



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

INSIDE THIS ISSUE:

IMPORTANT GRADUATE STUDENT NOTICES	1
FACULTY/STAFF/STUDENT NEWS, ACTIVITIES, HONORS, AND AWARDS	2
FALL 07 ASSISTANTSHIPS	3
UPCOMING CONFERENCES/WORKSHOPS	4
CALL FOR PROPOSALS	5

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

(Continued on page 2)

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.



(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.

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

SCHOOL ACADEMIC MATTERS COMMITTEE

At the October 31st meeting, the Committee approved: a course number change for EDUC 795J, *Advanced Integrated Methods*, to EDUC 695J, and a Concentration name change from *Mathematics and Science Education Doctoral (MSED)* to *Mathematics, Science, and Learning Technologies (MSLT)*.

January workshops for faculty from OIT
Academic Computing

OIT Academic Computing is offering a variety of workshops for faculty this January. Most are hands-on workshops that allow participants to learn new technologies while working with content from their own courses.

Workshop topics include:

Emerging technologies: Find out about the latest tools being used for teaching and learning, from online collaboration tools in Google to virtual online environments.

Basic technology tools for teaching: Learn how to effectively use the basic tools to create course content or manage student data. These workshops cover digital images, PowerPoint, PDFs, and grade management in Excel.

Public course websites: The new OIT blog tool makes it easy to post announcements and course materials on a public website. (A simpler alternative to using Dreamweaver.)

Course websites in SPARK: SPARK provides an easy web-based way to build a course site that is available only to the students registered for your class. In addition to posting basic course information, you can use SPARK to create interactive elements such as discussion spaces, online quizzes, and assignment drop boxes.

Digital audio and video: If you want to create media-rich content for your courses, these workshops will show you how to capture, convert, edit and post digital audio and video files. These workshops cover audio and video editing on both Mac and Windows, as well as a new workshop on Screencasting using Camtasia.

Academic Computing also offers workshops on special topics to individual faculty or departments on request. Contact the **Instructional Media Lab at 545-2823** if you or your department is interested in specialized introductions to linking to library resources, copyright issues, video conferencing, or other topics involving teaching and technology.

*Wishing all faculty, staff
and students
a peace-filled, rest-filled
holiday season!*

SPRING 08 ASSISTANTSHIPS AVAILABLE

All positions contingent on funding.

STUDENT DEVELOPMENT AND PUPIL PERSONNEL SERVICES

Project Assistantship - SDPPS Department

A 10-hour graduate project assistantship available in the department of Student Development and Pupil Personnel Services.

Responsibilities include: Assist in the development of a comprehensive plan to recruit and retain diverse graduate students. Projects would include developing advertising strategy and a mentor program, and to facilitate communications with target schools. Some travel and public speaking is involved.

Qualifications include: Excellent communication and organizational skills, sensitivity to cultural diversity. Prior public speaking a plus.

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 Celia Miller at celia@educ.umass.edu. Review of applications will begin immediately.



TEACHER EDUCATION AND CURRICULUM STUDIES

Teaching Assistantship for EDUC 610

One half-time (10 hours per week) teaching assistantship is available for Spring 2008 in the Department of Teacher Education and Curriculum Studies to assist in the teaching of EDUC 610: Investigating Science Classrooms.

This position is available only to doctoral students.

Responsibilities include: assisting faculty in course preparation and presentation and evaluation of student work.

Qualifications required: 1) teaching experience in science at the K-12 level, 2) teaching experience with K-8 teachers, 3) sensitivity to cultural diversity, 4) good interpersonal communication skills, 5) experience with computer technology and online learning, and 6) good organizational skills.

To apply, please contact: **Dr. Kathleen Davis**, Rm. 227A, Furcolo Hall, 577-2317 or e-mail: kdavis@educ.umass.edu

Application Deadline: January 1, 2008.



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

(Continued on page 4)

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>.

(Assistantships continued from page 3)

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.

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.

ANNOUNCEMENTS

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

RUTH HARMAN January 23, 2008, 2:00 p.m., Room 20, Furcolo Hall. "Systemic Functional Linguistics, Literature and the Academic Practices of Students in Urban School Classrooms."

Chairperson: Dr. Margaret Gebhard.



FORMATION OF DISSERTATION COMMITTEE

MARY T. GRASSETTI Proposed Dissertation Title: "Developing a Mathematical Teaching Practice: Moving from Theory to Practice." Statement of the Problem: Much research has been done on how elementary school students learn to develop a deep understanding of mathematics within learning communities that engage students in social and social mathematical normative behaviors consistent with reform initiatives. However, little attention has been paid to social and social mathematical norms that develop in novice teachers' mathematical teaching practice. Additionally, little research has been done on teachers in beginning stages of developing a mathematical teaching practice in environments where reform is not the dominant concern (Adler, Ball, Krainer, Lin, & Novotna, 2005).

Chairperson: Dr. Kathleen S. Davis.



FORMATION OF DISSERTATION COMMITTEE

CYNTHIA MCGURL Proposed Dissertation Title: "The Development of a Phonics Diagnostic Inventory Using Item Response Theory." Statement of the Problem: The reauthorization of IDEA in combination with No Child Left Behind has reified the importance of Response to Intervention. Now, more than ever, legislation has sent a resounding message that the employment of research-based instructional and assessment practices are paramount. However, in spite of this message, in some domains, like **diagnostic and prescriptive** phonics assessment, there has not been enough research to guide the practice.

Chairperson: Dr. John Hintze.



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



(Continued on page 5)

(Conferences/Workshops continued from page 4)

**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 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 interconnectedness of the theoretical, practical, and advocacy work that is required to advance a social justice perspec-

(Continued on page 6)



(Applications/Proposals continued from page 5)

tive 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 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 gmrodriguez@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

(Continued on page 7)





(Call for Proposals continued from page 6)

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.

- 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



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



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!

