



THE BEACON

SCHOOL OF EDUCATION

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EDUCATORS FOR EXCELLENCE AND EQUITY



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

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NOTICE TO ALL DOCTORAL STUDENTS AND FACULTY

Please be aware that when you form your dissertation committee, the outside member must be a faculty member with the appropriate graduate faculty status **outside** of Education, **but within UMASS Amherst**. In the past some students have had outside members from outside of UMASS Amherst. **However**, the Graduate School is **now** strictly enforcing their rule that the outside member must be within UMASS Amherst and outside of Education.



ATTENTION FEBRUARY, 2008 DEGREE CANDIDATES

The next degree-granting period will be February, 2008. Listed below are deadline dates to apply for graduation for M.Ed., C.A.G.S., Ed.D. and Ph.D. candidates who will have completed requirements for a February, 2008 degree.

M.Ed. and C.A.G.S. Candidates

Degree Eligibility forms must be completed and returned to Linda Guthrie in the Graduate Program Office, 123 Furcolo, no later than January 9th, 2008.

This is to allow time for processing and obtaining the necessary signatures of Linda Griffin, the Graduate Program Director and Dean Christine B. McCormick.

The Eligibility* form must be accompanied by the School of Education Completed Program of Study form (Master's Form M-2 or CAGS Form C-2) . Your advisor must sign the School of Ed form, but NOT the Eligibility form.

Forms can be downloaded from the School of Education home page: http://www.umass.edu/education/academics/main_advising.htm

*** Please note that the Eligibility form is 2 pages. ***

Ed.D. and Ph.D. Candidates:

The Doctoral Degree Eligibility form must be submitted to Linda Guthrie in

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BEACON DEADLINE: Please submit *Beacon* announcements to: **Room 123A Furcolo Hall or to lascell@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

An Afternoon's Dialogue On Black Identity Development with
Bill Cross and Bailey Jackson

If you wish to join a luncheon, **on Friday November 30th** from **12-1:45 at the University Club**, let us know – everyone is welcome. (adams@educ.umass.edu)

Immediately following the luncheon there will be **Presentation, Dialogue, Discussion** at **Hills 105**. Schedule as follows:

2-2:30: Bill Cross provides a brief update of his work on Black identity development.

2:30-3:30: Bill and Bailey engage in dialogue on new directions in conceptualizing and describing Black and/or African-American identity development.

3:30-4:30: Open discussion among participants and between participants and panelists.

4:30 Reception

Please feel free to attend any or all portions of the afternoon as possible.

SPRING 08 ASSISTANTSHIPS AVAILABLE

All positions contingent on funding.

TEACHER EDUCATION AND CURRICULUM STUDIES

Teaching Assistant for STEP EDUC 524

Responsibilities include: Assist instructor with planning and facilitation of STEP EDUC 524, prepare subject materials, support students.

Qualifications include: Doctoral candidate with organizational and leadership skills, able to work well with a team.

Please contact: **Barbara Madeloni**, 413-577-0495, 103 Furcolo Hall or email at: madeloni@educ.umass.edu.



Teaching Assistant for STEP EDUC 510:

Responsibilities include: Part-time assistantship to facilitate 6, 2-hour sessions of the student teaching seminar for Math or History student teachers.

Qualifications include: Considerable classroom teaching experience at the secondary level required.

Please contact: **Barbara Madeloni**, 413-577-0495, 103 Furcolo Hall or email at: madeloni@educ.umass.edu.



Teaching Assistantship - EDUC. 378: Survey of Children's Literature

One half-time (10 hrs. per week) Teaching assistantship is available for Spring Semester 2008 in the Department of Teacher Education and Curriculum Studies, with Masha K. Rudman. ***Class meets on Mondays from 9:30 a.m. – Noon.***

Responsibilities include: Assisting in teaching a section of 378; holding weekly office hours for students enrolled in the course; collaborating with other Teaching Assistants to plan course activities, readings, and requirements; grading student papers and other course requirements; meeting with supervisor as needed to review progress of the course.

Qualifications include: Interest in and knowledge of children's literature and willingness to function as a team member.

To apply please contact **Dr. Masha K. Rudman**, Room 226, Furcolo Hall (545-1116), or email: rudman@educ.umass.edu.



Teaching Assistantship for EDUC 377: Introduction to Multi-Cultural Education

One half-time (10 hrs. per week) Teaching assistantship is available starting Spring Semester 2008 in the Department of Teacher Education and Curriculum Studies, with Masha K. Rudman. ***Class meets Tuesdays from 1:00-3:30 p.m.***

Responsibilities include: Assisting in teaching a section of 377; holding weekly office hours for students enrolled in the course; collaborating with other Teaching Assistant to plan course activities, readings, and requirements; grading student papers and other course requirements; meeting with supervisor as needed to review progress of the course.

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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>.

ANNOUNCEMENTS

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

CARMEN VELORIA November 30, 2007, 1:00 p.m., Room 20A, Furcolo Hall.

Chairperson: Dr. Theresa Austin



UPCOMING CONFERENCES/ WORKSHOPS

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.

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



AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) ANNUAL MEETING

The Annual AACTE meeting will be held on February 7-10, 2008 at the Hilton New Orleans Riverside in New Orleans, LA.

This year's theme is *Quality Matters: Our Commitment to All Learners*.

Over the years, AACTE has established a legacy of addressing quality matters in the preparation and support of teachers, counselors, and educational leaders. This tradition continues with the 2008 Annual Meeting, which will showcase AACTE member institutions in action through presentations and sessions on matters of quality related to equity, access and advocacy, collaboration, innovation, and accountability and impact. Given the current context in which quality matters more than ever to the public and to the profession, this year's theme is designed to provide opportunities for demonstrating and sharing evidence of quality programs and outcomes for educator candidates and for all students.

- Quality Matters in Equity, Access, and Advocacy
- Quality Matters in Collaboration
- Quality Matters in Innovation
- Quality Matters in Accountability and Impact

Registration: <http://www.aacte.org/Events/08amregform.pdf>



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

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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



CALL FOR APPLICATIONS/ PROPOSALS

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 intercon-

nectedness 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 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

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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.



SAMUEL F. CONTI FACULTY FELLOWSHIP AWARDS

Nomination Procedures for 2008-2009 Award:

The University of Massachusetts Amherst Samuel F. Conti Faculty Fellowship Awards consist of a cash award of \$3,000 and a year's leave of absence to encourage award recipients to concentrate on activities related to graduate education, research, creative work and scholarly attainment.

Selection of the awardees will be based on demonstrably outstanding accomplishment and potential for continued excellence in research and scholarly or creative activity. Awards will be recommended by a committee comprised of members of the Research Council. The Awards Committee will normally consist of representatives from each of the three divisions of the College of Arts and Sciences plus two different professional schools. Recommendations will be forwarded to the Vice Provost for Research after Research Council approval has been given. Names of those receiving 2008-2009 Faculty Fellowship Awards will be announced in late Spring 2008.

Before January 4, 2008, Department Heads/Chairpersons will consult with elected Personnel Committees to select names of nominees to be forwarded to their academic Deans.

By February 1, 2008 (NO LATER), Deans are asked to submit to the Research Council, c/o Bev Strakose, Office of Research Affairs, Research

Administration Building at least two nominations of faculty members up to a maximum of a rounded 1% of their respective faculties when those exceed 200. Each nomination is to be accompanied by a brief statement (not to exceed 1,000 words) from the candidate on how released time would be put to scholarly use, a complete curriculum vita, (supporting letters from the nominee's department head) and a list of referees (no more than five) from whom our office will request recommendation letters.

Pursuant to a rules change effective FY87 the present nominating procedures and qualifications for Faculty Fellowships have been retained with the understanding that other nominations, including self-nominations, may be sent directly to the Research Council (before January 4, 2008), which in turn will be sent to nominee's Dean for recommendation. Self-nominations should include a brief description of how the released time will be used, a curriculum vita and a letter in support of the nomination from a colleague.



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

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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**



(Important Graduate Notices continued from page 1)

Room 123 Furcolo, along with the D-9 form (Result of Final Oral Examination) no later than January 9, 2008. The Eligibility form is sent to each student by the Degree Requirements Office (534 Goodell) after the defense date is scheduled (Form D-8). It can also be downloaded from: umass.edu/gradschool > students > forms. Linda will submit this form to the Degree Requirements Office after it is signed.

Two copies of the dissertation signature page must be signed by Christine B. McCormick, Dean of the School of Education. **Students should submit their signature pages to Linda by January 9, 2008 and she will obtain the Dean's signature.** She will then return these pages to the student for inclusion with the dissertation

Dissertation copies, fees and materials must be submitted to the Office of Degree Requirements (Room 534 Goodell) by 5:00 p.m., January 15, 2008. THIS IS A FIRM DEADLINE!

IMPORTANT: If you do not file for graduation by the degree deadline date, you must pay the Continuous Enrollment Fee of \$275.00 to maintain continuous enrollment until you graduate.

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Qualifications include: Interest in and knowledge of multicultural education and willingness to function as a team member.

To apply please contact **Dr. Masha K. Rudman**, Room 226, Furcolo Hall (545-1116), or email: rudman@educ.umass.edu



Project Assistant/Coordinator - Spring 2008

One (10 hours per week) project assistantship position for Spring 2008. Preference will be given to students with prior experience in the ACCELA Alliance Project.

Responsibilities include: 1) Supporting faculty; 2) Using of technology; 3) Tracking equipment; 4) Maintaining of project web site; 5) Assisting with record keeping, and collecting data; 6) Assisting in report writing, organizing and participating in annual and biannual meetings of consortium meetings, facilitating communication between university and program principles; and 7) developing and maintaining project specific databases and budgetary system.

Qualifications include: The successful candidate must have strong organizational skills, technology skills and the ability to work both independently and collaboratively with faculty and staff within the SOE and with other departments in the University. Prior conflict resolution and/mediation training preferred. Prior experience working within the UMass system and administrative level access to SPIRE records also preferred.

Email an attachment with your resume and a letter describing in detail the experiences and skills to: **Dr. Jerri Willett**, willett@educ.umass.edu,

Application review will begin immediately and continue until positions are filled.



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!