



THE BEACON

SCHOOL OF EDUCATION

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Reflective Practice...Multiple Ways of Knowing
Access, Equity, & Fairness...Collaboration
Evidence Based Practice

ATTENTION: ALL GRADUATE STUDENTS

BE SURE TO DOWNLOAD THE MASTER'S, CAGS OR DOCTORAL ADVISING GUIDELINES FROM THE SCHOOL OF EDUCATION WEBSITE:

http://www.umass.edu/education/academics/main_advising.htm

These forms and guidelines are required by your graduate program.



REVISED 2007 W-2'S ARE NOW AVAILABLE.

These forms must be picked up and signed for in person by **Wednesday, January 30th**.

Please go to:

125 Furcolo Hall – If your office/mailbox is located in Furcolo Hall or if you pick up your pay stub or check in this building.

161 Hills South – If your office/mailbox is located in Hills South/Hills North or if you pick up your pay stub or check in this building.

All forms not picked up by January 30th will be mailed.

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BEACON DEADLINE: Please submit *Beacon* announcements to: **Room 123A Furcolo Hall or to llascell@educ.umass.edu**. The deadline remains 3:30 p.m. on Monday. All assistantships will run for two issues unless otherwise indicated. Examinations and dissertation proposals run for only one issue.



**FACULTY/STAFF/STUDENT NEWS,
ACTIVITIES, HONORS, AND
AWARDS**

**INTERNSHIP AVAILABLE IN
ACADEMIC PLANNING AND ASSESSMENT**

Individual will serve as a Graduate Intern supporting the work of the University's General Education Task Force, gaining experience in curriculum and program development, research and assessment.

Duties of this position are varied (reflecting the numerous aspects of this Task Force's effort) **including:** providing administrative support to the Task Force Chair, conducting and supporting research on General Education and Task Force related questions, supporting the Office of Academic Planning and Assessment (OAPA) in the development and implementation of assessment processes for General Education, and report writing related to the work of the Task Force.

Experience required: Experience in organizing projects and conducting research (literature reviews, web searches, etc.). Experience and comfort with technology (e.g., spreadsheet development, publication software). Also, helpful to have an interest in curriculum/program review and development and/or higher education management.

Appointment is for 15-20 hours a week, from March to May at \$18.25 per hour.

Submit a resume and cover letter to Dr. Martha Stassen at **mstassen@acad.umass.edu**.



IT KEY REQUEST NOW ONLINE

The Provost's Office is pleased to announce that the "key request form" is now online, and can be accessed from the Provost's Office web page either by clicking on the "classroom key request" icon or by connecting directly to **http://www.umass.edu/provost/key-request**. You will be notified by email as to when you can get your key, usually the next business day (please note that requests received during the week before and during the first week of classes may take longer to process, depending on the volume of requests). All keys will be available for pick-up at the receptionist's desk in the Provost's Office (362 Whitmore).

Please Note: it is asked that you specify a return date on the online form and our default date is at the end of the current semester, but if you know you will be teaching in that building [most buildings use the same IT key for all the IT cabinets in that building] then you should just enter a date much further into the future or even just write "when no longer teaching in this building".

Unneeded keys should be returned by you or your designee to the Provost's Office, attn: Ginger Etinde. Be certain to include your contact information and the room number(s) for the key(s) returned.



**SCHOOL OF EDUCATION OUTSTANDING
TEACHER AWARD (COTA)**

Please take a few minutes to nominate a colleague for the *2007-2008 School of Education Outstanding Teacher Award (COTA)*. As School of Education faculty, we recognize that you value the scholarship of teaching and that we have many excellent teachers among us.

Please submit your nomination (e-mail or hard copy) to Linda Griffin (**lgriffin@educ.umass.edu**) by **January 31, 2007**. Below is the award description.

"The College Outstanding Teacher Award program was instituted as a complement to the Distinguished Teaching Awards given by the Graduate School. While classroom teaching is the fundamental criterion, this award also actively values supervision of field/clinical experiences, supervision of research, and mentoring professional publications and presentations. The purpose of the award is to honor individual faculty members for their teaching and mentoring accomplishments within their own colleges. The \$1,000 awards are given during the spring semester, and recipients are recognized at Undergraduate Commencement."



**KATE BORNSTEIN: ON MEN, WOMEN, AND
THE REST OF US!**

A presentation by Kate Bornstein will be held on Friday February, 8 at 7p.m. in the Weinstein Auditorium at Smith College. A book signing and reception will follow

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SPRING 08 ASSISTANTSHIPS AVAILABLE

All positions contingent on funding.

TEACHER EDUCATION AND CURRICULUM STUDIES

TEACHING ASSISTANTSHIP

One part-time (10 hours per week) assistantship is available for Spring 2008 for the course EDUC 192A: Education at the Movies

Responsibilities include: 1) attend weekly large group presentations and facilitate supervision of students (i.e., supervise students' arrival and departure, record attendance, collect assignments, be available for general questions and answers from students, etc.); 2) attend weekly planning meetings to organize and prepare course related content and other related business ; 3) design the mid-term and final exam; 4) supervise student requests relating to add/drop period and other student needs; 5) meet with and assist Course Director, faculty, and TA Team members as needed; 6) complete other course related tasks as assigned.

Qualifications include: excellent communication and organizational skills, exceptional interpersonal skills that will facilitate team building, significant interest in public school dynamics and media perspective, well-developed technology skills, a professional attitude and commitment to duties.

To apply, please contact Nola Stephen, 16 Furcolo Hall, at 545-1186 or nola@educ.umass.edu



PROJECT ASSISTANTSHIP – TECS DEPARTMENT

Two 10-hour graduate project assistantships available in the Department of Teacher Education and Curriculum Studies.

Responsibilities include: a combination of the following tasks and skills, depending on the particular set of skills offered by the applicants:

- Assist in the development of a comprehensive plan to recruit and retain diverse graduate students. Tasks may include developing an advertising strategy, producing a recruitment video and other materials, developing a workshop to assist potential students in the application process, organizing an Open House, and communicating with target schools.
- Assist in the development and organization of the TECS Centennial Celebration Plans and Activities. Tasks may include developing a database of alumni and cooperating teachers working in area schools and contacting them, assisting preservice and in-service teachers with their presentations, planning and arranging for guest speakers, and developing and organizing events connected with the Centennial.

Qualifications include: Excellent communication, organizational and/or artistic and technology skills; experience and skill in producing short videos and/or advertising and presentations; sensitivity and commitment to cultural diversity is a must and/or experience working with cooperating teachers of TECS teacher education programs.

If interested, please submit via email an electronic copy of your resume and a cover letter that highlights your relevant experience and qualifications to Department Assistant, **Kathy Jaloweic**, at kathrynj@educ.umass.edu. Review of applications will begin immediately.



RESEARCH ASSISTANTSHIP IN TECS

A 10 hour per week Research Assistantship position is available for Spring 08 and Fall 08 in the Math, Science, and Learning Technology concentration.

Responsibilities include: Analyzing an existing video database on student mathematical learning in classroom-based problem-solving situations, collecting and analyzing new data on the development of teacher knowledge, writing research reports, and assisting in grant writing.

Qualifications include: Background in mathematics,

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ATTENTION: GRADUATE ASSISTANTS

A copy of the School of Education Graduate Assistantship Appointment and Reappointment Policies and Procedures, revised as of February 2007, is available at the Provost's Office at <http://www.umass.edu/provost/appoint/index.html>.

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teaching experience in mathematics, qualitative research skills on the development of knowledge, reasoning and proof, and writing skills.

Additional desirable characteristics include: Experience with videotaping learning environments, making and editing CD/DVD's from collected video data, and flexible availability.

Interested candidates should send an email to: Prof. John Francisco at jmfranci@educ.umass.edu



ANNOUNCEMENTS

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

NIGEL BRISSET February 7, 2008, 12:00 noon, Room 151, Hills South.

Chairperson: Dr. Gretchen B. Rossman.



ANNOUNCEMENT OF FINAL ORAL EXAMINATION

RUTH HARMAN February 29, 2008, 11:00 a.m., Room 20, Furcolo Hall. "Systemic Functional Linguistics, Literature and the Academic Literacy Practices of Students in Urban Schools."

Chairperson: Dr. Margaret Gebhard.



UPCOMING CONFERENCES/ WORKSHOPS

NEW ENGLAND EDUCATORS RESEARCH ORGANIZATION

Registration for the 2008 conference is now open. The 40th annual NEERO Conference will be held April 9-11 in Hyannis, Massachusetts at The Cape Codder Resort and Spa.

NEERO has moved to online registration this year. You may access the online registration form at www.neero.org. After completing the registration form, you may either submit your payment immediately by credit card via PayPal or send a check through the mail.

NEERO is pleased that they were able to respond to members' requests and can accept credit card payments this year. You do not need a PayPal account to submit a payment, and you will be able to print a receipt for your payment.

Please register early to obtain the discounted registration fee.

Please visit www.neero.org often for updated conference information.



FIVE COLLEGE FACULTY SEMINAR

Saki Santorelli, author of "Heal Thy Self" and Director of the Mindfulness Based Stress Reduction Program at UMASS Medical School Worcester, will present to the Five College Faculty Seminar in New Epistemologies and Contemplation (NEC) on Tuesday evening, February 12, 2008 at 6:45 p.m. UMass Amherst in the Large Conference Room, Communication Disorders Bldg, 358 N. Pleasant St. Amherst (corner of Fearing St). Light refreshments will be served.



AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA) ANNUAL MEETING AND EXHIBIT

The 2008 AERA Meeting and Exhibit will be held on Monday, March 24 – Friday, March 28 in New York City. The 2008 AERA Program Theme: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility.

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CALL FOR APPLICATIONS/ PROPOSALS

JOURNAL OF CURRICULUM AND INSTRUCTION

The Journal of Curriculum and Instruction would like to invite you to submit or review for our 4th Issue, which focuses on action research. Below are the details.

Our journal can be located at www.joci.ecu.edu. If you are interested please contact Amanda Liles, the graduate assistant, at agl1027@ecu.edu.

The Call for Manuscripts:

The Journal of Curriculum and Instruction (JoCI) is a peer-reviewed, electronic journal that provides a forum for the dissemination of articles focused on research, practice, and related issues relevant to teaching and learning in the Pre K-12 environment. JoCI is supported by the Department of Curriculum and Instruction, in the College of Education at East Carolina University.

Audience & Contributors:

The audience for this journal includes higher education faculty, Pre K-12 teachers, graduate students in education, pre-service teacher education candidates, school administrators, and educational policymakers with an interest in curriculum and instruction. Contributors to the journal include classroom teachers, researchers and other practitioners from Pre K-12 schools, colleges, and universities.

The Journal Layout:

Research Forum - This peer-reviewed section includes empirical and action research, case studies, qualitative research, research reviews, reviews of the literature, empirically-based position papers, and policy analyses. Manuscripts are evaluated on the basis of their innovation, quality of scholarship, and contribution to the field of curriculum and instruction.

Practitioner's Platform:

This peer-reviewed section includes practical and descriptive articles that are evaluated on the basis of their innovation, quality of professional writing, and contribution to the field of curriculum and instruction. An emphasis is placed on publishing those articles providing clear and replicable examples of research-based practice ap-

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This year's Annual Meeting theme provides an intellectual space for scholarship focused on schools, neighborhoods, and communities. Examples of relevant research topics include, but are not limited to (1) higher education and community development, (2) education and social service partnerships, (3) community-based teacher education, (4) project-based learning in metropolitan settings, (5) juvenile justice and opportunity to learn, (6) fiscal policy and planning, and (7) educational role of the professions (e.g., health, law, and engineering).

For more information go to: http://www.aera.net/meetings/Default.aspx?menu_id=342&id=2936



INTERNATIONAL ALLIANCE OF TEACHER SCHOLARS

In 2008, the *International Alliance of Teacher Scholars* will host its 20th annual Lilly Conference on College & University Teaching on March 21 & 22 in Southern California. We call for your proposals and hope you will be able to participate. More information is below.

For almost 30 years the international and national Lilly Conferences have provided a forum for learning about, reporting, and discussing the results of the *Scholarship of Teaching & Learning*. Lilly Conferences are retreats that combine *Scholarship of Teaching and Learning* sessions, and major addresses, with lots of opportunities for informal discussion about excellence in college and university teaching and learning. Internationally-known scholars join new and experienced faculty members and administrators from all over the world to discuss topics such as gender differences in learning, incorporating technology into teaching, encouraging critical thinking, using teaching and student portfolios, implementing group learning, and evaluating teaching. Information on the International and other National Lilly Conferences can be found at Lilly Conference Information.

The welcoming "Lilly Spirit" and the high level of scholarly attention to teaching and learning enable everyone to contribute to the forum. You are invited to join as a presenter or an involved participant.

For General Information: http://www.iats.com/conferences/west2008_info.html

For Registration Form – Early Registration through October 15: http://www.iats.com/conferences/registration_west2008.html

plied in Pre K-12 settings. While a detailed literature review and analysis of underlying theory are not required for such articles, manuscripts for this section must describe a literature-supported practice and provide citations that document the relevant literature.

Perspective:

This section includes peer-reviewed commentaries or articles describing research-supported perspectives related to issue themes. Innovative approaches and ideas are particularly appropriate for this section.



**COLUMBIA UNIVERSITY EDUCATION
ACROSS THE AMERICAS 6TH ANNUAL
CONFERENCE**

¿Educational Equity, Policy, and Transformation in the Americas?

Hosted by the Association of Latin American Students (ALAS) and co-sponsored by the Society of International Education, the Program of International Education at Teachers College, Columbia University and by the Institute of Latin American Studies at the School of International and Public Affairs, Columbia University.

VENUE: Teachers College, Columbia University, 525 West 120 Street, New York, NY10027 on March 14th & March 15th, 2008. **Deadline for proposals: Wednesday, January 30, 2008.**

We welcome the abstract submission of presentations addressing topics within the broad realm of education in Latin America or the education of Latinos in the United States. Topics may include: Access and Equity, Educational Policy, Institutional Sustainability, Education and Minority Groups, Indigenous Education, Education and Human Rights, Gender and Race, Bilingual and Intercultural Education, Curriculum and Teaching, Transnational Learning, Education and Non-profits, Popular Education, Activism and Community Based Initiatives, Education and Economic Development, Educational Finance, Educational Leadership.

Proposals should include:

- Title, author(s), institutional affiliation(s), Name and e-mail address of primary contact.
- An abstract of approximately 200 words including the purpose, problem statement, research questions and/or hypotheses. Please note that if your paper is accepted, this abstract will be included in the information distributed to conference attendees and it also will be posted on the ALAS website.

- Willingness to serve as a chair or discussant for other sessions.
- Submit via e-mail to rt2012@columbia.edu



**EQUITY & EXCELLENCE IN EDUCATION
CALL FOR SUBMISSIONS:
EDUCATION FINANCE & SOCIAL JUSTICE**

The theme for this forthcoming special issue focuses on the possibilities and tensions of applying social justice frameworks to the field of education finance. As the research literature in social justice education continues to expand in its influence, the work often has surfaced critical resource implications that necessitate methodological improvements in conceptualizations and systematic analyses. Therefore, there is an increasing need to create forums for dialogue among scholars, practitioners, and advocates who can illuminate the social justice implications for elementary, secondary, and higher education finance, economics of education, and resource allocation issues.

This special issue offers an opportunity to examine a variety of analytical challenges that arise as social justice frameworks are applied to education finance and economic issues. Within the scope of this special issue, we strongly encourage an effort to understand the interconnectedness of the theoretical, practical, and advocacy work that is required to advance a social justice perspective in K-16 education today. Submissions may cover, but need not be limited to, the following topics or analytical approaches:

Contrasting perspectives: Outlining differences in social justice perspectives among constituents of education and the implications for conceptualizing the tensions and possibilities of social justice and education finance;

Empirical inquiries: Case studies or large-scale studies of the impact of school finance, higher education finance, student financial aid and other similar policies on communities of color, low-income students, women, immigrant students, or other marginalized groups in education; Case studies of schools or districts or college campuses that employ a social justice approach to allocating resources to support student learning (or other relevant educational aims); Analyses of the democratic involvement of constituents, for example, in formulating school budgets, responding to changes in student fees, etc. and the challenge of institutional barriers, lack of access to

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information, and/or lack of transparency in institutional systems and processes.

Historical inquiries: Surfacing longstanding patterns of inequity in school finance that produce certain social justice implications.

Policy inquiries: Analyses of the institutional biases that exist within various K-16 funding distribution systems and their impact on different student populations.

Theoretical inquiries: Examinations from a variety of critical perspectives (e.g., critical race theory, feminist theory, social reproduction theory) and/or disciplinary approaches to illuminate the important linkages that exist between education finance and social justice.

Diverse conceptual, methodological, and empirical work is encouraged. Manuscripts may focus on any subset of the K-16 educational system.

Submission Guidelines:

Equity & Excellence in Education is a peer-reviewed quarterly journal with an audience of K-16 educators, administrators, and researchers, edited by Maurianne Adams, Professor of Education. Finished manuscripts must be submitted by **May 1, 2008**. Total page length should not exceed approximately 25 double-spaced pages. Please see the journal's website (<http://www.tandf.co.uk/journals/titles/10665684.asp>) for detailed author guidelines and submission procedures. All submissions (3 copies and a disk) should be mailed to: *Equity & Excellence in Education*, 370 Hills South, University of Massachusetts, Amherst, MA 01003. For further information or inquiry about this special issue, please contact Gloria M. Rodriguez at gmsrodri-guez@ucdavis.edu.



**HARVARD GRADUATE SCHOOL OF
EDUCATION STUDENT RESEARCH
CONFERENCE (SRC)**

The Harvard Graduate School of Education Student Research Conference will be held on **March 14, 2008**. The HGSE Student Research Conference is a student-run conference designed to provide professional development for presenters who will gain valuable insights from Harvard faculty and colleagues into how to enhance their own research. The call for proposals will be on the SRC website

www.hgse-src2008.org starting on November 26, 2007.

This year's theme is: "*The Power of Educational Research: Translating Knowledge into Action.*"

- How can we focus our research so it impacts the lives of students, teachers, schools and communities?
- How can we, as the next generation of educational researchers, create work that brings together research, policy and practice?
- Finally, and perhaps most importantly, how do we use our work to generate meaningful and positive social change?

Are you working to create a new curriculum or technological intervention in order to make a difference for kids? Are you focusing on how children learn? Are you studying international or domestic issues on systemic school reform? Are you hoping to mobilize families and communities to reform education? All of these represent ways in which educational research can be translated into action and all (and more) are topics on which you can present at this year's SRC!

In the meantime, please sign up for our mailing list and continue to check the website for updates on proposal submission, training sessions and other conference-related announcements. For further information email: trichairs@hgse-src2008.org



**UNIVERSITY OF MASSACHUSETTS
AMHERST
MAUREEN FLANAGAN SCHOLARSHIP
ENDOWMENT**

Are you a student (preference given to women):

- At UMass Amherst
- With financial need?
- Interested in travel, internships, or service that complements your campus course work?



Here's a scholarship that may help:

Scholarship Description:

The purpose of this endowment is to establish scholarships for undergraduate students, with a preference for women, who have financial need as demonstrated in the content of their Financial Aid Application. The scholarships will offer students opportunities above and beyond the standard college experience such as, but not limited to, study abroad, research, summer Internships, alternative spring breaks, community service, or other initiatives that complement and enhance the chosen course of study of the students selected. Each year, the Director of Stewardship will remind the Schools and Colleges, via their respective Directors of Development, and other relevant departments about this scholarship.



How to Apply:

Student applicants must prepare a one-page proposal, which describes the initiative and the projected costs, and submit the proposal to the Financial Aid Office by **March 31, 2008**. Proposals may be submitted via e-mail as an attachment or in person. The Associate Director of Financial Aid Services and the Director of Stewardship will review the statements and select the scholarship recipient(s). The number of recipients may vary each year.

Questions may be directed to:

Ms. Anne Peramba, Assoc. Director of Financial Aid Services, Financial Aid Office, 243 Whitmore Building, 413-545-2886, peramba@finaid.umass.edu

Or, Ms. Janet Muzzy, Director of Stewardship, Development Office, Memorial Hall, 413-545-5473, jmuzzy@admin.umass.edu

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in room 103/104 of the Smith College Campus Center. This event is a benefit for Bet Power, Director and Curator of the Sexual Minorities Archives in Northampton, and founder of the East Coast FTM Group, who was injured in 2007. Despite a long interruption in employment, Bet continues to recover and is very grateful for supportive friends and community.

Tickets sold in advance at Smith College Campus Center Main Office, at Pride and Joy Bookstore in Northampton, and at the door. Ticket prices are:

- \$5 for Smith students
- \$7 for Five-College Students with ID
- \$10 for Community Members



CALL FOR NEWS

If you know of a student, faculty, or staff member who has been honored with an award or is involved in an interesting activity, please email **Linda Neas at lascell@educ.umass.edu**. Thank you for your assistance!