, teachers will design a plan for the remaining school year. They will discuss goals for themselves and students, as well as include what they would like to accomplish as a whole. This is an effort to engage the organization and its staff beyond the research period.

Before Training Perspectives	After Training Perspectives	Before Training Practices	After Training Practices

New Understandings

Teaching Philosophies

Teaching Philosophies

Reflective of Training

Teacher-Student Communication

Teacher- Student Communication

Personal Background

Plan for Reamaining School Year

Teaching Styles

Teaching Styles

Reasons for Teaching

Reasons for Teaching

Characteristics of Classroom Environment

Characteristics of Classroom Environment

Before and After Influences on Teacher Perspective and Practice

   c. Describe your procedure for random selection and assignment of participants to experimental and control groups.

I will be gathering information from teachers, at various schools, in Delhi, India and the surrounding area. This may involve both private and public schools. The idea is to gather a wide range of schools and teachers, from urban communities, to give me a broad perspective of Delhi's educational system. I will be using several schools to ask for voluntary participants within the research study. This includes affiliates with the organization I have been working with. This ensures a voluntary approach in which teachers have the choice in participating in the research study.

   d. Describe venue for research activities

I will be working at schools associated with *Mission to the Unreached*.

    e. Describe independent variable materials or activities

Teachers will take part in the following form(s) of participation that help determine the effects of the training: classroom observations and the group reflection process.

    f. What experimental interventions will be used to measure independent and dependent variables

The experiment process will be through the use of training. The measurement will be through the use of classroom observations and group reflection. See chart above for details to the measurement process.

    g. Describe activities and/or materials for the control group
N/A

    h. Describe other procedures designed to enhance internal and external validity.

Because I have opened up my research to more than 1 school, this grants a wider access to observations of various teacher perspective and practice. Collecting data from more than one 1 school gives me a broader vision of what schools desire and what community needs should be addressed. By offering a voluntary option to take part of the research study, this gives teachers the freedom to determine their level of participation. This avoids any potential power relationships that may put the participants at any greater risks.

The research design is of great complexity. It provides a comprehensive scope of the reality of urban school needs in Delhi. By approaching the study with mixed methods, this grants a larger pool of data, allowing for me to become more familiar with representational material. By collecting an array of information from interviews, observations, and the reflection process, I have procedurally completed over 5 activities, which will help me gauge the answer for my research question. The combination of my data collection processes helps produce stronger, more significant findings.

    i. Identify data collection intervals
The first two weeks of June should be dedicated to interviews, surveys, and classroom observations of the participants prior to the experimental component. The last two weeks of June will be dedicated to the experimental process. There are potentially ten biblical principles that will serve as a transformational, holistic model. The sessions will be up to 10 sessions over the two-week period at the end of June. This includes, in that time frame, teacher observations and the focus group, the reflection process.

    j. Describe plan for monitoring treatment integrity

Treatment integrity involves information about how effect the treatment was successful as intended. To measure how the treatment was delivered, I will teacher observations and group reflection processes to monitor participants to determine if they are applying the skills learned through training. This monitor will help determine the overall effectiveness of the training.

    k. Describe evidence that experimental and control materials and/or activities are appropriate for

participants

See below for a detailed methodology description.

    l. Describe evidence that measures are appropriate for participants

See below for a detailed methodology description.

    m. Describe your data analysis plan

The skeletal framework essentially composes the following:

1. **Collecting Research Materials**

2. **Exploring the Background of the School(s)**

3. **Conducting Pre-Assessment(s)**
    a. **Interview(s)**
    b. **Classroom Observation(s)**

4. **Producing & Conducting a Professional Development Training**

5. **Conducting Post-Assessment(s)**
    a. **Classroom Observation(s)**
    b. **Group Reflection**

6. **Composing a Final Analysis of the Collective Process**

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14. *Qualitative* Research Methods
    a. Explain theory/conceptual framework guiding data collections, including reference to established researchers who have conducted studies with similar procedures.

Producing and Conducting a Professional Development Training

I will produce and conduct a professional development training that will introduce theological conversations within a holistic, professional development framework. The total participation time for the training will take approximately 20 hours over the course of 10 sessions. Each session will last approximately 1-2 hours.

According to Gray (2014), in *Action Research and Change, "*the action researcher becomes directly involved in the research process as a change agent, devoted not only to studying organizations, communities and process, but also to improving them." (p.328) This requires direct involvement by the researcher. Action research is best understood through a holistic lens, by considering the entire social scheme.

Three Characteristics of Action-Based Research

According to Bowling (cited in Badger, 2000), action research requires the focus on raising awareness, empowerment, and collaboration (p. 328, cited in Gray, 2014). There are three distinct characteristics of action research, which has come to be known as a common occurrence.

Participants are Researchers

First, research participants are also researchers, or involved in a type of partnership with the researcher. For the training in my research, the process will integrate teachers as experts, allowing them to speak into scenarios and situations to evaluate, based on their personal experience in the field. This gives them a unique voice and role in the research process.

Research Geared for Change

Secondly, the research question should be expected to produce some type of change. In the question, "What are significant characteristics of holistic education that transform teacher perspective and practice in India?", there is the definitive word *transform*, which indicates that change is expected to occur through research.

Experienced-Based Data

The final component is that the data is created directly from the experience of the research participants. From the initial interviews, the teachers will identify the issues they face in the classroom. These will be addressed in the professional development training. The data speaks to the experience of the teachers, through real life examples from within the classroom.

Garventa and Cornwall (2001; 76) state that a crucial element of Participatory Action Research (PAR) is "reflection, social learning, and the development of critical consciousness" (as cited in Gray, 2014, p. 329). The process of the professional development will allow teachers to reflect on their own, to each other, and with me relating to new ideas and application. The scenarios given will help teachers learn about social settings and what best fits the needs of a child, developmentally. The critical consciousness will be developed when the teachers will be posed with these problems again and asked to redefine the problem and how they would solve it, after being taught new content. This paradigm shift, if any, would reflect how teachers redefined their original understanding and were able to make modifications or enhancements. See *Appendix D* for *Professional Development Training Process*.

  b. Explain steps taken to ensure methodological and data analytic rigor (including but not limited to the utilization of qualitative analysis software programs), including reference to established researchers who have conducted studies using similar procedures.

Suzana Brinkmann is an education consultant with UNICEF India, in New Delhi, and a Senior Consultant to the Government of India's Ministry of Human Resource Development I have personally met her and discussed her work and research done in India. She has also passed along her actually research writings and results. Her insight, as a researcher, is an inside look to the local knowledge in India. This provides leverage for my research topic because it provides an example of similar procedures and rationale for study. Her views, specifically on the Indian education system, provide the necessary rationale for conducting a study around holistic education.

In *Is Education For All in India* (2009), Brinkmann poses questions for Christian educators to consider in their work. She sees each child as a unique light and contribution to society, because of the biblical understanding that every person is made out of God's goodness. In effort to evoke these values, she encourages Indian, Christian educators to do the following: speak truth into the educational reform of India, provide quality education for the underprivileged, acknowledge and support the typically ignored, advance views of education and educators, become biblically responsive educators, reevaluate the purpose of education, reevaluate the prioritization of subject matter, reevaluate measurement of student success, promote critical thinking and creativity, emphasize character development, implement student—centered learning, and advocate for

biblically responsive parents.

Brinkmann's perspective brings about a distinct understanding to India's educational system. Identifying her role and power, within the context, served as helpful insight to better understand the challenges and opportunities within the country's circumstance(s). The reality is that India has a lot of growing to do, in order to bring about transformational education. This involves a need to approach education in a way that builds a child holistically (i.e. spiritually, emotionally etc.), regardless of caste. I believe her approach and research will explore more ways in which we will learn to bring about the Christian voice in the government environment. Her voice as an Indian, with a Christian foundation, has the potential to be of great influence, as an insider.
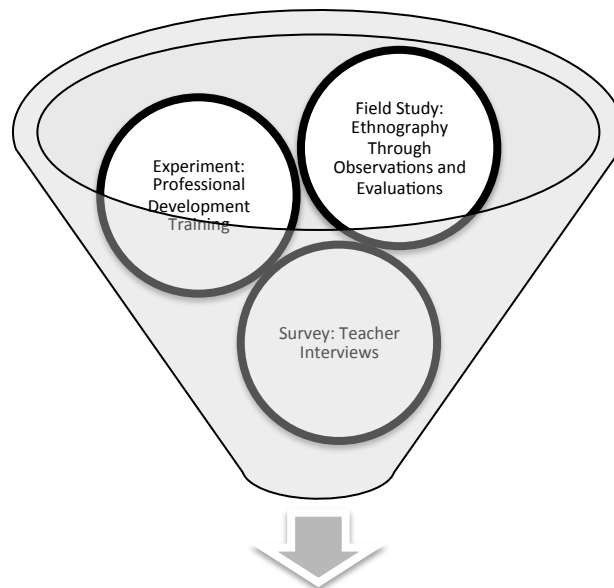
    c. Do you plan to interview participants?   ☒Yes   ☐No

    d. Interview questions are found on: <u>page 27</u>

    e. Data analysis procedures, including coding and software

Collecting Research Material

First, I will collect research materials to ground my design and background for further steps to take. This will include scholarly articles and books. The process for research will be a form of mixed method research. According to Hanson et al. (2005), mixed methods allows researchers to generalize from a sample group, while also being more hands on in the study, which allows for clearer understandings of the context (cited in Gray, 2014).

Experiment: Professional Development Training

Field Study: Ethnography Through Observations and Evaluations

Survey: Teacher Interviews

Types of Mixed Methods Involved

The type of mixed methods that would apply to the chart above would be "Quantitative to Qualitative" (Gray, 2014, p. 202). What is observed and heard through interviews and classroom observations will determine the experimental component of the professional development training.

Exploring the Background of the Organization

Next, I will explore the background of the organization by reviewing items such as: mission statements, roles & expectations, curriculum, history of training(s), and staff demographic etc. The *questionnaire approach* will be used in effort to help standardize the process across schools, collecting sufficient data, prior to the start of teacher interviews (p. 145, Desai & Potter, 2006). As mentioned in Desai, V. & Potter, the risk of personal information being exposed must be taken into consideration with questionnaires. In order to protect individual persons' privacy, questions asked will relate directly to the school as a whole. The idea behind this is to gather as much of a perspective about who the school is (past), what they do (present), and where they would like to go (future). As a researcher, I will gather as much information about the schools so I can provide an overall analysis of the school's background and needs. See *Appendix A* for *Initial School Questionnaire.*

Conducting Pre-Assessments

Thirdly, I will conduct a series of pre-assessments, which will help identify teacher perspectives and attitudes towards education, including interviews and observations.

Interviews

This involves conducting personal interviews to help dissect observational notes. These will be formal interviews because they will be used as a form of assessment to determine rationale for particular practices. If allowed, interviews will be audio recorded for the purpose of transcription. According to Gray (2014), in *Designing Descriptive and Analytical Surveys*, Interviewer-administered questionnaires are classified as structured interviews (p. 249). When asking open questions, this type of interview is considered most effective because it allows the participant the freedom to answer with as much detail they choose to share. This also gives the advantage to the researcher if answers are incomplete or misunderstood, because the researcher can clarify on the spot during the interview. Interviews by mail or online do not give that capability.

Typically, these types of surveys start out with factual information (i.e. education, sex, etc.). These questions are critical to ask because they allow the researcher to view relationships between variables. "The personal interview helps in ascertaining a respondent's reasons for doing something or holding a personal belief" (p. 250). In regard to my research, this is a crucial process to be able to obtain for further implication on teacher perspective and practice. The concern is that personal interviews do tend to cause interviewees to exert themselves more socially, for what is thought to be preferred. Instructions will be read to the interviewee, explaining the purposes of the interview. See *Appendix B* for *Teacher Interview*.

Observations

I will begin to perform classroom observations to gain an understanding of structures and practices. This may involve video recording, audio recording, and/or hand written notes, depending on the permission of the organization and staff. At the very least, only field notes will be taken. According to Gray (2014), in Non-Participant Observation, a Structured Observation is designed to observe and record, which involves an observational guide. This process is a hands-off approach where the participant knows the researcher is observing, but is not a distraction and allows the participant to carry on normally with the activities during the observational period. The advantage to this type of research is that this does not rely on the participant to recall any information. Also, the data collected may not be information the participants are aware of on their own and may not realize its importance.

The type of structured observation, as modeled in 16.2, will allow the illustration of interactions

between teacher and student (p. 423). Since this information cannot be predicted and efforts to best collect as much raw data as possible, interactions will be recorded. This is a form of ethnographic study, as well. According to Desai, V & Potter, R. (2006), the research is observing the social interactions that occur typically, on a daily basis. The objective is to simply observe, not formulate a list of specified ideas that could lead to bias, but instead, take account for everything seen. The ideal is to avoid as much framing as possible. In response to this approach, the format of my observation guide is very much aligned with this ideal. See *Appendix C* for *Observational Guide*.

Conducting Post-Assessment

After the training, I will conduct observations and group reflections, as a form of post-assessment. This will take place during and after lessons, after the training is completed.

Classroom Observation

The second observation will follow the same procedure as the first observation. The effort is to gain purely observational notes of what is happening and be able to provide a description of the process. In this analysis, I will be examining the categories from the *Observational Guide* to determine if there were any changes in interactions, compared to the first observation, between teacher and student relations. This is to determine if there were any effects after the training was completed. The continuity was untarnished, for the observational process, as to allow teachers to feel secure and familiar with the process they were already informed of. Again, the ideal is to avoid as much framing as possible (Desai, V. & Potter, R., 2006). This is why an analysis will be prepared after observational notes are taken as to remain unbiased through the process. See *Appendix E* for *Observational Guide #2.*

f. Do you plan a focus group?   ☒ Yes   ☐ No
If *Yes,* focus group questions are found on page

g. Data analysis procedures, including coding and software

Group Reflection

According to Easterby-Smith, there are essentially four schools of thought of the evaluation approach (as cited in Gray, 2014). I will approach the fourth category of interventionist. This is a constructive and pragmatic approach to evaluation where the evaluator is able to work with the participants in a way that is more collaborative. This gives a dynamic role for the researcher to facilitate not only as a researcher, but also as person who is trying to change the matters at hand. This participatory style allows for a more group-centered approach to learning about teaching practices and application. This approach complements action-based research because the facilitator is working through collaboration with the participants on how to address change (p. 309).

As a result of this group-centered approach, I will use the process of Focus Groups as defined by Gray (2014*). The evaluative process will consist of an organized discussion among the voluntary participants whom have been observed. The aim is to observe the observational notes taken by me, pair the training material, and have teachers reflect on their processes as a whole. Since the observational guide will result in a long list of categories and descriptions, I will be able to collate the material between all of the teachers, shuffle the information, and project the actions to the group. This creates complete anonymity, removing personal identification from the process, and allows the group to review observations and create dialogue, based on group findings.

"Focus groups allow researchers to explore the feelings, attitudes, beliefs, prejudices, reactions, and

experiences of a subject, in a way that would not be so accessible through other approaches such as observation, interview, or survey." (p. 470 Gray, 2014). Participants will be asked a series of questions to determine whether or not they feel the training was reflective in the process. They will have the option to share with the group what changes, if any, they felt they made after the training. If not, participants will have the opportunity to discuss why changes were not made. They will be encouraged to discuss difficulties and successes, but are not required to share anything they are uncomfortable with. Again, this is providing them the option to leave at any time, during the reflection process or the option to not answer a particular group question. Participants will be reminded that there is no penalty for choosing this option. They also will be reminded that as much as private information should not be shared outside of the evaluative process, I cannot guarantee the safety of the information shared within the group (p. 471).

The reflection will involve a written and oral process. Because the Indian context is so highly dependent on oral communication, the written parts of the reflection will be for my evaluative purposes. This is an effort to help me respond appropriately to the focus group, in a way that does not damage the work environment of the teaching staff. Regarding the focus group, see *Appendix F* for the **Reflection Process**.

As a closing and potentially sustainable step, coaching may be part of the process. This is an effort to model mentorship between participants and myself, that helps them implement newly learned skills. This is contingent upon timing and availability from staff.

Finally, a reflective analysis will compile the before and after data to determine the effectiveness of the transformational model. *Approximately 5 hours will be involved, for the participant, for interviews, surveys, group reflections, and classroom observations.

15. Research Plan
    List approximate dates for major activities in your research plan.

RESEARCH TASK	BEGIN	COMPLETE*
Gathering Research: Articles, Books etc.	February 2015	May 2015
Schedule Interviews with Teaching Staff	May 25, 2015	May 26, 2015
Conduct Interviews with Teachers	May 27, 2015	May 29, 2015
Begin Preparation of Professional Development Training	May 29, 2015	June 7, 2015
Write Analysis for Thesis of Teacher Interview Data	May 29, 2015	June 7, 2015
Classroom Observations (M-F's Before Training)	June 1, 2015	June 5, 2015
Write Analysis After Each Observation for Thesis	June 1, 2015	June 7, 2015
Report to Director Findings From Interviews & Observations	June 8, 2015	June 8, 2015
Transformational Holistic Education Training	June 8, 2015	June 19, 2015
Report for Thesis Findings from Training	June 8, 2015	June 21, 2015
Teachers' Evaluations of Training (Last Day)	June 19, 2015	June 19, 2015
Analyze Teacher Feedback from Evaluation For Thesis	June 20, 2015	June 21, 2015
Report to Director Findings Content and Results From Training	June 22, 2015	June 23, 2015
Classroom Observations (M-F's After Training)	June 22 2015	June 26, 2015
Group Reflection Process	June 29, 2015	June 30, 2015
Analyze Teachers' Reflection Process for Thesis	July 1, 2015	July 3, 2015
Report to Director Findings from Reflection Process	July 1, 2015	July 3, 2015
Final Report Given to Schools that Participated	July 17, 2015	July 17, 2015
Dates are tentatively scheduled. Intended to project length of time to complete the task.		

16. California Experimental Subjects Bill of Rights

If your research involves an experimental clinical procedure, have you included the California
Experimental Subjects Bill of Rights with your application? ☐Yes ☐No ☒N/A

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17. Use of Private Health Information

If your research requires medical records, have you included the Authorization for Use of Private
Health Information with your application? ☐Yes ☐No ☒N/A

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18. What is your plan for sharing your findings with the scholarly community?
APU board & a scholarly article for your community and organization

Upon my return to the states, in August 2015, I will present my research findings to APU academics. My rationale for sharing with them is an effort to help them understand the work and growth that takes place in the MATUL program. I also would like to share what I find within this scholarly community, because I believe APU should see what overseas research is happening on behalf of their university. International studies can be a great resource for an institution and I feel it is my responsibility to share that information so that it may benefit others, while still protecting the rights and privacy of participants.

Also, with the consent of Mission to the Unreached and advisor(s) from Azusa Pacific University, I would like to move forward and have my research published. This is an effort to extend my research beyond the APU scholarly community. I would like to see my research available to other educators and researchers so that they too may capture a glimpse of culturally sensitive research done in northern India. My topic may help teachers and researchers in the educational field. As mentioned before, I would like to publish this work so that I may share my findings so that it may benefit others.

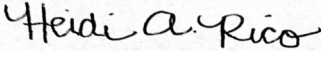**19. I have read and understand Azusa Pacific University's policy on Integrity in Research**
☒Yes ☐ No

☒ If a survey of Azusa Pacific University students, faculty, staff or alumni will be used for this research, the researcher agrees to contact the Office of Institutional Research and Assessment.

SIGNATURES:

Rico   20

All applications must include a current CITI Completion Report for the applicant and the reviewers.
Reviewers certify that the application has been reviewed for clarity, validity, and the protection of human subjects.

For <u>STUDENT</u> Applications:

Principal Investigator: If more than one investigator, include names and signatures)		
Heidi Rico	_Heidi a. Rico_	6 May 2015
Print Name	Signature	Date

Reviewed by Faculty Advisor with current human subject protection certification:		
_____	_____	_____
Print Name	Signature	Date

Department Chair or designee with current human subjects protection certification: I have reviewed this application and determined that the departmental requirements are met, the investigator(s) has/have adequate resources to conduct the research, and the research design is sound and has scientific merit.		
_____	_____	_____
Print Name	Signature	Date
Dean or dean designee:		
_____	_____	_____
Print Name	Signature	Date

For <u>FACULTY/STAFF</u> Applications:

Principal Investigator (If more than one investigator, include list of names with email addresses and signatures)		
_____	_____	_____
Print name	Signature	Date

Department Chair or designee with current human subjects protection certification: I have reviewed this application and determined that the departmental requirements are met, the investigator(s) has/have adequate resources to conduct the research, and the research design is scientifically sound and has scientific merit.		
_____	_____	_____
Print name	Signature	Date

Dean or dean designee:		
_____	_____	_____
Print name	Signature	Date

THE COMPLETED, SIGNED APPLICATION WITH SUPPORTING DOCUMENTS MUST BE SENT IN ONE .pdf FILE TO:

Joanie Stude, IRB Coordinator, at jstude@apu.edu

Please note: The Institutional Review Board (IRB) at Azusa Pacific University (APU) is charged with oversight of the protection of human subjects in experimental research. Receiving IRB approval does not constitute institutional approval of the project by APU. If the responsible investigator believes that the project might be inconsistent with the mission and values of APU or potentially not represent the University in a favorable light, it is recommended that the responsible investigator contact their Dean.

For IRB Use Only

☐ Approved by **Expedited Review**

No further review needed unless the protocol changes or research continues past one year.

Signature: IRB Chair or Designee _____

Date of Approval _____   Date Approval Expires _____

☐ Approved by **Full Board Review**   ☐ **Not Approved – Resubmission Required**

Signature: IRB Chair or Designee _____

Date of Approval _____   Date Approval Expires _____

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Appendix A: Initial School Introduction (Before Training Perspectives)

The intention behind this questionnaire is to gather information about the background and history of the school. This is to best meet the needs of each school, but to also gain a bigger picture as to how schools and teachers work together to determine the best way to address a school's need.

"These questions are intended to be open ended so that you may choose to share more information or not. The purpose of these questions is gain a story of who you are as a school and where you would like to go. If at any time you would like to skip a question, you may choose that option. At the end of the questionnaire, you have the option to add any additional detail you would feel would help describe the picture of your overall school."

1. Tell me about the vision or mission of your school.
2. Describe a typical teacher within your school.
3. What is one of the most difficult challenges at your school?
4. What has been one of the most successful aspects of your school?
5. How have you incorporated teacher trainings for your staff in the past?
6. What would you like to see implemented into a new training?
7. Is there any additional information you would like to share about your school's story?

Appendix B: Teacher Interviews (Before Training Perspectives)

These address the concern for privacy and safeguarding the participant from potential threat within their work environment. All information below will be asked from the participants. As to not threaten the security of their job placement, the column on the left is identifiable information, which will only be viewed by the researcher. The column on the left will be used for evaluative purposes in a generalized format. It will be communicated beforehand which questions will be exposed in research and which will not, so it is made clear that it is at the discretion of the participant to elaborate and share honest information for questions that will be used publically. Each question, the participant has the option to not answer and/or may stop at any time and there will be told that there are no consequences.

"You will be interviewed on (DATE) at (TIME). You will be asked questions relating to your teaching. Your: name, level of education, years of experience, types of schools worked for, current grade taught, and amount of students in the classroom will be removed from the data collection to generalize the results for research purposes. At any time, during the observation, if you become uncomfortable with the interview process, you may request to end the interview at your own discretion. You also have the option to skip a question, should you choose not to answer one."

1. Name:

2. Level of Education:

3. Years of Experience:

4. Types of Schools Worked for

(private or public):

5. Current Grade Taught:

6. Amount of students in the classroom:

1. What is your reason for teaching?
2. What are teaching philosophies considered during the teaching process?
3. What issues are common in the classroom?
4. Describe your understanding of holistic education.
5. What are your goals for student learning?
6. Do you do home visits? If so, how often?
7. Check off which issues that you find affect your teaching practice:
   ☐ Attendance Rates
   ☐ Discipline
   ☐ Lack of Resources
   ☐ Lack of Student Interest
   ☐ Students are Below Their Standard
   ☐ Lack of Parental Support
   ☐ Other _____
8. What topics would be helpful for Professional Development?

Appendix C: Observational Guide (Before Training Practices)

Classrooms practices will be observed without any type of interaction, observational-only. Participants will be notified of the timing and procedure of the observation before it takes place. The participant will be notified that at any time, if he or she becomes uncomfortable with the observation, he or she may request to end the observation at his or her own discretion.

"You will be observed on (DATE) at (TIME). You will be observed for the following lesson: (SUBJECT). You name, the date, timing, and subject will be removed from the data collection to generalize the results for research purposes. At any time, during the observation, if you become uncomfortable with the observation process, you may request to end the observation at your own discretion."

Example Format:
Categories:
1. **Teacher (give directions).** *Writes down on the board, step-by-step what the student is expected to do. Prompts if there are any questions.*
2. **Student _____.** *Description of action.*
3. **Teacher _____ student questions.** *Description of action.*
4. **Student _____ to teacher.** *Description of action.*

Appendix D: Professional Development Training Steps

1. Access Teacher Needs: This is done through the interview process.
2. Use Data: This is contingent upon the teacher needs.
   a. Incorporate these issues, found within the classroom, into scenarios.
   b. Participants will be able to speak to these issues, as experts, and offer their solution to these problems.
   c. Issues will be given an alternative view, to provide potential paradigm shifts of how to identify the problem.
3. Theological Basis: Biblical principles, also known as character development, will be correlated with the various scenarios as a form of a solution to the problem. An integration of classroom application and character development will be the teaching component of this portion. Again, this is designed to meet the needs of the teacher, the principles addressed will be based upon the teacher interviews. For those not addressed through teacher needs, they will be integrated based on various information from Participants with added information to bring to an understanding context. The goal is to address all 10 principles covered in *Grigg's Kingdom Economics* (2010).
4. Application: Participants will be given the opportunity to apply the new information with a group activity among their colleagues. This will clarify and/or validate the overall objective of the character development and classroom application ideas introduced.
5. Reflection: Participants will come back to the original problem and question, and then re-evaluate their solution process. They will reflect if they would change anything and why and what would this look like for their classroom.

Appendix E: Classroom Observation (After Training Practices)

Classrooms practices will be observed without any type of interaction, observational-only. Participants will be notified of the timing and procedure of the observation before it takes place. The teacher will be notified that at any time, if he or she becomes uncomfortable with the observation, he or she may request to end the observation at his or her own discretion.

"You will be observed on (DATE) at (TIME). You will be observed for the following lesson: (SUBJECT). This will be the same procedure as the first observation that took place in the classroom. You name, the date, timing, and subject will be removed from the data collection to generalize the results for research purposes. At any time, during the observation, if you become uncomfortable with the observation process, you may request to end the observation at your own discretion."

Example Format:

Categories:

1. **Teacher (give directions).** *Writes down on the board, step-by-step what the student is expected to do. Prompts if there are any questions.*
2. **Student _____.** *Description of action.*
3. **Teacher _____ student questions.** *Description of action.*
4. **Student _____ to teacher.** *Description of action.*

Appendix F: Group Reflection Process (After Training Perspectives)

The following information will be explained to participants before the focus group process takes place: "We will conduct a group discussion based on the results of the teacher observations held after the training. We will discuss what was seen, reflect potential implications, and pursue a plan for action. Personal information has been removed from all observational data. The information shared with the participants is designed only for the people who have voluntarily agreed to partake in the research process. However, since this is a focus group, I cannot guarantee the safety of the information that you choose to share during discussion. What you share is at your complete discretion. At any time you may choose to skip, or not answer a question. If at any time you become uncomfortable with the focus group, evaluative process, you may leave at any time without penalty for being a participant in the research study."

Agenda for Focus Group, Evaluative Session

1. Observational notes will be collated by the researcher and shuffled for protection of the participants' privacy, as well as an attempt to provide a generalized approach to reflecting as a group. Any personal data included in the observational data will be removed prior to the collation.

2. The facilitator will gather participants together in a group circle setting reminding participants of their rights and options during the process.

3. The facilitator will share the information from the classroom observations. She will then give participants a few minutes to read the data. She will ask the group to share one or two things they notice about the data. This will be an open discussion, open for interpretation.

4. Based on the rubric, on the following page, the facilitator will go through the guiding questions as a form of measurement for effectiveness of teacher training and effects on teacher perspective & practice.

5. The final step will involve a plan for action, on behalf of the participants. They will compose a plan that will engage how to further engage with their conversation they had with one another. Their plan is intended to help them in the classroom and assist school administrators how to best assist their teachers, through the teachers' voices, for the remaining school year. Personal information will be removed from the plan and a general data will be documented for the school wide report. Participants will be notified that contents of their plan will be shared, but remain unidentifiable.

Rubric for Group Reflection Process			
In the focus group conversation, I will be looking for answers that reflect any type of change that took place after the training was conducted. The idea is to recognize any potential shift in teacher perspective and /or practice. These questions, for the focus group, will be my form of measurement to analyze as to whether the training process was effective or not, through the use of open-ended questions and dialogue.			
Category	**Description**	**Question**	**Teacher Response**
Teacher Training	Participants will use observational data to demonstrate presence or lack of presence of teacher training.	Looking at the observational data, do you see any evidence of the teacher training? If so explain. If not explain.	
Teacher Training	Participants will reflect on the training from their lesson.	Did you feel you used the training in any way during the course of the observational lesson? If so, explain how. If not, explain why.	
Teacher Practice	Participant will make suggestions for how they could improve.	What changes could you make based on the observational data?	
Teacher Practice	Participants will make note of how they made adjustments.	What adjustments did you already make based on the observational data?	
Teacher Perspective	Participants will reflect on any changed thoughts.	How do you see your students differently since the training? If it remained the same, explain why.	
Teacher Perspective	Participants will reflect on their attitudes in the classroom.	How would you like students to view you, as a teacher, in the classroom?	
Feedback to Process	Participants use their experience to provide positive feedback, if any, to the overall design of the process they participated in to help address motivating students.	Through this process, of interviews, observation, training, and group discussion, what did you find most helpful to addressing motivating students in the classroom?	
Feedback to Process	Participants use their experience to provide feedback about areas to improve, if any, to the overall design of process they participated in to help address motivating students.	Through this process, of interviews, observation, training, and group discussion, what did you wish you would have learned or discussed more about to address motivating students in the classroom?	

Plan for Action: Teacher Commitment and Administrative Support

"This plan for action is intended to give teachers a tool to mapping out their goals, objective, and how to accomplish them for the school year. No name, standard, or any other identifiable information will be revealed. Please note that this information will be shared with administrators in effort to help them understand how to better serve their school as a whole. If there is any information you do not feel comfortable with sharing, please choose what you share at your own discretion. You may skip any question you want, if you are not comfortable with answering them. If at any time you become uncomfortable with the research process, you may choose to stop at any time, without penalty to the research participation."

Questions	Teacher Responses
1. How can school staff collectively address student needs?	
2. What is the expectation of a teacher within the school?	
3. How can you meet this expectation as a teacher?	
4. What is the expectation of an administrator within the school?	
5. What are some specific strategies that will help motivate your students in the classroom?	
6. Write a goal for yourself as to how you will make sure student needs are met.	
7. Why is this goal important to the school and child?	

Appendix G: Heidi Rico's Resume

Objective

A leadership opportunity in which prior experience and education will be utilized, and my leadership abilities, critical pedagogy, and motivation will be assets to the surrounding community.

Education

➢ Azusa Pacific University – Master of Arts in Transformational Urban Leadership, expected graduation date July 2015
➢ California State University, Fullerton – Clear, Multiple Subject Teaching Credential, May 2013
➢ University of California, Los Angeles (GSEIS, Center X) – Master of Education (M.Ed.), conferred June 2011 & Preliminary Multiple Subject Teaching Credential, conferred June 2010
➢ California State University, Fullerton – Bachelor of Science Degree, Child and Adolescent Development, conferred Jan. 2009
➢ Rio Hondo College – Associate of Arts Degree, General Education, conferred August 2007

Work Experience

➢ Curriculum Director & Administrator: New Horizon School Westside (NHSW), West Los Angeles, CA, Aug. 2012 – June 2013
  o My responsibilities included managing and conducting professional development to teachers, observing lessons, and distributing testing resources to grades K-5. My main role involved observing teachers informally and formally, in order to provide effective feedback. I facilitated K-5th grade level meetings to help develop teachers' skills. I also tended to the curriculum and guided teachers regarding pacing, development of plans, and adaptations.
➢ Fourth Grade Teacher: NHSW, West Los Angeles, CA August 2010 – June 2013
  o As a facilitator, I designed lesson plans according to the Houghton Mifflin curriculum in math, science, reading, English, and social studies. Using differentiated instruction, I offered an after-school journalism class for students. I ran the Student Council and provided personal & small group, after-school tutoring.

Student Teaching Experience

➢ 74th Street Elementary School, Los Angeles Unified School District (LAUSD), Inglewood, April 2010 - May 2010
  o A predominantly African American student population, I worked in a low-income, 5th grade, Gifted Magnet class. The classroom consisted of 27 students, all eligible for the Gifted and Talented Education (G.A.T.E.) program. In this placement, I created lessons that aligned with CA standards, in which I implemented hands-on learning experiments for students. I worked on standard(s) review for test preparation. I also was a proctor for the CST given in May.
➢ Cienega Elementary School, LAUSD, Los Angeles, October 2009 - February 2010
  o I worked in a low-income, English Language Learner (ELL), 3rd grade classroom. A predominantly Hispanic student population, my classroom contained 17 ELLs and 5 proficient English speakers, including 1 student with an IEP. I provided lessons via the Smart Board and document viewer. I also worked closely with Open Court for Language Arts instructional time. I taught ELD lessons for ELL levels 1 & 2. I also worked with Response to Intervention (RTI) in which I tutored small groups and administered Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing, which provided student data for the school's overall progress.

Relevant Volunteer Experience

- Mission to the Unreached, National indigenous Non-Profit Organization, Internship, Delhi, India: May 2014- Present
  - Developed course curriculum, which focused on economic development in underrepresented communities. Curriculum was taught in a slum school, standards 8-12, as well as to parents of the children attending the school.
- Union Rescue Mission, Worthy of Love Nonprofit Organization, Internship, Los Angeles, California: Sept. – Dec. 2013
  - Worked with volunteers to plan and run birthday parties for children living at the mission. This planning included storytelling, dance lessons, and organization of themes for each month.
- YMCA of Greater Whittier, Camp Arbolado, Director, Whittier, CA: July 2006 – July 2013
  - Summer camp preparation included drafting schedules, planning events for the week, and acquiring materials. I worked with children ages 8-16. I supervised 200 campers & counselors, over the course of a week, for each session.
- Sorensen Elementary School, Whittier City School District, Kindergarten Internship: Whittier, CA: Jan. – May & Sept. – Dec. 2008
  - A CSUF internship, in which I was placed in a classroom, where I: monitored student behavior, led lessons, worked with small groups, and provided one-on-one tutoring.
- *Reach for the Stars* After-School Program K-2nd, Orange Grove Elementary School, WCSD: Whittier, CA: Sept. – Dec. 2007
  - A CSUF internship that involved: monitoring children, yard supervision, leading group work, and one-on-one tutoring.

Honors and Awards

- Alpha Delta Kappa – Beta Zeta Chapter Scholarship: June 2010
- Louise Arbogast Fellowship, University of California, Los Angeles: 2009
- Dean's Honor List, California State University, Fullerton: 2008
- Inter Club Council Scholarship: 2007
- Rio Hondo College Counselors' Transfer Scholarship: 2007
- Students Helping Students Scholarship: 2007
- Tomorrow's Teacher's Scholarship: 2007
- Dean's Honor List, Rio Hondo College: 2005-2007

Certifications, Affiliations, & Other Professional Development

- National Seminar on Globalization and Social Development in India, Delhi, India: August 2014
- LAUSD Workshop, RTI: Full Class Instruction, Six Hour Credit: February 2013
- CAISC Workshop, Two-Day Workshop: November 2012 & February 2013
- West Coast ISNA Education Forum: January 2013
- Smart Training, LLC Workshop, Singapore Curriculum, Twelve Hour Credit: November 2012
- Common Core Standards Workshop, Procedural Fluency Marilyn Burns Foundation: April 2012
- "Five Easy Steps" Math Workshop: January 2012
- West Coast ISNA Education Forum: January 2012
- UCLA Mathematics Project: Methods for Teaching Secondary Math: June-July 2011
- Aldeen Professional Development, 2010-2011
- Student California Teachers Association's Representative Assembly, San Francisco CA: April 2010
- California Teachers Association's Good Teaching Conference, Los Angeles CA: March 2010

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Viv Grigg (ID: 4328629)
- **Email:** vgrigg@apu.edu
- **Institution Affiliation:** Azusa Pacific University (ID: 2683)
- **Institution Unit:** MATUL, Urban and Multiethnic Studies

- **Curriculum Group:** Social and Behavioral Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

- **Report ID:** 15459074
- **Completion Date:** 03/09/2015
- **Expiration Date:** 03/08/2018
- **Minimum Passing:** 80
- **Reported Score*:** 97

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Responsible Conduct of Research (RCR) Course Introduction	03/03/15	No Quiz
Research Misconduct (RCR-Basic)	03/02/15	5/5 (100%)
Data Management (RCR-Basic)	03/03/15	4/5 (80%)
Authorship (RCR-Basic)	03/09/15	5/5 (100%)
Peer Review (RCR-Basic)	03/09/15	5/5 (100%)
Mentoring (RCR-Basic)	03/09/15	5/5 (100%)
Collaborative Research (RCR-Basic)	03/09/15	5/5 (100%)
Plagiarism (RCR-Basic)	03/09/15	5/5 (100%)
Responsible Conduct of Research (RCR) Course Conclusion	03/09/15	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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Phone: 305-243-7970
Web: https://www.citiprogram.org

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Viv Grigg (ID: 4328629)
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- **Report ID:** 15459074
- **Report Date:** 03/09/2015
- **Current Score**:** 97

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Responsible Conduct of Research (RCR) Course Introduction	03/03/15	No Quiz
Plagiarism (RCR-Basic)	03/09/15	5/5 (100%)
Authorship (RCR-Basic)	03/09/15	5/5 (100%)
Collaborative Research (RCR-Basic)	03/09/15	5/5 (100%)
Data Management (RCR-Basic)	03/03/15	4/5 (80%)
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Research Misconduct (RCR-Basic)	03/02/15	5/5 (100%)
Responsible Conduct of Research (RCR) Course Conclusion	03/09/15	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Heidi Rico (ID: 4732043)
- **Email:** hrico13@apu.edu
- **Institution Affiliation:** Azusa Pacific University (ID: 2683)
- **Institution Unit:** MATUL, Urban and Multiethnic Studies

- **Curriculum Group:** Social & Behavioral Research - Basic
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 15516436
- **Completion Date:** 03/30/2015
- **Expiration Date:** 03/29/2018
- **Minimum Passing:** 80
- **Reported Score*:** 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID:1127)	03/29/15	3/3 (100%)
History and Ethical Principles - SBE (ID:490)	03/30/15	5/5 (100%)
Defining Research with Human Subjects - SBE (ID:491)	03/30/15	5/5 (100%)
The Federal Regulations - SBE (ID:502)	03/30/15	5/5 (100%)
Assessing Risk - SBE (ID:503)	03/30/15	5/5 (100%)
Informed Consent - SBE (ID:504)	03/30/15	5/5 (100%)
Privacy and Confidentiality - SBE (ID:505)	03/30/15	5/5 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID:14928)	03/30/15	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Heidi Rico (ID: 4732043)
- **Email:** hrico13@apu.edu
- **Institution Affiliation:** Azusa Pacific University (ID: 2683)
- **Institution Unit:** MATUL, Urban and Multiethnic Studies

- **Curriculum Group:** Social & Behavioral Research - Basic
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 15516436
- **Report Date:** 03/30/2015
- **Current Score**:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID:490)	03/30/15	5/5 (100%)
Defining Research with Human Subjects - SBE (ID:491)	03/30/15	5/5 (100%)
Belmont Report and CITI Course Introduction (ID:1127)	03/29/15	3/3 (100%)
The Federal Regulations - SBE (ID:502)	03/30/15	5/5 (100%)
Assessing Risk - SBE (ID:503)	03/30/15	5/5 (100%)
Informed Consent - SBE (ID:504)	03/30/15	5/5 (100%)
Privacy and Confidentiality - SBE (ID:505)	03/30/15	5/5 (100%)
International Research - SBE (ID:509)	03/30/15	5/5 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID:14928)	03/30/15	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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Dr. Varghese Thomas, M.Div, Th.D

I have been working with Dr. Varghese Thomas since May 2014. He has been an excellent source for information, networking, and direct insight to Indian culture. Over the course of a year, I have designed projects for Dr. Thomas' organization, *Mission to the Unreached*. In this process, I have found him to be honest and helpful in making sure the material I create is safe, sensitive, and overall appropriate for not only the Indian community, but also more specifically the marginalized. This has required him to give specific feedback that reflects sensitivity and honesty. This experience has made the process of choosing Dr. Thomas, as an expert to determine the cultural sensitivity of my research with *Mission to the Unreached*, an educated one. There was no known researcher, directly affiliated with IRB.

Dr. Thomas is a leader, teacher, pastor, director, founder, and administrator within his community. He has officially been working with his founding organization for over 25 years. In 1990, he established his official building for *Mission to the Unreached*, which includes the *Eastern Theological Institute and Seminary*. He wears many hats and serves on several boards, which he networks with many surrounding organizations. Dr. Thomas is responsible for the supervision of his students, staff, and pastors.

Dr. Thomas' organization *Mission to the Unreached* is an indigenous, Christian charitable society committed to holistic development, specifically focusing on urban slum communities and marginalized people groups, which includes beggars, lepers, slum-dwellers, and tribal people. Some of his projects include: *Saviour's Schools, the Vineyard Home, the Child Development Center,* and the *Eastern Theological Institute Seminary*.

The *Savior's Schools* are established to offer a better future to needy children without distinction of caste, color or creed. They are located in Noida and New Ashok Nagar. The first school was established by MTU in Sector-18, Noida in 1999. This school has 100 students. *Saviour's School* has also been established in New Ashok Nagar, New Delhi, in 2003. New Ashok Nagar is a developing colony of poor people who have migrated from Bihar, Uttar Pradesh, West Bengal, and Rajasthan. The most recent *Savior's School* was established in Sector 17, Noida, in 2007.

Besides the three schools, the mission also runs a project for children from the vulnerable populations of society. The *Child Development Center* was founded in 2000. Presently, 200 children are the benefactors of this project. The center aims to develop the spiritual, educational, social, and physical growth of the underprivileged children from rural areas. They do so by bringing them to the mainstream of society. The center also provides the children enrollment, school fees, study materials, uniforms, food, and medical treatment.

Dr. Thomas' organization also founded *Vineyard Home*. The aim of this institution is to give shelter to the abandoned and neglected children of the slum areas of Delhi. The children are accommodated in two large rented apartments. There are forty children sheltered here.

Lastly, *Eastern Theological Institute and Seminary* (ETIS) is committed to train up, equip, and send missionaries to unreached areas. The aim is to present every person perfect in Christ Jesus. Every year about 45 to 55 students graduate with degrees and diplomas in theology. The prime motive of ETIS is to challenge, train, motivate and steer its students to be effective soldiers in God's army.

As the director of *the Eastern Theological Institute and Seminary*, Dr. Thomas oversees major academic programs including master's and bachelor degrees. ETIS has trained more than 500 students so far with bachelor degrees, diplomas, and certificates in *Theology and Mission studies*. Various seminars, workshops, outreach programs, field work, summer placement, preparation of thesis, etc. are the regular features for the students to equip themselves with spiritual enlightenment and develop their talent for future ministry. This experience has made Dr. Thomas well equipped in the research field. He also possesses a master's in divinity and a doctorate in theology. As an Indian researcher, Dr. Varghese Thomas is a highly qualified person to advise and be held responsible in determining what is culturally sensitive research in India.

March 27, 2015

To Whom It May Concern:

My name is **Varghese Thomas** and I am the **Director** of the **Eastern Theological Institute & Seminary**. I am writing on behalf of **Heidi Rico**, who is conducting research regarding **Holistic Education**. I have reviewed her research plan and affirm that it is both culturally sensitive and will be translated into the local language, if necessary. As a local resident of **India**, I believe that she will conduct her research in a culturally appropriate and respectful manner.

If there are any questions regarding this research, please contact me or the student.

Sincerely,

Varghese Thomas

Phone: +91 98-11-105537

Email: mtuthomas@gmail.com

Heidi Rico

Phone: +91 81-30-038773

Email: hrico@csu.fullerton.edu

March 27, 2015

To Whom It May Concern:

My name is **Dr. Varghese Thomas** and I am the **Director of Mission to the Unreached.** I am writing on behalf of **Heidi Rico** who is conducting research regarding **Holistic Education.** I have reviewed her research plan and approve of the proposed research that will be conducted at the associated facilities of **Mission to the Unreached** in **Delhi, India.** She will be interviewing and training teachers ranging from Nursery through twelfth standard, in north India. Her research results will benefit schools associated with Mission to the Unreached.

If there are any questions regarding this research, please contact me or the student.

Sincerely,

Varghese Thomas

Phone: +91 98-11-105537

Email: mtuthomas@gmail.com

Heidi Rico

Phone: +91 81-30-038773

Email: hrico@csu.fullerton.edu

2014-15 **INFORMED CONSENT FORM**

Holistic Education: Redefining India's Teacher Education Framework
Heidi Rico
IRB#

Voluntary Status: You are being invited to participate in a research study conducted by the researchers listed above. You are being asked to volunteer since you meet the requirements for enrollment into this study. Your participation is voluntary which means you can choose whether or not you want to participate. You may withdraw any time without penalty. If you decline to continue, any data gathered to that point may be used in data analysis. If you choose not to participate, there will be no loss of benefits to which you are entitled. Before you can make your decision, you will need to know what the study is about, the possible risks and benefits of being in this study, and what you will have to do in this study. The research team is going to talk to you about the study, and they will give you this consent form to read. You may also decide to discuss it with your family or friends. If you find some of the language difficult to understand, please ask the researcher and/or the research team about this form. If you decide to participate, you will be asked to sign this form.

Purpose: The study for which you are being asked to participate is designed to help you improve your skills within the classroom and bring out the best from your students. The research will be conducted in northern India, on behalf of Mission to the Unreached, around the topic of holistic education.

Procedure: To be a voluntary participant in this study, you will be asked, as teachers, to take part through some or all of the following form(s) of participation: interviews, surveys, classroom observations, group reflections, and training. Other related activities may also be implemented, in effort to assess your performance as a teacher.

Commitment and Compensation: Your total participation in the study will take approximately 20 hours over 10 sessions. Each session will last approximately 1 hour. An approximate 5 hours will be additional hours involved with interviews, surveys, group reflection processes, and classroom observations. You will not receive financial compensation for participation in the study.

Possible Risks & Benefits: It is expected that participation in this study will provide you with no more than minimal risk or discomfort which means that you should not experience it as any more troubling than your normal daily life. However, there is always the chance that there are some unexpected risks. The foreseeable risks in this study include an accidental disclosure of your private information, or discomfort by answering questions that are embarrassing. If you feel uncomfortable or distressed, please tell the researcher and she will ask you if you want to continue. Because this is research and does not have anything to do with the current services you are receiving, you can withdraw from the study at any time without penalty.

You will not receive any direct benefits from participating in this study; however, your participation in this study will help improve the knowledge about holistic education. Your participation may also benefit other people with similar concerns.

Confidentiality & Consent: The investigator and staff involved with the study will keep your personal information collected for the study strictly confidential. Any information that is obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Your identity will be kept strictly confidential by removing the names and personal information that may give specific information about the participant or student the participant may refer to. Numbers to identify cases and participants will be used. Identities of participants will be kept anonymous. However, information regarding teacher perspective and performance will be publically used, for research purposes, to understand a general idea of teacher mindsets and practices. This is an effort to further enhance the knowledge of holistic education within India's framework.

This document explains your rights as a research subject. If you have questions regarding your participation in this research study or have any questions about your rights as a research subject, please contact the Principal Investigator using the information at the bottom of this form. Concerning your rights or treatment as a research subject, you may contact the Research Integrity Officer at Azusa Pacific University (APU) at (626) 812-3034 or at dguido@apu.edu.

New Information: During the course of this study, we may discover information that could be important to you. This includes information that, once learned, might cause you to change your mind about being in the study. We will notify you as soon as possible if such information becomes available.

In the event of any physical injury resulting from research procedures, you will not be provided medical treatment through Azusa Pacific University, however, you may seek treatment with your primary care physician. APU will not provide you with financial compensation if you are injured in this study.

Conflict of Interest: The Principal Investigator has complied with the Azusa Pacific University Potential Conflict of Interest in Research policy.

Language: An official language of India is English. Stating that I am fluent in English conveys that I have fully comprehended the information contained in this form and do not need a translator.

Consent: I understand that my participation in this study is entirely voluntary and that I may refuse to participate or may withdraw from the study at any time without penalty. I understand the procedures described above, and I understand fully the rights of a potential subject in a research study involving people as subjects. My questions have been answered to my satisfaction. I agree to participate in this study. I have received a copy of this consent form.

I agree to be audio taped.	I do not agree to be audio taped.
I agree to be video recorded.	I do not agree to be video recorded.
I verify that I am fluent in English.	I am not fluent in English.
I agree for my involvement in this research project to be published.	I agree for my involvement in this research project to be published.

_____   _____   _____
Participant Name Printed   Participant Name Signed   Date

I have explained the research to the subject or his/her legal representative and answered all of his/her questions. I believe he/she understands the information described in this document and freely consents to participate.

_____   _____   _____
Signature of Principal Investigator   Date   Time

Heidi Rico
S-126 Groundfloor
Greater Kailash, New Delhi, India
Email: hrico@csu.fullerton.edu
Phone: (+91) 81-30-038773

Potential Conflict of Interest Disclosure Form

Everyone engaged in research at Azusa Pacific University (see definition of *covered individual*) must complete the "Potential Conflict of Interest Disclosure Form," at least annually during the conduct of research, per the *Policy for Conflicts of Interest in Research* (the "Policy"). The form must be completed no later than the time of application for funded research (with the Grants Routing Form), or when a researcher is applying for IRB or IACUC approval, whichever is first, regardless of the source of research funding. If there are subsequent changes to any response, a new form must be filled out within 30 days. Based upon the information provided on this form, the university will determine, through the *Committee for Conflicts of Interest*, whether the researcher has any conflicts of interest. The full policy, including definitions of key terms (italicized on this form), may be found at www.apu.edu/grants/policies. Questions about this form or the policy may be directed to Dr. Diane Guido, Research Integrity Officer, at dguido@apu.edu or (626) 812-3034.

Name: Heidi Rico   Date: May 6, 2015

Title of Proposed Research: Holistic Education: Redefining India's Teacher Education Framework

Potential or Secured Funding Source: N/A, Personal Spending if needed

Submitted with: □ Sponsored Research Routing Form   □ Annual Update
                              ☑ IRB or IACUC Proposal   □ Other (e.g., change of circumstances)

1. Do you have any *significant financial interest* (as defined in the *Policy*) that, to an independent observer, would reasonably appear to be affected by research in which you are involved or that exist in entities whose financial interests to an independent observer would reasonably appear to be affected by your research (e.g., stock values, etc.)?

   Yourself: __Yes ☑ No   Your spouse or dependent children: ___Yes ☑No

2. Separate from *regular research payments* (as defined in the *Policy*), have you received in the last 12 months or will you receive in the next 12 months more than $5,000 in cash or of monetary value from an entity that could reasonably appear to be affected by this research?
   Yourself: __Yes ☑No   Your spouse or dependent children: ___Yes ☑No

3. Do you consult or have a financial interest with any commercial funding source that also sponsors clinical trials or other research at the University in which you simultaneously are responsible for the design, conduct or reporting of the University project?   Yourself: __Yes ☑No   Your spouse or dependent children: ___Yes ☑No

4. Do you serve as an officer, director, employee, or member of an advisory committee or review board of an organization (whether paid or unpaid) that is related to your research interest (or that could reasonably appear to be affected by your research)?
   Yourself: __Yes ☑No   Your spouse or dependent children: ___Yes ☑No

5. Would your school or academic department receive anything of value from any commercial funding source that sponsors your research (other than compensation disclosed in the budget submitted to the Office of Research and Grants with your grant proposal)?   ___Yes ☑No

6. Do you use or propose to use University facilities or personnel to conduct research or testing for any outside interests other than sponsored projects approved by the University? ___Yes ☑No

7. Do you engage in external professional or commercial activities (e.g., external consulting) related to your research?
___Yes ☑No

8. Did you receive any reimbursement for travel or sponsored travel related to your institutional responsibilities from an entity other than a federal, state, or local governmental agency, an institution of higher education, an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education? ___Yes ☑No

9. Do you have a *conflict of interest* (as defined in the *Policy*) or the appearance of any *conflict of interest* (including bias) between your personal financial, relational, or other interest and your involvement in this research project? ___Yes ☑No

10. Is there anything not covered in the above questions that you believe might constitute a potential   conflict of interest or create the appearance of being a conflict of interest related to this research?
___Yes ☑No

If you answered "yes" to any question above (#1-10), attach a separate page describing the nature and amount of any interest noted.

Are you the Principal Investigator or are you responsible for the design and conduct of this research project? ☑Yes ___No

If yes, please identify faculty, staff, students, and other collaborators who will be working with you on this research project.

Name, Affiliation: <u>Dr. Viv Grigg, APU Professor & Supervisor of Thesis</u>

If any of the *covered individuals* listed above has IRB approval from another institution related to this study, please provide a copy of that IRB approval.

I attest that I have disclosed any and all significant financial and other interests, as well as those of my spouse and children, which, to an independent observer might reasonably appear to affect or be affected by my research.

Heidi a. Rico   Urban & Multiethnic Studies/APS   May 6, 2015

Signature   **Department/Division**   **Date**

Submit this form with the Grant Routing Form to the Office of Research and Grants, or with the IRB and IACUC applications to the appropriate IRB/IACUC Coordinator for review.   (Revised 8-13)