



## Letter From the President

Bailey Herring

Hello Teaching Fellows,

I hope each of you have survived the first couple of weeks of classes! I know it is tough to get back into that work mode, but it sure is nice to be back at NC State for another wonderful year! Unfortunately, it's back to papers, homework, and exams, but that also means we are back to football, fun, and friends! I would first like to thank each of you for the enthusiasm and energy you have been bringing forth to the Teaching Fellows program. The beginnings of forums and committee meetings have seemed to be enjoyable and I hope you are excited to play your role in this program. Each of you have an important job and it's to be a part of this program by becoming involved in everything it has to offer. A saying I try to take with me everywhere I go is, "You get out of it what you put into it". There is so much truth in that statement and it can take you many places. Become involved in the campus as well as the College of Education. There are so many clubs offered to NCSU Students that could benefit you for your future. I hope you also become involved with your committees. It is important to make your college experience as memorable as you can and you can do just that by being active in the campus and this program. We have some wonderful events coming up that are exciting for everyone and I hope each of you try to take part in them! As the President, I am here for each of you in any way possible whether it's in person, by email, or even on the phone. I hope you have a wonderful school year and thank you for everything you do!

GO PACK!

Your President,  
Bailey Herring

## North Carolina Learns Chinese



Mary Norris

Now more than ever the need to be bilingual is present in North Carolina, but the new language of choice isn't what you would think. Yes -- speaking Spanish as a second language is just as beneficial and necessary as it was five years ago, but how far is it really getting North Carolina? The new trend is teaching North Carolinians Mandarin Chinese.

Just how popular is the new trend? Several public and charter schools have adopted it as a foreign language. Mandarin, next to Spanish and Japanese, is beginning to be an especially popular choice among college students at schools like Eastern Carolina, North Carolina State, and Appalachian Universities.

Some schools like Konnoak Elementary School in Winston-Salem have gone as far to adopt full immersion classes for students as young as kindergarten. Select schools in Durham and Charlotte have similar programs.



Any language immersion class can be extremely beneficial to its students. Besides learning a new language faster than students who take traditional foreign language courses, students who participate in immersion classes leave with a better understanding of their own language. This is especially true with learning the grammar and syntax of another language; in the duration of the course students will have made thousands of mental connections and comparisons between their native language and the new language. This is due to the exhausting effort of exploring and recognizing the differences, and finally making that mental separation between different patterns.

Additionally, students who participate in immersion programs are at an advantage and better prepared for other subjects in school. The constant application of pattern and syntax prepares students to solve higher-level math problems they might not normally have been able to solve. This is, in part, thanks to training different parts of your brain to think in more formulated ways. Immersion classes are not all good. While foreign language immersion classes teach students a healthy respect for our global neighbors, parents often worry their students will lose interest in learning about their roots. Efficient and well-rounded immersion classes or schools often spend just as much time teaching the language to English speaking students as they do the new culture. Teaching or learning American ways, traditions and customs would seem obsolete or irrelevant in a Chinese school. Such a high level form of immersion fosters global thinking; in a global setting, home just will not seem as interesting or important.

We have to ask ourselves, why Chinese, when Spanish is becoming just as popular of a language as English in North Carolina? It allows us to network with countries, specifically China, where much of our industry and manufacturing has moved. It is easier and cheaper for American businesses to outsource to China. This type of business practice strains our economy because we buy more from China than we sell to them. Maybe in sixteen to twenty years, the kindergarteners of Konnoak Elementary will have figured out a way to even things out with China to a healthy symbiosis.



### In this Issue...

Page 2:  
Shall We Eat?, Adult Fraud Detection Systems and NC Public Schools, Is the "Get out of NCLB free card" really free?

Page 3:  
Wake County Busing System, Humanities Lacking In Education.

Page 4:  
9/11 A Memorial Ten Years in the Making, TF Kickball, GOP Critical of Pre-K Standing Ruling.

## Shall We Eat?

Jessica Anstead

One hundred NC State students were asked how many of them make an effort to eat breakfast every morning, and how great an effect it has on their academic success. Forty-five students stated they make it a priority to eat breakfast every morning; sixteen thought eating breakfast had no effect on their success; thirty-nine were completely clueless. These numbers occurred in a poll that I created and sent around via Facebook.

The average college student will eat breakfast two to three times during an academic week, not including weekends. For some, being confined to a set college schedule, specifically morning courses, limits them from having the opportunity to eat in a dining hall. In this case, it forces them to either eat breakfast in their dorms or start their day with none at all. However, a few admit to not being big on breakfast, so they don't eat it. There are many explanations as to why or why not students eat breakfast, but the bigger issues are if what they are eating matters and if and how it affects their academic performance.

Based on an eleven-year study performed on 1,259 full-time, community college students, students were asked had they or had they not eaten breakfast before taking a major exam. The results weren't the least shocking: 65.6% of the students claimed to have eaten breakfast and of those students, 72.7% received a letter grade of "C" or better on their exam. Not only that, but by eating breakfast, students had healthier lifestyles and better studying strategies.

Although this study was in some way helpful in opening the gray area about the link of eating breakfast to academic success, the students who were involved in the study were never asked how many actually ate a healthy breakfast. Students in the particular study qualified for eating breakfast if they had eaten anything at all during breakfast, i. e., Pop-Tarts, leftover pizza, etc. Could what they have eaten affect their letter grade?

Eating well-balanced and nutritious breakfasts include a source of protein, fruits, and whole grains. Notice that fruit bars and leftover pizza do not fall in that category. Unhealthy breakfasts tend to consist of food high in sugars, sodium, and saturated fats. According to the National Federation of Professional Trainers, people who eat a healthy, well-balanced breakfast have three times more energy throughout the day and are less likely to crash midday than people who skip meals or have an unbalanced meal, simply because the fibers in the whole grains digest food slower, holding hunger until the next meal.

Without breakfast, your day starts off sluggish, you have little focus, and you are only motivated by the growling sounds of your stomach. So the next time you're speeding to class, slow down, press PAUSE, and eat breakfast... your success will thank you.



## Adult Fraud Detection Systems and NC Public Schools



Ryon Barton

Have you ever been sure that you flunked a test, I mean totally bombed it, and then found out that you did okay? I have, and I always felt relieved. It meant all my hard work wasn't for nothing, and maybe I was smart after all. It never occurred to me my teacher changed my answers so I wouldn't fail. However, exactly that's been discovered in U. S. schools, but what can we do about it? Catching teachers cheating (a.k.a. detecting adult fraud) is difficult, but not impossible.

There are several methods of detecting adult fraud, but each has its own problems. For example, one way is to cut out the teachers altogether. Having impartial proctors to conduct examinations would help minimize the opportunity for fraud, but would be expensive. There're almost 1.5 million students in the N. C. public school system. Can you imagine having to pay for proctors for all of them? Another method is one used by the New York City public schools. They run every Scantron through two machines. The first grades it normally, but the second checks how often wrong answers were erased and changed to correct ones. Then that ratio's compared to the average, and if it's too high, it's reported as a possible case of adult fraud. If a teacher's name shows up on too many reports, than an investigation's conducted, to determine their honesty. However, this method could cause innocent teachers to be investigated, damaging their professional image and confidence. Perhaps they would leave the profession, or become ineffective teachers. Finally, there's what's called the whistle-blower system. It relies on anonymous reports of fraud from employees. This system's subject to abuse, because if enough employees report an unpopular teacher, they'll be subject to an investigation, perhaps an unjustified one that can damage their career.

So what should we do? Studies across the U. S. show that less than 1% of teachers commit fraud by changing student answers, so while the occurrences are still very serious, they're also rare. The NCDPI can address the problem in two, complimentary ways. First, they should modify the whistle-blower system we use now. It would be better if the reports weren't anonymous (at least to the investigator) so, employees understand false accusations will have serious consequences. However, it must be made clear accurate reports won't be punished. In both cases the accuser should remain anonymous to the public. In addition, the DPI should strive to create an "atmosphere of integrity," something more commonly addressed on college campuses. If students and teachers both feel cheating is wrong, and are aware those around them also feel so, they're far less likely to commit fraud. This atmosphere would both encourage the reporting of fraud and discourage fraud itself, making the strategy doubly effective.

The next time you get back your test

and do better than you thought you did, look around, and see how common the reaction is; your teacher might be committing fraud, but you're probably just a little smarter than you thought you were.

## Is the "Get out of NCLB free card" really free?



Sean Bobby

California, Minnesota, Michigan, and Tennessee have all submitted a request for the waiver stirring around Washington that would replace the "No Child Left Behind" law with new responsibilities that are supposed to be more tangible. In March the President asked Congress to develop a new plan for NCLB, but without bipartisanship they were unsuccessful. Now the Department of Education has gotten in on the ordeal and is responsible for the waiver that's in the works. What exactly in this waiver's what a lot of citizens are asking? But first it's necessary to see the faults of NCLB. NCLB was put in action about a decade ago. It has two significant parts have led to a lot of stress for educators nationwide. One part's the strict teacher qualifications, which are presumed to be the reason for the teacher shortage. That shortage's also contributed to by the standardized testing that's used to evaluate students and teachers. Considering that 80,000 of 100,000 public schools will be considered failing this year, it's easy to assume cuts will be made to teachers with the lowest scores. Supporters of the program say both strict teacher qualifications and standardized testing's the only way to the quality of education.

With the backing of the President, Secretary of Education Arne Duncan informed Congress in June if revisions to NCLB didn't happen by the fall he would begin using his executive powers, and that's exactly what he's doing now. He's creating a waiver to free states of their responsibilities to NCLB. Teachers around the nation struggle with NCLB and its strict regulations. NCLB is centralizing education in the government. The question has to be asked: will the federal government give away its power in the Department of Education? This waiver sounds like the perfect easy way out for states, but it could easily be a snake in the grass. Signing the waiver would get rid of the rules and regulations that NCLB enforces, but there's been speculation it'd only lead to more centralized education and more control by the federal government.

Exact details of the waiver are supposed to be out this month. So far it can be guaranteed with this waiver states will have to start using college- or career-ready standards, make a new accountability system, and develop new ways to evaluate teachers based on student growth, all of which will take time to construct, observe, and alter to see what systems work. 2014's the deadline for NCLB, which's when all public schools are supposed to have 100% of their students proficient in reading and math. With time dying and only one option available, states could be forced to jump on the waiver bandwagon even if they don't agree with it. Duncan stated this waiver's a take-it-or-leave-it deal, meaning this could be the only form of relief that'll be available.

Wake County  
Busing  
Kaitlyn Jones



Wake County currently consists of 165 public schools and has an area of 860 square miles with a width of 46 miles from east to west. The county has a population of more than 900,000 residents. The students that live in this area are not taken to the school closest to them, but are instead transported to a school the county chooses based on their parents' income.

Now, there are two ways to look at the Wake County public schools' busing system. The system creates diversity in schools that would not usually be if the busing system were based on where the students reside. The students are taken farther than they would usually have to go to get to a school, but the school they arrive at has a very diverse student body. Due to the Supreme Court ruling against deliberate desegregation focused too heavily on race, Wake County relies on an income-based system. It states that the school's student body cannot consist of more than 40% of students who receive free or reduced lunch.

Advocates of the busing system say that diversity helps students. They say that students are more likely to do better in school if a good amount of their classmates intend on going to college. They also say that it is hard to attract good teachers to schools in an area of poverty. They say that "neighborhood schools" will result in poor schools with students at a disadvantage. The goal of these advocates is to give an equal opportunity to every student regardless of financial standing.

The opposing argument is also just as clear. Those who oppose the system say that

it is absurd to make students travel farther just to get to school. They say that a student can do better if they are given more time for studying and homework that is currently taken by long bus rides since the schools are not close by. Economically speaking, the busing system is not very practical. It is very costly and that itself can be looked upon as an obstacle in the way of progress.

With a final vote of 5-to-4 the school board voted to create attendance zones closer to student's homes. The new superintendent of Wake County stated, "If what we're trying to do is create a diverse environment and we're not concerned about their student achievement, then that's not something I'm interested in." He wants to focus more on "neighborhood schools." Many protests have popped up due to this new plan to change the current busing system. One protest ended in 19 arrests.

The real matter at hand is what is the best way to help students excel academically? Is the answer to this question to spend more money creating a diverse environment assuming that this gives each child a better opportunity to learn or putting that money elsewhere and saving children of the long bus rides by diverting back to "neighborhood schools"?

### Humanities Lacking in Education



Zach Parrish

When you first walk into your classroom all the way up until your days of higher education, there are two things you pick up on more than anything else: math and reading. Elementary and middle schools across the United States over the past few decades have striven to strengthen these two learning skills in children, in hopes of somehow coming out on top in education among leading world powers. It is obvious that this focus on math and reading is important, but without the study of arts and humanities, people's point-of-views become skewed; they can never fully understand the complex issues going on around their lives, such as international relations, religion, etc. With this lack of humanities in early grades, children grow up lacking.

Studies show that in primary education, a majority of schools provide for the study of art, but greatly lack in provisions for



dance or instrumental music. Even in secondary education, there is a void where the two latter subjects should be. On top of that, even if these subjects can be studied in school, they are rarely given out as part of the core curriculum, but rather as electives. Through our years in grade school, we may have strayed away from such classes in order to get done with what was required: math, reading, science, and, most times, history. In most cases, enrolling in classes such as music or art or theater arts was simply a way out for students from having to take more difficult, required classes. In situations such as these, the lack of desire to actually learn from these subjects prevents any real growth in perspective, and a nasty cycle of restricting our boundaries of learning begins.

The United States, among other OECD nations, ranked 14th in reading, 25th in math, and 17th in science. Considering America is supposed to be one of the most developed nations in the world, aren't these rankings rather low? One might look at these statistics and say, "We need to focus more on the studies of math, reading, and science." A better proposal might be to bring in a greater focus on the humanities and social sciences. By doing this at such a younger age, it allows for better growth of the brain, and allows for children at earlier ages to be able to widen their gaze, and be able to think in other points-of-view other than that of the traditional western thought.

All that needs to be called to action is the re-implementation of the study of humanities and social sciences in grade school. This could be the solution not only to the United States drastically falling behind in standings in education among leading world powers, but also to better the ability for Americans to communicate both nationally and globally. Expanding our knowledge in regards to arts, history, anthropology, religion, literature, law, languages and many more subjects will significantly allow us and further generations to grow as a more understanding and a generally more intelligent society.

#### Resources:

- Page 2: Ortega, Antonius. "The Effects of Eating a Healthy Breakfast." LIVESTRONG.com Web. 3 Sep. 2011.  
 Phillips, Gregory W. "Does Eating Breakfast Affect the Performance of College Students on Biology Exams?." Web. 3 Sep. 2011.  
<http://www.dpi.state.nc.us/internalaudit/>  
[http://www.usatoday.com/news/education/2011-03-10-1Aschooltesting10\\_CV\\_N.htm](http://www.usatoday.com/news/education/2011-03-10-1Aschooltesting10_CV_N.htm)  
<http://www.ncpublicschools.org/fbs/accounting/data/>  
<http://www.cep-dc.org/page.cfm?FloatingPageID=21>  
<http://www2.ed.gov/nclb/freedom/local/flexibility/index.html>  
[http://blogs.edweek.org/edweek/campaign-k-12/2011/08/obama\\_gives\\_go-ahead\\_for\\_waivers.html](http://blogs.edweek.org/edweek/campaign-k-12/2011/08/obama_gives_go-ahead_for_waivers.html)  
<http://usliberals.about.com/od/education/i/NCLBProsCons.htm>
- Page 3: <http://www.csmonitor.com/USA/Education/2010/0324/Busing-to-end-in-Wake-County-N.C.-Goodbye-school-diversity>  
<http://www.wakegov.com/about/facts/default.htm>  
[http://www.huffingtonpost.com/2011/01/12/wake-county-school-board-\\_n\\_808329.html](http://www.huffingtonpost.com/2011/01/12/wake-county-school-board-_n_808329.html)
- Page 4: <http://www.newsobserver.com/2011/09/07/1466533/pre-k-ruling-stands-but-gop-is.html>

## TF Kickball

### Reynolds Bond

This year was the third annual Teaching Fellows kickball tournament. The competition this year consisted of Campbell, North Carolina Central, UNC, Meredith, and NCSU. Campbell and NCCU played together because they were short on players. As the flood of red poured onto the baseball fields of Pullen Park, three outfits stood out. Our own Kyle Shinault, Zack Bernard and Matt Cabral hit the field donned in full NCSU red body suits. Little did they realize, that body suits plus the beating sun and physical exertion of the games did not mix. By the end of the first game they were already half way out of their suits.

Two fields were in play; the first games consisted of NCSU versus Campbell and NCCU, and UNC versus Meredith. NCSU lost the first game to Campbell and NCCU, but came away with some exciting plays and even more gumption for the next game. UNC and Meredith made a fantastic showing, however, UNC lost. This development plotted UNC and NCSU against each other in the loser's bracket. With the tension of many a football and basketball game behind us both teams took the field. NCSU came away the winner.

In the Campbell versus Meredith game, Meredith came away the winner. This is where the games ended however. On account of time we were not able to finish the final brackets which made Meredith the walk away winner of first place.

The games began around four o'clock on September ninth. Fellows flooded in from their prospective school ready and rearing to compete. With the recent development of Teaching Fellows being phased out I like to think that these kinds of activities send a message to our legislature and to the community that those of us who remain Teaching Fellows will not be swayed from interacting with our own campuses and with other campuses. These types of events also prepare us, as future teachers, to go out and support those of our students who are student athletes.



### GOP Critical of Pre-K Standing Ruling

 Jon Johnson

In a new order swatting down Republican legislative leaders attempts to intervene in the issue, a Superior Court judge reaffirmed North Carolina can't place a limiting cap on pre-kindergarten for low-income 4-year-olds. Wake County Superior Court Judge Howard E. Manning Jr.'s September 2nd order clarified the recent changes to the pre-kindergarten program known formerly as More at Four. Governor Bev Perdue considered Manning's decision a victory and is still having it out with Republican lawmakers. Senate leader Phil Berger, Republican, called the Manning's order "judicial activism of the worst kind" and said he was "determined to create a massive new welfare program from the bench." Perdue said she directed the agency overseeing the pre-K program to come up with a plan that complied with Manning's order, possibly opening pre-K education to many more children. She cautioned in a statement that "given space, staff, and money limits, the program cannot be immediately fully expanded." Thirty-two thousand 4-year-olds were enrolled in the program for \$161 million last year, but twice as many would have qualified as "at risk." It's unclear when or how the program could be expanded to serve all who qualify. Confusion has swirled around the program's future for months. The Republican-authored budget cut the program's funding by 20%, for the first time authorizing co-payments, and limited poor children's participation to 20%. Budget cuts prompted five poor school districts' attorneys to file a legal challenge, leading to a hearing before Manning in June, the latest in the long-running Leandro lawsuit, which established years ago all North Carolina children had a constitutional right to a basic, sound education. They argued changes to More at Four would keep out children the program was designed to serve. Manning agreed and issued an order in July saying the state can't implement any barrier preventing eligible at-risk children from enrolling in the pre-K program. Republican leaders argued Manning misunderstood the limit in the law. They admitted the provision was poorly-worded, but contended its intent was to maintain the program for the poor. They argued the limit didn't apply to poor children, but to those with other risks, including children with disabilities or limited English. In August, Berger and Speaker of the House Thom Tillis, Republican, filed a motion asking the court to clarify Manning's ruling, and let them intervene in the issue as leaders in the legislature. Rejecting their motions in a recent order, Manning wrote "this Court has no intention of

putting itself, or the judiciary, in the middle of this political dispute." He pointed out the court could not understand what legislative budget writers intended with the cap, nor could they rewrite the law to say so. Manning repeated his original ruling that the law's provision created "an impermissible barrier to the ability of 'at-risk' four-year-olds to take advantage of the opportunity to attend the pre-K program, and thereby have the opportunity to be prepared to obtain a sound, basic education." Berger stressed the legislature only - not the courts nor governor - has authority to decide whether to give more money for an expansion in his statement. "The General Assembly's leadership does not intend to spend money the state doesn't have," Berger's news release said. The state Attorney General's Office filed an appeal.

### 9/11 A Memorial 10 Years in the Making

Grey Mangum

A somber air covered the NC State Bell Tower on Sunday as Chancellor Randy Woodson along with the NC State community paused to remember those lost in the attacks of 2001. The memorial service began with words of welcome by Student Body President Chandler Thompson. The National Anthem was sung as the colors were displayed by the NCSU ROTC.

Benny Suggs, Retired Rear Admiral and Executive Director of the NC State Alumni Association brought words of welcome and spoke of his service to the nation. Chaplain Army Capt. Rudy Stevens addressed the crowd before giving the invocation. He reflected on his time in Jalalabad and how for many years he prayed the scripture of Isaiah 2:4: "And he shall judge among the nations, and shall rebuke many people: and they shall beat their swords into plowshares, and their spears into pruninghooks: nation shall not lift up sword against nation, neither shall they learn war any more." He also spoke words of encouragement to the ROTC members present.

The service continued as Detective Charles Corr of the NC State Public Safety spoke of his experience as a first responder in NYC on September 11th. He spoke of a brave man who, while on his way to file retirement with the NYC Fire Department, heard of the attacks and knew he had one more call to make. He was one of the 343 firefighters who perished that day. His story brought tears to the eyes of many spectators.

The service concluded with closing remarks by Randy Woodson. A wreath was placed at the base of the Bell Tower, followed by a 21 gun salute, taps and a flawlessly timed flyover of two F-15 Fighter-Jets.

The ceremony not only brought the NC State community together but the local community as well. Businesses along Hillsborough St closed in honor of the event and many members of the Raleigh community were in attendance.

The events of September 11th will forever be in our memories. It is important that this event is never forgotten and is used as a teaching moment in our classrooms. Among other lessons learned, the events of that day as well as ten years later show a resilience of our nation and our dedication to community and freedom.

# September

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

25	26 Volleyball Sign up Freshman Forum	27	28 Cultural- Philadelphia Story @ 7:30 pm	29	30 Social- Chocolate Festival @ 4:00 pm TF Book Club Interest Meet @ 4pm	1
2	3 Sophomore Forum Big/Lil Wolves Den @6:30 pm	4 Cultural-College of Design Gallery @ 5:00pm	5	6 FALL BREAK	7 FALL BREAK	8
9	10 Dean's Reception (All fellows forum) Social-Chipotle @ 6:30pm	11 Cultural-Health: Bridging the Gap @ 7:00 pm	12	13 NC State Fair Professional Development with Meredith College	14 NC State Fair	15 NC State Fair CED Open House @ 10:00 am
16 NC State Fair	17 NC State Fair Junior Forum	18 NC State Fair Field Experience: Family Night Chick-fil-A @ 6:30 pm	19 NC State Fair	20 NC State Fair Cultural-Mothers, Matriarchs and Marriage @ 4:30 pm	21 NC State Fair	22 NC State Fair Community Relations: Habitat for Humanity Work Day
23 NC State Fair	24 Freshman Forum: Tai Chi (Social/Cultural)	25	26 Cultural: The Silent Killer @ 4:30 om Cultural-Pipes and Drums @ 7p	27	28	29
30 Cultural-Raleigh Civic Chamber Orchestra @4pm	31 Sophomore Forum					

Check us out!

<http://www.ncsu.edu/teachingfellows>

Go Pack!

