



THE BEACON

SCHOOL OF EDUCATION

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EDUCATORS FOR EXCELLENCE AND EQUITY



Reflective Practice...Multiple Ways of Knowing
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The School of
Education's
web site

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

FORMATION OF DISSERTATION COMMITTEES

THERESE M. ROBERTS Proposed Dissertation Title: "Teachers' Development of Global Awareness and its Influence on Their Teaching Practice in the 21st Century Classroom." Statement of the Problem: To explore how teachers construct meaning out of their own beliefs and their experiences with global education and technology.
Chairperson: Dr. Marjorie Magouirk Colbert.

OLA KHALILI Proposed Dissertation Title: "Teacher Professional Development Programs in Palestine and Changing Beliefs and Practices." Statement of the Problem: Students' performance in achievement studies in Palestine indicate the need to review and improve teachers' teaching practices, and their programs. This study explore the process of designing TPDPs in mathematics and the hidden assumptions and beliefs about mathematics and mathematics teaching in these programs.
Chairperson: Dr. Gretchen B. Rossman.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

MAURA HART April 24, 2009, 1:00 p.m., Room 21C, Furcolo Hall. "Implementing Change in Instructional Delivery of Classroom Curriculum: A Phenomenological Case Study of Classroom Teachers Implementing a Problem-Based Approach to Learning."
Chairperson: Dr. Linda L. Griffin.

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 DEGREE CANDIDATES

The next degree-granting period is **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!**

TEACHING ASSISTANTSHIP

Department of Student Development & Pupil Personnel Services

Social Justice Education concentration

10 hour **teaching assistantship** available Spring 2009 in Education course, 392.

Plan, organize, and coordinate First Night Orientation Meeting; assist students in registration process; hold office hours; provide a make-up Assignment for students who missed First Night including an overview of theoretical frameworks relevant to the weekend workshops; coordinate facilitators and mentor facilitators as needed by providing feedback for workshop design; design and facilitate weekend workshops as needed.

Qualifications include: Strong organizational and communication skills.

Please send letter of interest outlining interest in the position and qualifications and résumé to Robbie Calliham

at calliham@educ.umass.edu, SOE, 161 Hills South, Social Justice Concentration, SDPPS.

**Announcing
Dr. Norma Jean Anderson Lecture
and Award for Leadership
for Diversity
Monday, May 4, 2009**

Award? Article? Book? Presentation? Photo?

Email ideas or accomplishments to:

dms@educ.umass.edu

THANKS!

BeaconLOG

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

ARTICLES PUBLISHED

- **Dr. Sara Young**, Department of Teacher Education and Curriculum Studies, had an article published in the March 2009 edition of *English Journal*. Titled "Breaking the Silence: Critical Literacy and Social Action," the article focuses on critical literacy strategies that students used to understand and disrupt the silence surrounding the heterosexism in their school.

- **Feldman, A.**, Divoll, K., & Rogan-Klyve, A. (2009). Research education of new scientists: Implications for science teacher education. *Journal of Research in Science Teaching*, 46(4), 442-459.

Dr. Feldman notes that Kent Divoll, who is currently a faculty member at University of Houston – Clear Lake, is a TESI doctoral student and Allyson Rogan-Klyve has an MEd (2007) from the School

Alumni News

Giselle Gonzalez (M.Ed. 2006) has been selected to receive the Pioneer Valley Excellence in Teaching Award. Giselle is a graduate of Collaborative Teacher Education Program (CTEP) who teaches at the Martin Luther King Jr. School of Excellence in Springfield, Mass.

TESI SEMINARS

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

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

228 Furcolo 7 p.m. Refreshments

The Public Service Endowment Grant (PSEG)

This grant is intended to enhance the public service mission of UMass Amherst. It funds support delivery of public services through special projects. For the purposes of this program, public service is defined as:

"having to do with the outreach of the University to society at large, while extending the resources of the campus to individuals and groups who are not part of the academic community and while bringing an academic institution's special competence to bear on the solution of society's problems. It can take place on or off campus and can be related to either the governmental or private sectors of our national life. The emphasis on public service is in converting knowledge into readily usable forms for immediate applications."

This year's RFP has a special emphasis on projects related to Greater Springfield and a new online application process. Details are www.umass.edu/research/internal_grants/index.html. **The application deadline is April 17 (midnight).** The award size is up to \$15,000.

SOE AT AERA ANNUAL MEETING

SOE faculty and students are scheduled to give individual presentations at the AERA Annual Meeting in San Diego. They include:

Maurianne Adams - *Equity & Excellence in Education*

Ivon Arroyo - *Experimental Evaluation of an Intelligent Tutoring System for Middle School Mathematics Word Problem Solving*

Theresa Austin - *Crossing Borders: Literacy, Social Justice, and Service Learning, Reflections on Preparing Teachers to Become Critical Multicultural Educators With Students in Transition,*

Gloria Barragan - *From Chicharones to Chittlins: Two Perspectives on Identity and Place in the Academy*

John J. Clement - *Expert Scientific Reasoning Processes and Imagery: Case Studies of High School Science Classes, Teaching for Conceptual Change via Explanatory Models, Use of Extreme Cases by Experts and Students as a Learning Strategy, Use of Thought Experiments by Experts and Science Students*

Allan Feldman - *Slowmation: Student-Generated Digital Animations Linking Science, Technology, and Language Arts*

Thomas J. Fleenor, Jr. - *Surveying Undergraduates: What Works and Who Responds*

Sally Campbell Galman - *Love Is Not Enough: Teachers' Experiences and Sustaining Effects of Teacher Preparation in Equity Pedagogy, The Beliefs of Strong and Weak Special Education Reading Teachers*

Andrew Habana Hafner - *Critical Literacies and Third-Space Tensions of the ELL Composition Classroom*

Ronald K. Hambleton - *Statistical and Graphical Approaches for Assessing Differential Item Functioning in Polytomously Scored Items*

Claire E. Hamilton - *"Let's Make an Obstacle Course!" Examining the Evolution of Chat as a Speech Genre*

Denise K. Ives - *Performing Teaching Identity in an Urban Language Arts Classroom: Timescale Analysis of Identity-in-Interaction*

John-Pierre Marky - *Language and Literacies Practices in Haiti: An Investigation of the Language and Literacies Practices in a Third-Grade Classroom in an Urban Milieu of Port-au-Prince, Haiti*

Miranda E. Jennings - *Technology Self-Efficacy Predicts Academic Achievement in Large Hybrid Undergraduate Educational Psychology Classes*

Sangeeta G. Kamat - *Postcolonial Predilections, Neoliberal Aspirations: Education as a Site of Class Struggle in Andhra, India*

Jerold Laguilles - *Are All Alumni Donors Created Equal?, Surveying Undergraduates: What Works and Who Responds*

Lisa J. Lehmborg - *Perceptions of Effective Teaching and Preservice Preparation for Urban Elementary General Music Classrooms*

Sonia Nieto - *Multicultural Education in the United States: Historical Realities, Ongoing Challenges, and Transformative Possibilities*

Maria C. Paiewonsky - *Think, Hear, See College: Using Participatory Action Research With Students With Intellectual Disabilities Attending College*

Jennifer Randall - *Understanding Self-Efficacy for Self-Regulated Learning in Mathematics: A Mixed Rasch Modeling Approach*

David Schimmel - *Legal Literacy for School Principals: How Research Can Influence Future Practice*

Lynn Stephens - *Expert Scientific Reasoning Processes and Imagery: Case Studies of High School Science Classes, Use of Extreme Cases by Experts and Students as a Learning Strategy, Use of Thought Experiments by Experts and Science Students*

Florence R. Sullivan - *Dialogic Creativity: Tracing the Development of Creative Ideas in Small Group Collaborations, "Let's Make an Obstacle Course!" Examining the Evolution of Chat as a Speech Genre*

Laura A. Valdiviezo - *"Parents Here Reject Their Own Language!" Teachers' Perceptions of Parents in a Bilingual Program, "They Answer to You with Pride": Contesting the Marginalization of Indigenous Language and Culture in Intercultural Education*

Ryan Scott Wells - *Understanding the Individual and Institutional Factors That Affect Part-Time Community College Faculty Job Satisfaction*

Elizabeth A. Williams - *Surveying Undergraduates: What Works and Who Responds*

Continued, next page

AERA, cont'd

Others participating in AERA sessions include:

Benita Barnes, Jennifer Gordon, Shedrick A. McClendon, Kathryn A. McDermott, Sharon Rallis, Lorna Rivera, Elizabeth Anne Robinson, Gretchen A. Rossman, Stephen A. Sireci, Cristine A. Smith and Jerri Willett



JOSEPH L. BOSCOV SCHOLARSHIP

This scholarship is available to both current and incoming female graduate students who are U.S. citizens. **Preference is given to women who are 35 or older, based on financial need, and whose work will "equip them for increased service to the needs of people and/or the environment."**

It will provide a stipend of approximately \$ 6100, as well as a tuition waiver, a curriculum fee waiver and deferral of the basic and SHIP single health plan fee.

Important Note: Receipt of this Scholarship will affect the loan eligibility for the coming academic year for students who also receive a Federal Direct Loan.

Students must meet the above criteria and submit the following to Linda Guthrie, Room 123 Furcolo:

- 1) A personal statement, not to exceed two pages, that demonstrates how the graduate student's studies will equip them for increased service to the needs of people and/or the environment and also addresses the student's financial need.
- 2) A recommendation from the student's advisor or chairperson.
- 3) A Free Application for Federal Student Aid form (FAFSA) for 2009-10 must be **on file** with the Graduate Financial Aid Office (Room 243 Whitmore). **(NOTE: Students should allow 4-6 weeks for the FAFSA to be processed)**. Students can access the FAFSA form on the internet (www.fafsa.ed.gov)
- 4) A resume or curriculum vitae.

Please note that we can only recommend one student from each of the School of Education's departments. Linda Griffin, the Graduate Program Director, will write a recommendation for the strongest nominee from each department. **DEADLINE TO SUBMIT COMPLETED APPLICATIONS:**

**APRIL 22, 2009
to your departmental office**

EPRA students submit completed nominations to Sue Overstreet, 161 Hills South.

SDPPS students submit completed nominations to Robbie Calliham, 161 Hills South.

TECS students submit completed nominations to Malis Loeung, 117 Hills South.

GRADUATE SCHOOL FELLOWSHIPS FOR CURRENTLY ENROLLED STUDENTS

Nominations for the Graduate School Fellowship are now being solicited by the Graduate School. The purpose of this Fellowship is to promote the recruitment and retention of academically excellent students. **PREFERENCE IS GIVEN TO INCOMING DOCTORAL STUDENTS** although Master's and CAGS students may also apply. Incoming students are defined as students new to UMASS as of Fall, 2009.

Current students will ONLY be considered if any awards to incoming students are declined. A maximum of 6 students may be nominated from the School of Education and 3 from School Psychology ((incoming and current combined.) Although the actual amount of the stipend has not been established, last year it ranged from \$10,000 to \$17,000. Award includes a waiver of tuition and payment of the Curriculum Fee and the mandatory health fee. Students are allowed to supplement the Fellowship stipends with other sources of funding.

CURRENT graduate students need to submit the following:

- 1) Fellowship nomination form (to be completed by student's chairperson). This form is available by email from Linda Guthrie (lguthrie@educ.umass.edu).
- 2) Personal statement by the student (Statement & CV. not to exceed 3 pages, in Times New Roman 12 pt. font)
- 3) CV (include papers delivered, publications, performances, exhibits, service to the University/community)
- 4) Graduate Program Director Recommendation letter (Linda Griffin will write a recommendation for those she nominates)
- 5) 2 faculty recommendation letters (one must be from chair/advisor). Form available by email from Linda Guthrie.
- 6) Unofficial copy of student's latest graduate transcript (available from SPIRE)

CRITERIA used by the committee to rank applications are listed in order of importance as follows (in descending order):

- . Recommendation from Linda Griffin, Graduate Program Director
- . Two letters of recommendation from faculty
- . Curriculum Vitae
- . Personal Statement
- . Additional information (papers delivered at conferences, publications, honors, exhibits,etc)
- . Unofficial Transcript

**DEADLINE FOR CURRENT STUDENTS TO SUBMIT THEIR COMPLETE
NOMINATION PACKETS TO THEIR DEPARTMENTAL OFFICE* is**

April 14, 2009

*EPRA students submit completed nominations to Sue Overstreet, 161 Hills South.
SDPPS students submit completed nominations to Robbie Calliham, 161 Hills South.
TECS students submit completed nominations to Malis Loeung, 117 Furcolo.

William T. Grant Scholars

THIS Program supports promising early-career researchers from diverse disciplines who have demonstrated success in conducting high-quality research and are seeking to further develop their expertise. Studies from these Scholars should contribute to theory, policy, and practice in the area of improving youth settings. Full information on this Program can be found at http://www.wtgrantfoundation.org/info-url5243/info-url_show.htm?doc_id=646415.

Only **one** candidate may be nominated in one year from any major division of an institution (e.g. College of Arts and Sciences, Medical School, major division of a non-profit institution). In cases where a single institution nominates more than one candidate, a central administrative officer must write a letter confirming that the applicants represent distinct university schools or divisions. **If interested please notify Melinda V. LeLacheur, 70 Butterfield Terrace, 413-545-5283 via email by April 27.**

Candidates are nominated by a supporting institution and must submit five-year research plans that demonstrate creativity, intellectual rigor, and a commitment to continued professional development. **Every year, four to six William T. Grant Scholars are selected and each receives \$350,000 distributed over a five-year period. The application deadline for the 2009-2010 cycle is July 8, 2009. Awards will be announced in March 2010.** http://www.wtgrantfoundation.org/info-url5243/info-url_show.htm?doc_id=646415

To be eligible for consideration, scholars must:

- Be employed at a nonprofit institution, either in the United States or abroad. In most instances, these organizations will have 501(c)(3) tax exempt status, set up to receive and process grant awards. However, in rare cases, colleges or universities (such as Arizona State University) will not have 501(c)(3) tax exemption. If your institution into this category, we can instead accept an IRS determination letter which states that it is classified as a school under sections 509a1 and 170b1Aii of the IRS Code.
- Submit a proposal that is consistent with the Foundation's Current Research Interests.
- Have received their terminal degree within seven years of submitting their application. In many scholarly disciplines this translates to a maximum of seven years following the award of the doctoral degree and includes time spent as a post-doctoral fellow. In medicine, the seven-year maximum is dated from the completion of the first residency. The award may not be used as a post-doctoral fellowship.

Current Research Interests:

W.T. Grant supports research to understand and improve the settings of youth ages 8 to 25 in the United States. Important settings include schools, youth-serving organizations, neighborhoods, families, and peer groups. Our interests in youth's settings fit into two areas. First, we are interested in studies that strengthen our understanding of how settings work; how they affect youth development; and how they can be improved. Second, we are interested in studies that strengthen our understanding of how and under what conditions research is used to influence policies and practices that affect youth's settings. Settings of particular interest to the Foundation are after-school programs. Improving the quality of after-school programs is the Foundation's current [Action Topic](#). More information on current research interests can be found here http://www.wtgrantfoundation.org/info-url5243/info-url_show.htm?doc_id=646392.



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