



THE BEACON

SCHOOL OF EDUCATION



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FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

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OUTSTANDING ACCOMPLISHMENTS IN RESEARCH & CREATIVE ACTIVITIES

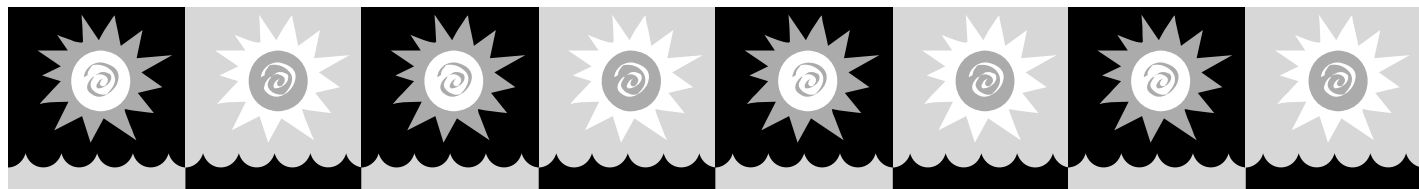
Professor John Clement has been selected to receive an Award for Outstanding Accomplishments in Research and Creative Activity at the third annual UMass Amherst Faculty Convocation on September 21, 2007.

VISITNG SCHOLAR

Professor Allan Feldman will spend part of his sabbatical as a visiting scholar at the University of Haifa in Israel where he will share his knowledge of Action Research and professional development with postgraduate students and faculty.

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*

Supporting Explanation

The unit performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at the institution regardless of where the program is administratively located within the institution. Thus, units are expected to directly manage or coordinate all programs offered at the institution

for the initial and continuing preparation of teachers and other professional school personnel. In this regard, they work with colleagues in arts and sciences and other units across campus as well as educators in P-12 schools.

The unit has designed, established, and maintained a structure and governance system for planning, delivering, and evaluating programs that includes school practitioners as well as faculty and administrators in other units of the institution. A key element of that system is the development and implementation of an assessment system that includes the gathering and use of candidate performance data, as described under Standard 2, to ensure that candidates meet standards.

The unit and its faculty have created a work climate that promotes intellectual vitality, best teaching practice, and scholarship. Policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service. Faculty load must consider the amount of time required for on-line delivery of courses and course components and provision of electronic support to candidates. Faculty are actively engaged in schools and with teachers and other school personnel to design, evaluate, and deliver preparation programs. Assignments provide time to collaborate with school and other college or university faculty.

The unit maintains an adequate number of personnel and sufficient resources to ensure that candidates meet professional, state, and institutional standards. Programs for the initial and continuing preparation of educators require

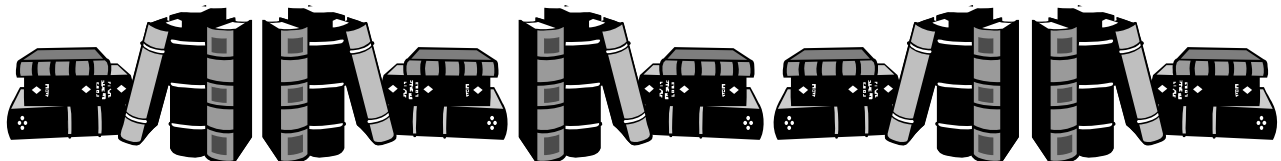
work on campus, in school settings, and sometimes in community agencies, ending with a culminating experience of student teaching or an internship. Clinical work in education, like other professional fields, requires adequate resources. It involves school, as well as college or university faculty in teaching, providing feedback, and coaching to ensure that candidates are able to demonstrate the knowledge, skills, and dispositions expected in professional, state, and institutional standards. Sufficient resources, including information technology resources, are necessary to offer all of the programs at the institution that prepare educators to work in schools, including the delivery of high-quality field experiences and clinical practice.

"People, even more than things, have to be restored, renewed, revived, reclaimed, and redeemed; never throw out anyone."

- Audrey Hepburn

Audrey Hepburn was an actress of film and theatre, Broadway stage performer, ballerina, fashion model, and humanitarian. From 1988 until her death in 1993, she served as a UNICEF Goodwill Ambassador and was honored with the Presidential Medal of Freedom for her work.

Resource: http://en.wikipedia.org/wiki/Audrey_Hepburn



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

PROJECT ASSISTANT IN CHILDREN'S LITERATURE

Research Assistant 10 hours per week Fall semester

Responsibilities include: Library research, manuscript preparation, compilation of bibliographies.

Qualifications include: Must be eligible for work study, and have considerable experience with Refworks and /or Endnotes.

Must be a good organizer. Familiarity with Children's Literature an advantage.

Contact: Masha Rudman 545-1116 or email:
rudman@educ.umass.edu

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PROJECT ASSISTANT FOR TECS DEPARTMENT

One half-time (10 hours per week) project assistantship – TECS Department Office

Responsibilities include: assisting in data entry, maintaining records, creating reports, assisting in the coordination of various department meetings and gatherings.

Qualifications include: - competency in Excel and Word, excellent communication and organizational skills, ability to take initiative and work independently.

To apply, please contact **Dr. Linda Griffin**, Room 123, Furcolo Hall, 413-545-0246 or email:
lgriffin@educ.umass.edu.

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.

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GRADUATE ASSISTANTS' FACTS

FELLOWSHIP

An award made to assist a student in the pursuit of his/her studies or research, usually with no requirement for service or performance.

TRAINEESHIP

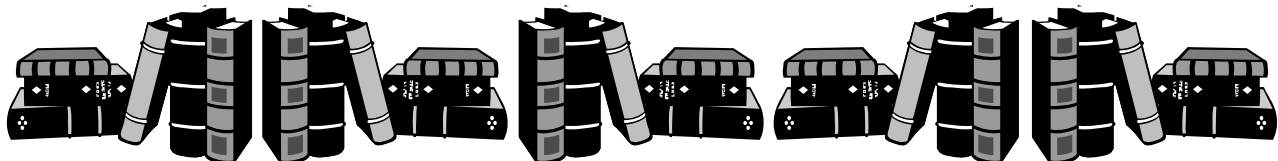
An award made to assist a student in the pursuit of his/her studies or research, sometimes with and sometimes without the requirement of service or performance, but usually limited to a specific discipline by the granting agency.

ASSISTANT RESIDENCE DIRECTOR, (ARD)

A graduate student employed by Housing and who is required, as a condition of employment as an ARD to reside in University-assigned housing. The job duties and responsibilities of the ARD can be obtained from Housing Services, Berkshire House.

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Eligible Appointment Types : A Graduate Assistantship or Associateship may take the form either of a Teaching Assistantship or Associateship, Research Assistantship, Project Assistantship, Assistant Resident Director, working or non-working Traineeship, working or non-working Fellowship or Intern Assistantship which serves as a learning experience directly associated with the student's academic discipline.



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/>



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. 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.

(Announcements continued from page 4)

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)

(Continued on page 6)

(Announcements continued from page 5)

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



I knew there was a way out. I knew there was another kind of life because I had read about it. I knew there were other places, and there was another way of being.

Oprah Winfrey

Oprah Gail Winfrey is the American multiple-Emmy Award winning host of *The Oprah Winfrey Show*, the highest rated talk show in television history. She is also an influential book critic, an Academy Award-nominated actress, and a magazine publisher. She has been ranked the richest African American of the 20th century, the most philanthropic African American of all time, and the world's only black billionaire for three straight years. She is also, according to several assessments, the most influential woman in the world.¹

Resource: http://en.wikipedia.org/wiki/Oprah_Winfrey