



THE BEACON

SCHOOL OF EDUCATION



Reflective Practice...Multiple Ways of Knowing
Access, Equity, & Fairness...Collaboration
Evidence Based Practice

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FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

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LLC STUDENT PUBLISHES BOOK

Pierre Orelus, a student in the Language, Literacy and Culture concentration, has published *EDUCATION UNDER OCCUPATION: The Heavy Price of Living on a Neocolonized and Globalized World*.

In this book, the author critically analyzes the ongoing and wide-ranging effects of colonialism and globalization on the poor, especially on those living in the "Third World." The author's overarching argument is that colonization was not merely about the conquest of foreign lands, but it was also about the ideological monitoring of the colonized mind, often maintained through western hegemonic texts and institutional apparatus, such as schools and churches. Analyzing and situating colonialism in the context of western neo-liberal policy of occupation and economic, political, and ideological dominations, the author thus demonstrates how, through schools and the mass corporate media, neocolonized and occupied subjects have been mis-educated to internalize and reproduce old western values, beliefs, and norms at the expense of their own.

The voices of those brutalized by the twin iniquities of neocolonialism and imperialism have for too long been silenced. In this personal narrative, **Pierre Orelus**, a Haitian immigrant and educator, shares his reflections, hopes, and dreams for the future. It is time for a voice such as Pierre's to be heard by teachers, teacher educators, and others concerned with social justice.



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. Thank you for your assistance!

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.

NCATE

Standard 6: UNIT Governance and Resources

PERSONNEL

Unit workload policies, including online course delivery, do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P-12 collaboration, and service. Faculty loads for teaching on campus and on-line generally exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice generally exceeds 18 candidates for each full-time equivalent faculty member. The unit's use of part-time faculty and graduate assistants contributes to the lack of program coherence and integrity. An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards. Opportunities for professional development, including training in the use of technology, are limited, leading to an adverse effect on program quality.

ACCEPTABLE

Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and on line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice does not gener-

ally exceed 18 candidates for each full-time equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

TARGET

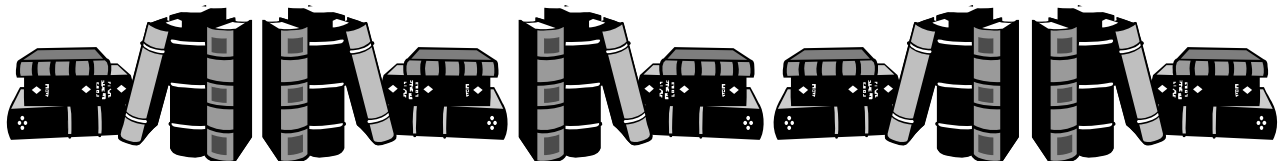
Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include on-line course delivery in determining faculty load. The unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

Every real change, every revolutionary idea, every heartfelt gesture, whether it transforms one life or a thousand, was once seen as eccentric. Leaders are few and followers are many for a reason: Change requires bucking the status quo, and bucking the status quo requires a willingness to be perceived as crazy, dangerous, or ridiculous.

---Anita Roddick

Anita Roddick has had many careers: teacher, women's rights activist, restaurateur, and finally as the entrepreneur of The Body Shop.

Resource: http://www.bookbrowse.com/biographies/index.cfm?author_number=549



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

Research Assistant in Educational Technology

Educational Technology program is hiring a 5-hour per week research assistant for academic year 2007/2008.

Responsibilities include: collect and analyze data related to a grant-funded robotics and middle school science physics curriculum project. *The assistant must be available to travel to the Southern Berkshire Regional school district and to the Holyoke and Springfield school districts.*

Qualifications include: knowledge of robotics and middle school physics, knowledge of inferential statistics as well as case study and qualitative research methods. Must be reliable, available by email and a good communicator.

To apply send a cover letter and resume to **Prof. Sullivan** by email (fsullivan@educ.umass.edu). The application deadline is July 13, 2007.

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Educational Policy, Research & Administration

Research Assistant in the Center for Educational Assessment

The Center for Educational Assessment in the Department of Educational Policy, Research, and Administration has an open student research assistantship position during the summer of 2007.

Responsibilities include: Running workshop pertaining to the development of measurement and statistical skills for visiting scholars from Indonesia .

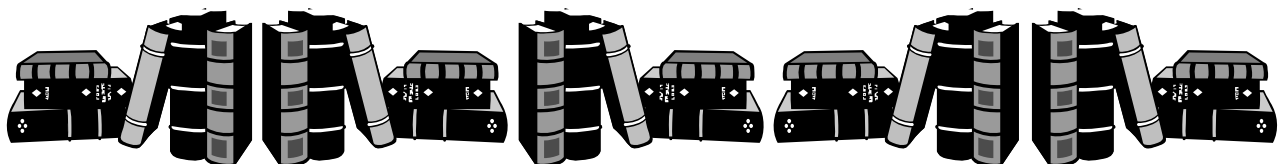
Qualifications include: All candidates must have extensive knowledge of item response theory, classical test theory, test development, test validity and reliability, score reporting, statewide assessment systems, basic and advanced statistical techniques, Statistical Package for the Social Sciences (SPSS), and decision accuracy.

To apply, please contact **Dr. Craig S. Wells**, (413)577-1726, cswells@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

UPCOMING CONFERENCES/ WORKSHOPS

12TH ANNUAL NEW ENGLAND CONFERENCE ON MULTICULTURAL EDUCATION

This year the 12th Annual New England Conference on Multicultural Education moves to the beautiful new Connecticut Convention Center, Hartford, CT on Oct. 11, 2007 where the conference will easily house 42 great workshops and two outstanding keynote speakers. This conference is ideal for Pk-12 teachers, higher education faculty and others interested in educational equity.

Download brochure at :
<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/necmeconvention.pdf>

Register online at <http://www.aces.k12.ct.us/conferences/>



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**

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 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,

(Announcements continued from page 4)

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, 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.



CALL FOR APPLICATIONS/ PROPOSALS

AERA CALL FOR PROPOSALS

The 2008 AERA Annual Meeting will be held on Monday, March 24 - Friday, March 28 in New York, NY. The call

for Annual Meeting Proposals has a deadline of August 2, 2007.

Program Theme: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility

For more information and guidelines go to:

<http://www.aera.net/>



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.

(Continued on page 6)

(Announcements continued from page 5)

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

INTERNATIONAL SEMINAR ON ETHNOGRAPHY AND LANGUAGE LEARNING

The International Seminar on Ethnography and Language Learning will be held on December 10 to 12, 2007, sponsored by La Universidad Autonoma Benito Juarez de Oaxaca. The theme of this year's seminar will be: The ethnographic turn in the study of learning additional languages.

Invited plenary speaker, David Block from the Institute of Education, University of London, is the author of the book: *The Social Turn in Second Language Acquisition*, 2003, Edinburgh University Press.

The objectives of the seminar will be: to bring together scholars in applied linguistics in language learning and related disciplines to explore new theoretical and methodological perspectives on ethnographic research; to publish a volume of selected articles on the topic; to establish an agenda for national and international ethnographic networks on learning additional languages; to engage teachers and student-teachers in these debates.

We solicit papers addressing one or more of the following questions:

What are the interplays between language, culture,

agency and structure in the process of adding language (s) to existing language repertoires?

What are the roles of identity construction in additional language learning? (i.e. in what ways do the identity locations of gender, sexuality, social class and ethnicity affect the dynamics of additional language learning?)

What are the cultural and social meanings attached or assigned to language performances by the actors involved (students, teachers, community, etc.)?

What kind of language ideologies frame the social context of additional language learning?

What are the overall political and economic factors that frame the context for additional language learning in Mexico?

Can the everyday lives of language learners be represented by ethnographic narratives?

Can the complexes of postcolonial and poststructural argumentation be represented by the use of ethnographic narratives?

Can we define the role of power and authority in additional language learning through ethnographic analysis?

Can we ethnographically define which Standard of English is being used, learnt and taught in Mexico?

What is the political, social and cultural import of English in Mexico?

What are the ethnographic comparisons of English learnt in the Mexican classroom and the English that is brought back by returning migrants?

Abstracts (700 words long and including description of the objective, setting and methodology of the study) should be sent to:

Dra. Maria de los Angeles Clemente, e-mail: angeles-clemente@hotmail.com

Abstracts submission deadlines: July 25th, 2007.

The participants whose abstracts are accepted will submit their papers by **October 15th** and they will be notified of their acceptance by November 1st. All the participants will receive an electronic copy of the 12 papers accepted, which should be read in order to be able to give feedback to the authors during the seminar.

The participants will have 60 minute sessions (15 minutes to talk about their paper and 45 to discuss it)

All the participants would work on the final versions of their papers in order for them to be published around July 2008 by the UABJO and other universities willing to participate.

Other important dates:

Results on abstracts notified by: August 5th
Maximum abstracts accepted: 20 abstracts
Papers submission deadlines: October 15th
Results on papers notified by: November 1st
Maximum papers accepted: 12 papers
Registration fee: 120.00 USA dollars (official invoices issued by UABJO)
Deadline for articles to be published: March 31st 2008
For further information contact: Dra. Maria de los Angeles Clemente, e-mail: angelesclemente@hotmail.com



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 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

Travel Reimbursement Notice

The Travel Office (located in the Controller's Office in Goodell) has reviewed its policy with TRIP preparers (e.g., Department Assistants) and has requested that we pass this information on to all individuals submitting request for travel reimbursements. The Travel Office has received numerous late submissions and would like to emphasize the Campus guidelines for travel reimbursement requests.

All **Travel Reimbursement Requests** should be submitted within 60 days of incurring the charge. If a travel request is submitted beyond the 60 day window, the request must include an explanation of the reason for the delay. Late submissions may be subject to taxation.

REPORTING & RECEIPT REQUIREMENTS

The following information is required on or attached to the traveler expense vouchers:

- Dates of departure and return for each trip on University business.
- Destination or location (name of city or town) of travel.
- Business purpose for the travel. (Reimbursements will be made for University business expenses only)
- Itemized amount of each separate expenditure with written clarification for unusual expenditures.
- Original receipts for expenses which include the vendor name, location, date, and dollar amount.
- When an original canceled check is used as the required document, supporting documentation must be attached to include vendor, location, date, and dollar amount.

To view the complete Travel Policies and Procedures Manual, visit: <http://umass.edu/aco/ss/travel/manual/index.htm>

To view the IRS Publication 463, visit: <http://www.irs.gov/pub/irs-pdf/p463.pdf> and refer to page 29 for a more detail explanation.

Please contact either your TRIP preparer or the Business Office if you have any further questions or concerns.

"We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee."

Marian Wright Edelman

Lawyer, educator, activist, reformer, children's advocate, administrator, Marian Wright Edelman is also known as the founder and President of the Children's Defense Fund, and the first African American woman admitted to the Mississippi state bar.

Resource: http://womenshistory.about.com/od/marianwrightedelman/p/m_w_edelman.htm