



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

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education.](http://www.umass.edu/education)

ANNOUNCEMENT OF FINAL ORAL EXAMINATIONS

ELIZABETH GATES BRADLEY April 9, 2009, 1:00 p.m., Room 151, Hills South. "The effects of a school-based motivational intervention on adolescent substance abuse."

Chairperson: Dr. John Hintze.

FLORIS WILMA ORTIZ-MARRERO April 7, 2009, 11:00 a.m., Room 20, Furcolo. "Teacher Inquiry Group: The Space for (un)packing representations of discourses of achievement gap and the possibility of an institutional transforming practice."

Chairperson: Dr. Jerri Willett.

TIE LIANG April 21, 2009, 12:00 p.m., Room 151, Hills South. "An assessment of the nonparametric approach for evaluating the fit of item response models."

Chairperson: Dr. Craig Wells.

Time Change for Exam

JANE CAREY Friday, March 27, 2009 3:30 pm. Room 20, Furcolo Hall. "Implications for Literacy Learning as Urban Second Grade Students Engage in Digital Storytelling." **Chairperson: Dr. Masha K. Rudman.**

The Beacon Deadline is FRIDAY

Please submit *Beacon* announcements to: **Room 126 Furcolo Hall**

or to dms@educ.umass.edu by 5:00 P.M. on **Friday** for inclusion in the following week's *Beacon*.

All assistantships will run for two issues and examinations and dissertation proposals will run for one.

**ATTENTION: MAY 2009 DEGREE
CANDIDATES**

The next degree-granting period will be May, 2009. 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 May, 2009 degree.

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

The Degree Eligibility form must be completed and returned to Linda Guthrie in the Graduate Program Office, 123 Furcolo, no later than APRIL 23rd, 2009. This is to allow time for processing and obtaining the necessary signatures of Linda Griffin, the Graduate Program Director and Dean 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 following URL:
http://www.umass.edu/education/academics/advising_guidelines.shtml

Ed.D. and Ph.D. Candidates:

The Doctoral Degree Eligibility form must be submitted to Linda Guthrie in Room 123 Furcolo, along with the D-9 form (Result of Final Oral Examination) no later than APRIL 23rd, 2009. The Eligibility form can be downloaded from:

<http://www.umass.edu/gradschool/files/Doctoral%20Degree%20Eligibility%20Form.pdf>

Please note that the Degree Eligibility form is 2 pages. 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 APRIL 23rd, 2009 and she will obtain the Dean's signature.** She will then return these pages to the student for inclusion with the dissertation. **The dissertation must be submitted electronically, and fees and other materials must be submitted to the Office of Degree Requirements (Room 534 Goodell) by 5:00 p.m., APRIL 30th, 2009. THIS IS A FIRM DEADLINE!**

BeaconLOG

School of Education faculty,
students & staff share what they are doing...

A number of faculty, staff, and students from **Research and Evaluation Methods** program have had their research accepted into the annual meeting programs of the National Council on Measurement in Education (NCME) and American Educational Research Association (AERA) to be held in San Diego, CA, April 13-17, 2009. They are:

NCME

- Hambleton, R. K., and Lam, W. *Redesign of State Achievement Tests Based on a Consideration of Information Functions*
- Parker, P., Keller, L. A., Keller, R. R., and von Davier, A. *The Examination of Four Equating Methods: The Effects of Reclassifying Students into Performance Categories and the Population Sensitivity Assumption*
- Patton, J. M., and Wells, C. S. *The Standardization Method of DIF Detection: A Two-Stage Approach*
- Shea, C. *Using a Mixture IRT Model to Understand Second Language Learner Performance on Large-scale Assessments*
- Copella, J. M., and Sireci, S. G. *Interpreting Non-Uniform DIF*
- Meng, Y., Wells, C. S. and Hambleton, R. K. *A Comparison of Methods for Handling Missing Data in Large-scale Assessment and the Impact on Assessing Dimensionality*
- Yoo, H., and Hambleton, R. K. *Detection of Exposed Test Items in Computer-Based Testing Environments*
- Zenisky, A. L., and Sireci, S. G. *Performing At or Above Proficient: The Reporting of NAEP Results in the Internet Age*
- Keller, L. A., and Wells, C. S. *The Effect of Differentially Functioning Anchor Items on the Classification of Examinees*

AERA

- Meng, Y., Zenisky, A. L., and Hambleton, R. K. *Measurement Precision Analyses on Multi-stage Adaptive Test.*
- Sukin, T. *The Effect of Deleting Anchor Items on the Classification of Examinees: An Exploration of Item Flagging Criteria and Anchor Item Properties*
- Yoo, H. *Effects of Test Length and IRT Model Selection on Precision and Classification Decisions in Computerized-Adaptive Testing*

We focused on REMP this week. We'll post updates from other programs and Centers as we receive them. Send us your information by Friday for the following week's BEACON.

FORMATION OF DISSERTATION COMMITTEES

LUIS M. VALDIVIEZO Proposed

Dissertation Title: "Deconstructing the Hispanic Paradox of 'Interculturality Without Multiculturality' From Peruvian Negritude Literature and Music." **Statement of the Problem:** Peru contains a diverse society comprised of people with indigenous, Hispanic, Middle Eastern, Asian, and African Roots. However, the state's intercultural education policy has not explicitly recognized this whole diversity. This dissertation will explore the potential the Peruvian negritude tradition may have in the reform of Peruvian education policy. **Chairperson: Dr. Maurianne Adams.**

HEIDI BOHLER Proposed Dissertation

Title: "Fifth-Grade Students' Cognition and Transfer in a Net/Wall Unit." **Statement of the Problem:** Much of the content in American school physical education has focused on sport-related games. Since games are such a big part of the curriculum, physical educators' understanding of how students learn and think about tactics is highly relevant. Limited research exists regarding how young novices in physical education learn tactics, think about game play, and transfer that knowledge to similar games while participating in this model. **Chairperson: Dr. Linda L. Griffin.**

JEROLD LAGUILLES Proposed Dissertation

Title: "Investigating the Alumni Involvement of Low-Income Students." **Statement of the Problem:** In American higher education, there is unequal access to post-secondary education between low-income and high-income students not only in terms of participation rates but also in the types of institutions attended. The most selective institutions have begun to address this inequity by reducing the financial burden of economically disadvantaged students through the replacement of need-based loans with need-based grants. However, the long-term outcomes of this admissions policy have yet to be determined, especially with regard to future alumni giving and volunteering. **Chairperson: Dr. Elizabeth A. Williams.**

COLLEEN FARRELL-MEIER Proposed

Dissertation Title: "The Development of a Phonics Diagnostic Inventory: Validity with Other Reading Measures." **Statement of the Problem:** "Technically adequate assessments are needed to identify students who are at-risk for reading failure, to inform instruction and develop appropriate interventions, to monitor progress, and to comply with the federal law (NCLB, IDEA 2004). The purpose of this study is to examine the validity of items on a phonics diagnostic inventory with known measures of reading ability. **Chairperson: Dr. John Hintze.**

American Educational Research Association 2009 AERA Annual Meeting

ALUMNI RECEPTION

Thursday, April 16
7-9 p.m.

You are cordially invited to join
Dean Christine B. McCormick
and the faculty of
The University of Massachusetts Amherst
School of Education
at this year's Alumni Reception
at the AERA Annual Meeting

Marriott Hall Salon 6
San Diego Marriot Hotel & Marina
333 West Harbor Dr.
San Diego CA

SOE SCHOLARSHIPS AND AWARDS

The School of Education Scholarships and Awards Program is pleased to provide the following opportunities for financial assistance for the 2009-2010 academic year. Contact Jane Clukay (jclukay@educ.umass.edu) for info. The deadline for scholarship applications is April 10, 2009.

Joseph Burroughs Scholarship:

Provides scholarship support to a **junior or senior** in an Education minor program or a **Master's Degree candidate** enrolled in a service-oriented program or Teacher Certification Program. Students in good academic standing, with demonstrated financial need, and evidence of strong service experience with children or youth are encouraged to apply.

Helen Eaton Timson Scholarship:

Provides scholarship support to a **graduate** student in the School of Education.

Early Childhood Education Graduate Student Fund:

Provides funding for **graduate** students studying young children and their families with preference given to the study of the needs of the gifted and talented. To provide opportunities for graduate students to enhance their academic experience and become involved in outreach.

Grace Norton Carney Scholarship:

Provides tuition, fees and some associated costs for students pursuing **graduate** degrees in the School of Education at the University of Massachusetts Amherst with the intent to teach. *Applicants must be a native or resident of Massachusetts within the last 10 years; hold an undergraduate degree from UMass Amherst, Framingham or Bridgewater State College; and be in good academic standing. There is a separate application and deadline for this scholarship.*

Joseph W. Keilty Memorial Scholarship:

Provides scholarship support to **graduate** students formally admitted as degree candidates. Students with a demonstrated financial need, high academic performance, and exceptional promise are encouraged to apply. Must complete FAFSA.

C. Lynn Vendien Endowed Scholarship:

Provides scholarship support to **graduate** students from foreign countries. Preference will be given to students who are affiliated with Physical Education Teacher Education in the Department of Teacher Education and Curriculum Studies.

C. Lynn Vendien Professional Prize Award:

This prize will be awarded to a **doctoral** student who is studying Physical Education Teacher Education in the Department of Teacher Education and Curriculum Studies.

Janice Camby Endowed Scholarship:

Provides scholarship support to a **graduate** student accepted or enrolled in a teacher preparation program in the School of Education. Students must be from an economically disadvantaged area and in good academic standing. Must complete FAFSA.

Camby Scholarship

Provides scholarship support for a **graduate** student accepted or enrolled in a teacher preparation program in the School of Education. Students must be from an economically disadvantaged area, in good academic standing. ALANA students are encouraged to apply. Must complete FAFSA.

Meline Kasparian Scholarship:

Provides support to **graduate** students attending or who would like to attend the University of Massachusetts Amherst and who have exhibited a desire to become public school teachers. Applicants must be accepted or currently enrolled in a teacher preparation program.

Patricia Silver Award:

Provides scholarship support to incoming or current **graduate** students in a teacher licensure program with demonstrated financial need. Preference for students with a learning disability or some other special need and/or who are committed to working with children with special needs. Must complete FAFSA.

**SEEKING STUDENT INPUT
FOR CHAIR REVIEW**

Consistent with University policy, the EPRA Department Personnel Committee is conducting a review of Joe Berger's performance as Department Chair. We would appreciate hearing from students about their experiences with Joe as Chair. You can do this in any of three ways:

- 1) Send e-mail to Katie McDermott at mcdermott@educ.umass.edu (only do this if you do not mind our knowing who the feedback came from)
- 2) Send written feedback to Katie McDermott via campus mail (this can be anonymous)
- 3) Contact Katie McDermott via e-mail (mcdermott@educ.umass.edu) or phone (545-3562) to set up a time to talk with one or more Department Personnel Committee members on the phone or in person

Whichever way you choose, we will keep your input confidential and will only quote it anonymously in our report (which goes to Joe and to the Dean). Thank you!

Katie McDermott, Associate Professor
EPRA Department Personnel Committee Chair
Education and Public Policy
258 Hills House South
University of Massachusetts Amherst
mcdermott@educ.umass.edu
(413) 545-3562

Award? Article? Book? Presentation? Photo?
Email to: dms@educ.umass.edu
THANKS!

TESI SEMINAR

The next TESI seminar is scheduled for **March 25, 7-8 PM**, Furcolo 228. Refreshments served.

Professor Sally Galman: "Rain and Snow, Bless the Lord: Studying Religion and Education"

AND don't miss...

April 1 - **Therese Roberts**, TESI doctoral student: "Teachers' Development of Global Awareness and Its Influence on Their Teaching Practice in the 21st Century Classroom"

April 22 - **Professor Kathy Gagne:** "Preparing Teachers for the Urban Experience: 180 Days in Springfield"

April 29 - **Professor Sara Young:** "Practitioner Research on Critical Multicultural Pedagogy: Challenging Heterosexism in a Public School"

Voices for Africa announces
the 7th annual VFA conference

Creating Opportunities: The Role of Education for Development in Africa

April 4, 2009 10:00 am - 3:30 pm

Gutman Conference Center at
Harvard Graduate School of Education

Keynote Speaker: Marie Da Silva
2008 CNN Hero of the Year

Ms. Da Silva is the founder of the Jacaranda Foundation, a non-profit organization that built and supports a school for AIDS orphans in Malawi.

Featured Panel Discussions: The Role of Social Entrepreneurship in Education & Girls Education in Africa

Registration is free and lunch will be provided. For more information or to register, please visit our website: http://isites.harvard.edu/hgse_vfa

AERA – ABS Graduate Student Education Research Workshop

Call for Applications

Purpose and overview: The American Educational Research Association (AERA) and the Association of Black Sociologists (ABS) announce a joint professional development training workshop for advanced graduate students who are examining an education research topic from a sociological perspective. This workshop will provide advanced graduate students with mentoring and guidance on their dissertation and give them insight into publishing their work. A small group of senior scholars will review graduate students' dissertation research (i.e., manuscripts, chapter drafts, preliminary findings, etc.) and lead workshop activities. All graduate students' research will focus on an area in education research and/or sociology of education. This includes but is not limited to topics such as school structures, school climate, school financing, learning contexts, issues in higher education, children and youth, or student achievement. In the workshop participants will discuss the intersection of race, class, and gender with these education research topics. Students will submit a manuscript to a workshop senior scholar for review 4 weeks before the workshop. During the ABS Conference, there will be panel discussion featuring the senior scholars as well as a designated time for the scholars to work individually with the graduate students. Students and senior scholars will be expected to maintain contact during the year to advance the students' research interests. Students whose work is completed or near completion will be invited to participate in a poster session at the 2010 AERA Annual Meeting in Denver (April 30- May 4, 2010).

Senior Scholars: Senior scholars will be invited to participate whose research addresses education topics and the intersections between race, class, and gender.

Dates: The workshop will be part of the 2009 ABS Conference, in New Orleans - June 17th- June 20th. All workshop activities will be held the afternoon and evening of Wednesday, June 17th.

Application: Graduate student applicants must have their dissertation proposals accepted. Applicants must be in the process of collecting or obtaining data for their dissertation, analyzing data, or writing their dissertation. The dissertation must address an issue or topic that is pertinent to education research and preference will be given to studies focusing on race, class, and/or gender.

Applicants will submit the following:

1. Complete Application form
2. Overview of research (2 pages limit; double spaced)
3. Writing sample (10 page limit)
4. Curriculum vitae
5. Letter of recommendation from faculty advisor

Application materials must be e-mailed to fellowships@aera.net no later than April 6th, 2009. Direct all questions to George L. Wimberly, AERA Director of Social Justice and Professional Development, at fellowships@aera.net or 202-238-3200.

About AERA: AERA, founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results. AERA shares the products of scholarly research with peers, future educational researchers, practitioners, policymakers, and the public through its annual meeting, publications, and professional development activities.

About ABS: ABS is a national, professional organization of sociologists and social scientists, founded by women and men of African descent. The organization's mission is to build a tradition of scholarship that will serve Black people in perpetuity. ABS membership is neither currently, nor has it ever been restricted to scholars of African descent. Their interests, however, define the focus of the organization's work.

Call for Submissions for Special Theme Issue for
Equity and Excellence in Education

**Examining Doctoral Education Across Academic Disciplines Using A Social
Justice Perspective**

Guest Editors: Benita J. Barnes and Shuli Arieh Archer

Doctoral education has long been considered the crown jewel of the American higher education system, and it is thought to attract the best and the brightest students the world has to offer. However, the notion of “the best and the brightest” can be problematic because historically this term has been narrowly defined. Therefore, the question becomes: How can doctoral education become inclusive so that it truly reflects the best and brightest regardless, and in light of, people’s social identities based upon race, class, gender, sexual orientation, religion, and ability?

This special theme issue aims to be the first collection of writings on doctoral education to explicitly use a social justice perspective, to focus on the impact in doctoral education of social inequality based on social identities, including residency status (i.e., US-born students, recent migrant students, or international students). The purpose of this issue is to explore the ways in which doctoral education may be failing in its mission to attract and retain the most talented students across academic disciplines. We wish to address the doctoral experiences of many students who have experienced structural inequities in their prior education, lack of access to cultural and social capital, and other limitations within the larger society.

We welcome scholarly research and theoretical perspectives that examine the many social justice concerns that shape doctoral students’ experiences at personal, interpersonal, or programmatic levels. Topics can include:

Admission and Access — Retention — Time-to-Degree — Department Culture and Climate
First Generation Doctoral Students — Academic Socialization Processes
Research or Teaching Assistantships — Fellowships, grants, stipends
Financial aid, family support — Peer community, housing, quality of life
Advisor/Advisee Relationships — Mentoring — Course Curriculum — Comprehensive Exams
Dissertation Writing — School/Life Balance — Program Policy — Other Relevant Topics

Format: See our website (<http://www.eee-journal.com>) for Instructions for Authors.

Timeline: Submission of 3 hard copies and an electronic disk with the file saved as a Rich Text Format document by **November 1, 2009** mailed to *Equity & Excellence in Education*, 370 Hills South, 111 Thatcher Road, University of Massachusetts, Amherst, MA 01003. Please address any questions to Guest Editor Benita J. Barnes (barnesbj@educ.umass.edu). This special issue is scheduled to be published in February 2011.