



# THE BEACON



UMASS  
AMHERST

## SCHOOL OF EDUCATION Educators for Excellence and Equity

Access *The Beacon*, on-line at: <http://www.umass.edu/education/publications.htm>. If you have problems accessing this link, go to the School of Education home page, click on *The Beacon* button on the left. Earlier issues may be found by going to *Publications* on the School of Education home page.

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

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#### SCHOOL OF EDUCATION REUNION WEEKEND RECEPTION

The School of Education Reunion Weekend Reception will be held on Friday, June 8<sup>th</sup> at 4-6 pm in the University Club. Refreshments and cash bar will be provided.

Please RSVP to Sahra, 5-2705 or [ssantos@educ.umass.edu](mailto:ssantos@educ.umass.edu) by Monday, June 4<sup>th</sup>.

#### ARTICLE ACCEPTED IN QUALITATIVE RESEARCH

Sally Galman's manuscript, titled, "The truthful messenger: visual methods and representation in qualitative research in education" will be appearing in an upcoming edition of the *Qualitative Research Journal*.

#### UWW FACULTY AWARD

Nola Stephen was recognized as one of the University Without Walls (UWW) Faculty Award recipients for the Academic Year 2006-2007. The award is given to faculty whose tireless efforts with UWW students and the program help enrich the UWW experience. Nola was given the award at the recent UWW Senior Night.

#### 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 [llascell@educ.umass.edu](mailto:llascell@educ.umass.edu).

Thank you for your assistance!



**BEACON DEADLINE:** Please submit *Beacon* announcements to: **Room 123A Furcolo Hall or to [llascell@educ.umass.edu](mailto: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.

# NCATE

## Standard 5: *Field Experience and Clinical Practice*

### Unit Facilitation of Professional Development

UNACCEPTABLE

Professional development is not related to faculty evaluations. The unit does not encourage faculty to engage in professional development activities.

ACCEPTABLE

Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and other emerging practices.

TARGET

The unit has policies and practices That encourage all professional education faculty to be continuous learners. Experienced unit faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.



### Unit Evaluation of Professional Education Faculty Performance

UNACCEPTABLE

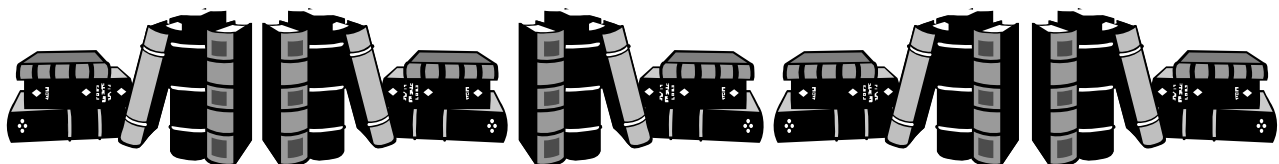
The unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice.

ACCEPTABLE

The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship and service of unit faculty.

TARGET

The unit's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in institution and profession.



## 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>.

### FALL 07 ASSISTANTSHIPS AVAILABLE (by department)

*Please note: All available positions are contingent upon funding.*

#### Teacher Education & Curriculum Studies

##### **Teaching Assistantship for EDUC 482**

10 hour Teaching Assistantship to place pre-practicum undergraduate students in area elementary schools.

**Responsibilities include:** act as liaison between university and public schools, communicate with supervising practitioners, and respond to student's journals three times during the semester.

**Qualifications include:** Excellent communication and writing skills, understanding of teacher education and excellent time management/organizational skills.

For more information, please contact **Cynthia Rosenberger**: [CTEP@educ.umass.edu](mailto:CTEP@educ.umass.edu).

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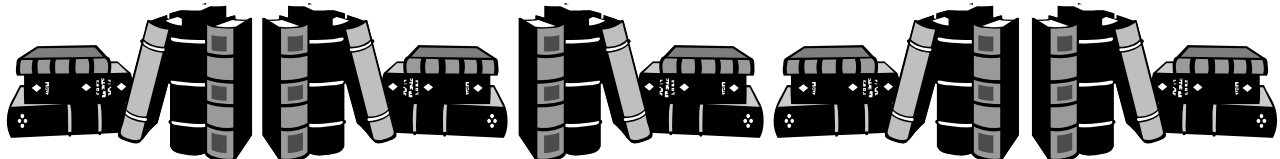
##### **Teaching Assistantship for EDUC 377**

**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:** Excellent communication and writing skills, understanding of teacher education and excellent time management/organizational skills.

For further information, please contact **Masha Rudman** at 545-4325.

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### Educational Policy, Research & Administration

#### **Research Assistantship in Higher Education Administration**

One part-time (10 hour/week) research assistantship is available for the fall 2006-spring 2007 academic year with the possibility of continuation for a second academic year. The position will entail working with a early career faculty member in the concentration of Higher Education Administration.

**Responsibilities include:** 1) *Teaching Related:* Researching and preparing course reading lists and reviewing existing curricula. 2) *Writing Related:* Assisting with research for publications, compiling references into 'Endnotes', assisting with all phases of editing, and compiling bibliographic database. 3) *Research related:* conducting literature reviews, transcribing interviews, and conducting statistical analysis. *Grant Related:* Assisting in finding grant applications, and assisting in all stages of grant preparation.

**Qualifications include:** The ideal candidate will have both quantitative and qualitative research skills, be a self-starter, have strong organizational and time management skills, and be able to complete projects independently.

To apply, please send a brief letter of application and your resume to **Benita J. Barnes**: [barnesbj@educ.umass.edu](mailto:barnesbj@educ.umass.edu).

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No positions available this week in the following:

**Dean's Office,  
Educator Licensure Office,  
Office of Academic Affairs,  
School of Education Business Office,  
Student Development and Pupil Personnel  
Services**

# ANNOUNCEMENTS

## ANNOUNCEMENT OF FINAL ORAL EXAMINATION

**MARGARET ANN SMITH** June 13, 2007, 1:00 p.m., Room 151, Hills South. "Women's Ways of Drinking: College Women, High-Risk, Alcohol Use, and Consequences."

**Chairperson: Dr. Joseph B. Berger.**



## ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

**KRISTEN B. FRENCH** June 4, 2007, 10:00 a.m. - 12:00 noon, Room 20, Furcolo.

**Chairperson: Dr. Sonia Nieto.**



## FORMATION OF DISSERTATION COMMITTEE

**BRIE CIAMPAGLIA** Proposed Dissertation Title: "An Analysis of School Wide Supports and Barriers to Collaborative Problem Solving Teams." Statement of the Problem: There is preliminary evidence supporting the use of collaborative problem solving teams in schools (e.g., Kovalski, Gickling, Morrow & Swank, 1999; Telzrow et al., 2000). However, only a few outcome measures have been explored in relation to these procedures, and the results have been inconsistently found across projects (Burns & Symington, 2002). Additionally, it has been found that many school teams are inconsistent in their implementation of quality consultation procedures (e.g. Telzrow et al; 2000; Dollet al., 2005). Unfortunately the positive outcomes that have been associated with collaborative problem solving teams cannot be implied in practice until there is evidence that these procedures can be incorporated into real life situations (Telzrow et al., 2000).

**Chairperson: Dr. John Hintze.**

## FORMATION OF DISSERTATION COMMITTEE

**MUKUL ACHARYA** Proposed Dissertation Title: "Saving for Change: A Microfinance Model for Reaching the Poor-est. Indications from the Oxfam America's Program in Mali." Statement of the Problem: Microfinance has emerged as an effective developmental intervention to reduce poverty. Using various approaches, methodologies and models, it has been able to reach a large number of the poor. However, reaching the poorest has continued to be a challenge.

**Chairperson: Dr. David R. Evans.**

## UPCOMING CONFERENCES/ WORKSHOPS

### THE 9TH ANNUAL AUTISM SUMMER INSTITUTE

Raising Expectations: Presuming Competence!  
The Importance of High Expectations for Learning,  
Communication and Friendship

The goal of the Autism Summer Institute is to provide strength-based perspectives about students with Autism Spectrum Disorders (ASD) to improve the quality of education in inclusive settings. Participants will gain skills and knowledge that will help support the full participation of students with ASD in their schools and communities. This Institute offers a unique combination of keynote presentations and workgroups. The registration fee includes participation in all four days activities. A separate fee has been established for those interested in attending one or more keynote presentations.

**Dates:** August 13-16, 2007

**Time:** August 13-15: 8:00 am to 3:30 pm; August 16: 8:00 am to 12:00 pm

**Location:** University of NH, Holloway Commons, Durham, NH

**Registration Fee:** \$399\*

\* *Self-Advocate, Student, & Parent rate: \$299*

\* *Keynote only rate: \$60 each*

Keynote Presenters:

Monday - **Ros Blackburn**

Tuesday - **Jamie Burke**

Wednesday - **CarolAnn Edscorn**

Thursday - **Donna Williams**



(Announcements continued from page 4)

**Course Credit :**

Participants may earn 4 academic credits by attending the Autism Summer Institute and registering for the associated class in the Fall 2007 semester. To download a complete description of the class and its requirements go to: <http://iod.unh.edu/pdf/ASI%20Course%20Info.pdf>

Please contact the course instructor, **Cheryl M. Jorgensen, Ph.D.**, at [cheryl.jorgensen@unh.edu](mailto:cheryl.jorgensen@unh.edu) with questions and permission to register.

*Full participation in the Autism Summer Institute qualifies for 22 Staff Development Hours*

**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 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](mailto:icic@iupui.edu), [www.iupui.edu/~icic](http://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.



(Announcements continued from page 5)

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## CALL FOR APPLICATIONS/ PROPOSALS

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### 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](mailto: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](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](mailto:fellowships@contemplativemind.org)**.

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

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## CALL FOR SUBMISSIONS

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### 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 bilin-

gual children/English Learners

- research that highlights successful dual language, bilingual, or English learner program models

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

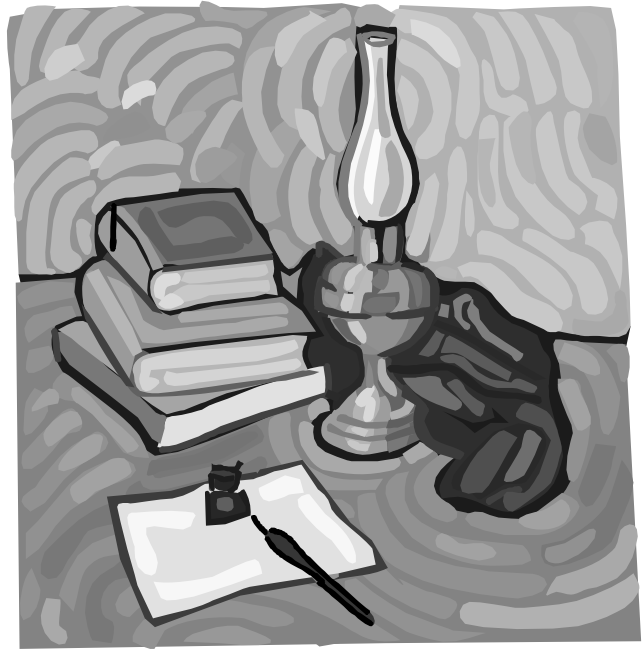
- promote bilingualism, biculturalism and biliteracy
- promote social justice for bilingual/multilingual children and adolescents
- promote academic achievement for all students with a focus on bilingual/multilingual children and adolescents

### 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](mailto:kcadiero@mail.sdsu.edu)



**"Only those who dare to fail  
greatly can ever achieve  
greatly."  
- Robert F. Kennedy**