



THE BEACON



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SCHOOL OF EDUCATION Educators for Excellence and Equity

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FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

IMPORTANT DATES TO REMEMBER

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The **Graduate Degree Recipient Reception** is on Thursday, May 24th 7-9pm in the Massachusetts Room, Mullins Center, we will have Hors D'oeuvres, plenty of desserts and a cash bar. Please RSVP before Wednesday, May 16th to Sahra, 545-2705 or ssantos@educ.umass.edu.

The **Graduate Commencement** is Friday, May 25th, 2-4 pm, Mullins Center with a reception to follow. **Candidates must check in between 12:30 and 1:00 p.m.**, wearing Regalia, at the tent set up to the west of the Mullins Center. Please visit www.umass.edu/commencement/2007

Undergraduate Commencement is Saturday, May 26, 12:30–2:30pm, Warren P. McGuirk Alumni Stadium. Please visit www.umass.edu/commencement/2007/undergraduate/ for instructions.



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.

NCATE

Standard 5: *Field Experience and Clinical Practice*

Modeling Best Professional Practices in Service

UNACCEPTABLE

Few professional education faculty are actively involved in service activities for the college or university. Faculty are providing limited or no services to schools at a level expected by the profession. Few if any of the faculty are actively engaged in professional associations or provide education-related services at the local, state, national, or international levels.

ACCEPTABLE

Professional education faculty provide services to the college or university, school and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

TARGET

Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.



Collaboration

UNACCEPTABLE

Collaboration between professional education faculty and faculty in other college or university units does not exist or is very limited. Collaboration between professional education faculty and school colleagues is limited to supervision of field experiences and student teaching.

ACCEPTABLE

Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

TARGET

Faculty are actively engaged as a community of learners regarding the conceptual framework(s) and scholarship of the classroom. They develop relationships, programs, and projects with colleagues in P-12 schools and faculty in other units of the institution to develop and refine knowledge bases, conduct research, make presentations, publish materials, and improve the quality of education for all students.

ATTENTION: GRADUATE ASSISTANTS

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

SPRING 07 ASSISTANTSHIPS AVAILABLE (by department)

Please note: All available positions are contingent upon funding.

Educational Policy, Research & Administration

EDUCATIONAL ADMINISTRATION 2007-2008 ASSISTANTSHIP

A 10 hour per week Fall and Spring Project Assistantship

Responsibilities include: *Teaching Related:* Researching and preparing course reading lists and packets, scanning non-PDF articles onto the course website, reviewing existing curricula, procuring, setting up, operating, & returning audio-visual equipment for the knowledge & skill application labs, setting up the record-keeping system, and keeping records up-to-date for the labs. *Research Project Related:* Data collection and analysis. *Writing Related:* Assisting with research for pub-

lications, checking references where needed, compiling references into Endnotes.

Qualifications include: Excellent writing and organizational skills, experience with Adobe and PDF files, excellent research skills.

For further information, please contact **Sharon Rallis** at sharonr@educ.umass.edu.

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No positions available this week in the following:

**Dean's Office,  
Educational Policy, Research & Administration,  
Educator Licensure Office,  
Office of Academic Affairs,  
School of Education Business Office,  
Student Development and Pupil Personnel Services,  
Teacher Education & Curriculum Studies**

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ATTENTION GRADUATES

CRITICAL NEEDS FAIR

Critical Need Teachers and Student Support & Intervention Specialists Employment Fair will be held on Tuesday, May 29, 2007 at 2:30 pm - 5:30 pm in the Meline Kasparian Professional Development Center located at 60 Alton Street, Springfield, MA 01109 (*Behind the High School of Science and Technology on State Street*)

Great teachers and support staff wanted!

Critical Need Areas

- **English as a Second Language (ELL & ESOL)
- **Mathematics (Algebra, Pre-Calculus, Calculus, & Geometry)
- **Science (General Science K-6, Middle School General Science, Biology, Chemistry, & Physics)
- **Special Education Teachers of Students with Moderate and Severe Disabilities

Full spectrum of Special Education programs.

Self-contained educational classrooms: Social Emotional & Behavioral Support and Autism

**Teachers of the Visually Impaired/Mobility/Orientation

Student Support & Intervention Specialists

- **Counselors (Adjustment and Guidance Counselors, & Social Worker)
- **Educational Team Leader
- **School Psychologist
- **Speech and Language Pathologist
- **Speech and Language Assistant

AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY EMPLOYER offering competitive salary and benefits.

For further information contact:

Lucy Perez, Recruiter, Human Resources Department, 195 State Street, Springfield, MA 01102, 413-787-7180.

Visit us at www.sps.springfield.ma.us for additional information about the Critical Need Teachers and Student Support & Intervention Specialist Employment Fair.

ANNOUNCEMENTS

FORMATION OF DISSERTATION COMMITTEE

ITSUKO JAMIE UDAKA Proposed Dissertation Title: "Cross-Age Peer Tutoring in Dialogic Reading: Effects on the Language Development of Young Children." Statement of the Problem: There are certain ways of reading to young children that are more effective than others. Dialogic reading is a way to read with children that has been shown to have positive effects on a young child's early literacy and language skills. Thus far, parents and teachers have implemented these techniques in the home and the school in one-on-one or small group settings but the implementation of this method has been inconsistent. In order to combat some of these problems, these techniques can be delivered by older students in a cross-age tutoring format.

Chairperson: Dr. Gary Stoner.



FORMATION OF DISSERTATION COMMITTEE

PENELOPE J. MAHONEY Proposed Dissertation Title: "Five Case Studies Investigating Children's Responses to the Application of Movement Into the Classroom Curriculum." Statement of the Problem: Too often, the application of movement in the classroom curriculum stops after kindergarten. While the research supports movement beyond kindergarten, the practice in the classroom indicates that it is not widespread beyond kindergarten.

Chairperson: Dr. Masha K. Rudman.



UPCOMING CONFERENCES/ WORKSHOPS

ENGLISH FOR SPECIFIC PURPOSES (ESP) INSTITUTE

The Indiana Center for Intercultural Communication (ICIC) in the I.U. School of Liberal Arts at Indiana University-Purdue University (IUPUI) is pleased to offer the Eighth Annual **English for Specific Purposes (ESP) Institute** on July 9-20, 2007.

Coordinated by Dr. Ulla Connor, courses taught by Dr. Ulla Connor and Dr. William Rozycki.

What is the ESP Institute?

An intensive, two-week institute to introduce ESL practitioners and English language educators to English for Specific Purposes.

Two courses, offered through IUPUI meet for two weeks:

Linguistics T600: Issues in ESP (3 credit hours), M-F

This course will provide learners with the historical and theoretical background of ESP, especially ESP in the U.S. Theories and models for teaching ESP will be evaluated.

English G541: Materials Development for TESOL (4 credit hours), M-F

This course looks at needs analysis and the creating/adapting of ESL teaching materials for use in specific settings.

Workshops by visiting ESP researchers/practitioners, guest speakers from Indiana companies addressing workplace issues, presentations by ESL professionals.

For whom is the ESP Institute designed?

- Individuals currently involved in English for academic or professional purposes
- Teachers of English as a second language (ESL) or as a foreign language who wish to acquire skills for teaching ESP in the workplace

What are the benefits of completing the ESP Institute?

- Acquisition of the skills and knowledge base to set up a basic ESP program (needs analysis, syllabus and course design, materials development, program implementation, evaluation)
- Accessibility to ICIC staff and resources on future language training issues
- Opportunity to continue studies toward a 21-credit

(Announcements continued from page 4)

- hour certificate in TESL with emphasis on ESP
- Insight into an innovative teaching approach

How do I register?

IUPUI/IU students can register via the internet at: <https://onestart.iu.edu/my-prd/Portal.do> or (317) 274-1501

Non-IUPUI/IU students should contact the Graduate Non-Degree Program at: <http://www.iupui.edu/~resgrad> or (317) 274-1577

Those wishing to take this for no university credit should contact ICIC directly (\$1,000 for both courses, \$600 for either T600 or G541 individually)

For more information, please contact: ICIC at (317) 274-2555, icic@iupui.edu, www.iupui.edu/~icic.

Information for international participants: For non-credit registration we believe that a tourist visa accommodates this activity. For credit options, internationals would need J-1 visas.



THE NEW BOSTON CHILDREN'S MUSEUM'S SUMMER PROFESSIONAL DEVELOPMENT!

The NEW Museum is now open and we are pleased to announce an exciting new round of professional development in culture and literacy; science; and after schools. We hope to see you this summer!

Multicultural Oral Traditions, Storytelling & Literacy

Join the cultural staff of Boston Children's Museum for an institute on Multicultural Oral Traditions, Storytelling, & Literacy. Work with storytellers and oral historians from four cultures-Native American/Wampanoag, African-American, Chinese and Japanese. Learn hands-on, art and language activities connected to each culture's oral traditions, and discover unique, local resources appropriate for each culture. Classroom strategies and implementation will be highlighted.

This seminar is presented in a series starting in the summer and culminating in the fall.

Learning activities align with Massachusetts Curriculum Frameworks in English Language Arts (Language, Reading and Literature, Composition Strands), History and Social Studies, and Arts. Institute content is designed for K-12 classrooms, including Inclusion, Special Education,



ELL, Museum Education, and Alternative Education settings.

Place: The NEW Boston Children's Museum; Dates and Times: July 17, 18, 19, Tuesday (half day), Wednesday (full day) and Thursday (full day); Oct. 13, Saturday (full day); Nov. 17, Saturday (full day); Dec. 8, Saturday (half day in conjunction with Oral Traditions Festival at Boston Children's Museum). Price: \$250 per person. 30 PDP's with full attendance. Graduate credits available with additional assignments and payment. Registration deadline: Friday, June 22nd 2007.

For more information or to register call Judy Battat at 617-426-6500 x 261 or email: Battat@bostonchildrensmuseum.org



NORTHEASTERN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE

The Call for Papers for the 2007/38th Annual Northeastern Educational Research Association (NERA) conference is now available online at: <http://www.nera-education.org/conference07.html>. Proposal submissions for individual papers, symposium sessions, and posters are due **June 1, 2007!**

This year's conference will be held October 17-19, 2007, and will be in a new location: the Hartford Marriott Rocky Hill in Rocky Hill, Connecticut. The conference theme is *Making Differences through Educational Research: Bridging Research and Practice*, and will feature keynote speakers Dr. Wayne Camara of the College Board and Dr. Cora Marrett of the National Science Foundation. In addition, Robert Gable of Johnson and Wales University will offer a conference pre-session on Program Evaluation and Hariharan Swaminathan and Jane Rogers of the University of Connecticut will present a pre-session focusing on Item Response Theory.



(Announcements continued from page 5)

**NATIONAL ASSOCIATION FOR
MULTICULTURAL EDUCATION (NAME)
CONFERENCE**

The brochure for the New England NAME conference is now available: <http://www.nameorg.org/conferences/New%20England/Oct11NECME2007.pdf>

As you will see, UMass current and former students are well represented among the presenters!

**CALL FOR APPLICATIONS/
PROPOSALS**

**HAWAII INTERNATIONAL CONFERENCE
ON EDUCATION**

Submission Deadline: **August 16, 2007**

Sponsored by: Pepperdine University - Graduate School of Education and Psychology; University of Louisville - Center for Sustainable Urban Neighborhoods; New Horizons in Education - The Journal of Education, Hong Kong Teachers' Association

Web address: <http://www.hiceducation.org>
Email address: education@hiceducation.org

The 6th Annual Hawaii International Conference on Education will be held from **January 5 (Saturday) to January 8 (Tuesday), 2008** at the Waikiki Beach Marriott Resort & Spa, and the Hilton Waikiki Prince Kuhio, in Honolulu, Hawaii. The conference will provide many opportunities for academicians and professionals from education related fields to interact with members inside and outside their own particular disciplines. Cross-disciplinary submissions with other fields are welcome.

Topic Areas (All Areas of Education are Invited)

Submitting a Proposal: You may now submit your paper/proposal by using our new online submission system! To use the system, and for detailed information about submitting see:

http://www.hiceducation.org/cfp_edu.htm



**2008 CONTEMPLATIVE PRACTICE FELLOWSHIP
COMPETITION**

Now Accepting Applications
Deadline: November 15, 2007

Regular full-time faculty members at colleges and universities in the United States and Canada are eligible to apply for the 2008 Contemplative Practice Fellowships. These fellowships are intended to support scholars for the development of courses that employ contemplative practices to address issues of social conflict and injustice, the amelioration of suffering, and the promotion of peace. Individual scholars, partnerships, or groups of scholars may apply. Approximately ten fellowships will be awarded.

We invite proposals from the full range of disciplinary and inter-disciplinary perspectives in the arts, humanities, social sciences, and sciences. Methodologies that include practical and experiential approaches to the subject matter are especially welcome.

If you have questions, please contact Sunanda Markus, Academic Program Coordinator, at:
fellowships@contemplativemind.org.

For further information, application and guidelines go to:
<http://www.contemplativemind.org/programs/academic/fellowships/index.html>

CALL FOR SUBMISSIONS

Equity & Excellence in Education

Special Issue: **Bilingualism & Biliteracy: Issues of Equity, Access, & Social Justice for English Language Learners**

Guest Editors: Karen Cadiero-Kaplan and James L. Rodriguez, Department of Policy Studies in Language & Cross-Cultural Education, San Diego State University *Equity & Excellence in Education* is currently soliciting manuscripts for a special theme issue on *Bilingualism & Biliteracy*. We welcome scholarly research that focuses on the array of equity, access, and social justice issues embedded in theory, research, and practice on bilingualism, biliteracy and the education of English Learners in pre-K through 12 classrooms as well as well-documented descriptive articles that examine topics such as the following:

- sociopolitical factors surrounding bilingualism, biliteracy, and English language learning
- educational experiences of children & adolescents in bilingual and English learning classrooms
- family and/or community involvement of students in dual language, bilingual and English learning classrooms
- the preparation of teachers working with bilingual children/English Learners
- research that highlights successful dual lan-

guage, bilingual, or English learner program models

In addition, we would like to feature new research and theoretical perspectives that address programs and curricula that:

- promote bilingualism, biculturalism and biliteracy
- promote social justice for bilingual/multilingual children and adolescents
- promote academic achievement for all students with a focus on bilingual/multilingual children and adolescents

Submission Guidelines

Complete manuscripts are due **October 1, 2007**. Submit three "masked" paper (hard) copies plus a disk with separate cover title page including author contact information. Suggested article length: 25 double-spaced pages. Please indicate in your cover letter that the submission is for the special issue on *Bilingualism & Biliteracy*.

Mail to: *Equity & Excellence in Education*, Hills South 370, School of Education, University of Massachusetts, Amherst, MA 01003.

For author guidelines, please visit the journal website (<http://www.eee-journal.com>). All submissions are peer reviewed. **Contact Karen Cadiero-Kaplan**, with any questions related to this special issue: kcadiero@mail.sdsu.edu

"Education gives a person strength, and a warm heart lets a person use all their knowledge for the best.

Individual compassion is the key to sustaining peace of mind and peace throughout the world. Education can guide, but the heart must lead. Worldwide we need to apply more attention to education and teach the importance of a warm heart from kindergarten through university."

His Holiness the Dali Lama during recent visit to
Smith College— May 2007