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Title of roundtable project in sentence case (Times New Roman 16 pt Bold)

Abstract (14 pt bold)

The abstract must be less than 400 words. Please use Times New Roman 12pt and double spacing. An abstract should concisely report the aims and outcomes of the project. It should describe a project that demonstrates an initiative that analyzes or implements a policy-related project. This can describe practices in music education classrooms, policy advocacy or other initiatives that integrate some form of policy analysis. The abstract should describe the purpose of your work, the methods you have used, and the conclusions you have drawn.

New paragraphs are indicated by a double space between and not indented. The writing should be left justified.

Keywords: up to five keywords listed with semi-colons between

References (16 pt heading – APA 7 referencing -formatting as per below)

- Angrist, J. D., & Guryan, J. (2004). Teacher testing, teacher education, and teacher characteristics. *American Economic Review*, 94(2), 241–246.
- Angus, D. L. (2001). *Professionalism and the public good: A brief history of teacher certification*. Thomas B. Fordham Foundation.
- Council for the Accreditation of Educator Preparation. (2023). Home page. <https://caepnet.org/>
- Department of Education. (n.d.). Train to teach if you have a degree or are studying for one. <https://getintoteaching.education.gov.uk/train-to-be-a-teacher/if-you-have-a-degree>
- Education Testing Service. (n.d.). Home page. <https://www.ets.org/>
- European Association for Music in Schools. (n.d.). Music teacher training (DE). <https://eas-music.org/countries/germany/music-teacher-training-de/>
- Fenstermacher, G., & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record*, 107(1), 186–213.
- Lewis, W. D., & Young, T. V. (2013). The politics of accountability: Teacher education policy. *Educational Policy*, 27(2), 190–216.
- Mateiro, T. (2011). Preparing music teachers in Brazil. In J.L. Arostegui (Ed.), *Educating music teachers for the 21st century*. Sense Publishers. <https://doi.org/10.1007/978-94-6091-503-1>