



THE BEACON

SCHOOL OF EDUCATION



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FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

MULTI-INSTITUTIONAL CONSORTIUM

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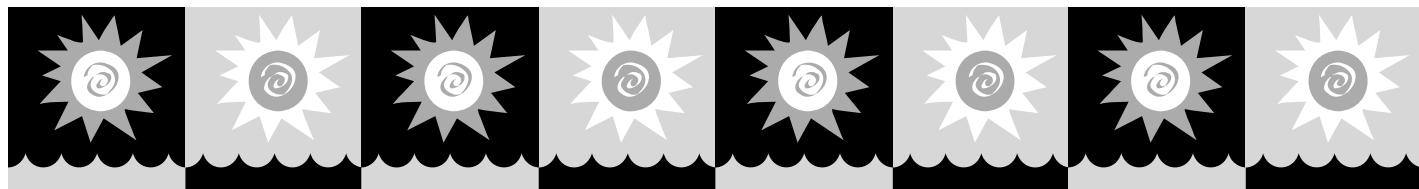
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Ximena Zúñiga, associate professor in Student Development and Pupil Personnel Services, and Martha Stassen, director of Assessment in Academic Planning and Assessment, last month hosted the sixth meeting of a multi-institutional consortium engaged in a project assessing the impact of intergroup dialogue courses on college students.

“Intergroup dialogue is a face-to-face facilitated conversation between members of two or more social identity groups that strives to create new levels of understanding, relating, and action...Intergroup dialogues encourage direct encounter and exchange about contentious issues, especially those associated with issues of social identity and social stratification, “ Professor Zúñiga explained in [Bridging Differences Through Dialogue](#).

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

GLOSSARY OF NCATE TERMS

Accuracy in Assessment: The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies that they are designed to measure.

Adjunct Faculty: Part-time faculty in the professional education unit who are not full-time employees of the institution. *See professional education faculty.*

Advanced Programs: Programs at post-baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of *other school professionals*. Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the post baccalaureate level. *Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master's degree in the field in which they teach; and programs not tied to licensure, such as programs in curriculum and instruction. In addition, advanced programs include those for other school professionals. Examples of these are programs in school counseling, school psychology, educational administration, and reading specialists.*

Area for Improvement (AFI): A statement cited by the Board of Examiners indicating that a unit has not met expected levels of achievement in one or more elements of a standard. The Board of Examiners may cite one or more areas for improvement and still recommend that the standard is met.

Assessment: An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or ac-

tivity and a scoring guide used to evaluate the task or activity.

Assessment Data: Quantified information communicating the results of an evaluative activity or task designed to determine the extent to which candidates meet specific learning proficiencies, outcomes, or standards.

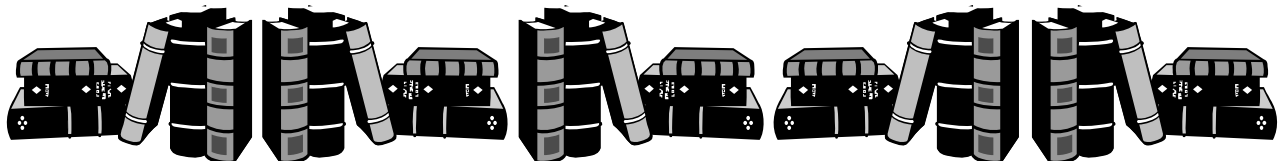
Avoidance of Bias in Assessment: The assurance that the unit has addressed any contextual distractions and/or problems with key assessment instruments that introduce sources of bias and thus adversely influence candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort, and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly worded questions, and poorly reproduced copies that make reading difficult.

"We have a hunger of the mind which asks for knowledge of all around us, and the more we gain, the more is our desire; the more we see, the more we are capable of seeing."

- Maria Mitchell

Maria Mitchell, born in 1818 to Quaker parents in Nantucket, had the unconventional opportunity to be educated during a time when girls were not privileged to study. She was a librarian and the first woman astronomer in the United States. Her father taught her about navigation and astronomy.

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



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.

Student Development and Pupil Personnel Services

PROJECT ASSISTANTSHIP FOR SCHOOL PSYCHOLOGY

10 hour/week (year long), project assistantship to work with Bowe Elementary School (Chicopee, MA) teaching and administrative staff in connection with the Extended Learning Time grant.

Responsibilities include: The primary focus of the assistantship will be to assess and develop interventions to improve math performance of K-5 children. The project assistant will be expected to help teachers assess current math performance levels of their students, develop effective interventions to improve performance as well as assist in progress monitoring.

Qualifications include: This position requires extensive knowledge of M-CBM, R-CBM, the RTI model and consultation skills with school based instructional support teams.

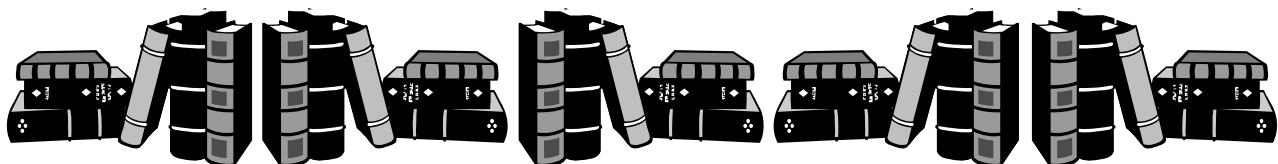
Contact: Professor William J. Matthews, Ph.D., School Psychology Program, 545-1192, or email at:
shamrock@educ.umass.edu

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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.

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ANNOUNCEMENTS

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

MARY CATHERINE MUKIMBA July 24, 2007, 10:00 a.m., Room 151, Hills South.

Chairperson: Dr. Gretchen B. Rossman

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/>



ANNUAL AUTISM SUMMER INSTITUTE

The 9th Annual Autism Summer Institute will be held on August 13-16, 2007, at UNH Holloway Commons in Durham, NH. The Autism Summer Institute is presented by the Institute on Disability's Resource Center on Autism Spectrum Disorders.

The fee to attend keynote presentations is \$60 each. To attend the entire 4-day Autism Summer Institute, the fee is \$399. Discounts for families, students and self-advocates are available. For more information or to register online, visit www.iod.unh.edu or call (603)228-2084.



CALL FOR APPLICATIONS/ PROPOSALS

TESOL ELECTRONIC VILLAGE ONLINE

The TESOL Electronic Village Online announces its Call for Proposals for the Electronic Village Online 2008.

The CALL Interest Section of Teachers of English to Speakers of Other Languages, Inc. (TESOL) offers language teachers world-wide the opportunity to participate in the Electronic Village Online (EVO), a professional development project and virtual extension of the TESOL 2008 Convention in New York, NY, USA.

The free 6-week sessions allow participants to engage in online discussion and/or short hands-on workshops on topics of professional interest in the field of ESL/EFL. TESOL member groups, in particular, are invited to sponsor sessions related to convention presentations.

For further information on how to become a moderator of one of our sessions, please visit our Call for Proposals page at:

<http://dafnegonzalez.com/evo08/Cfproposals.htm>

Deadline: September 20, 2007



(Announcements continued from page 4)

AAAL 2008 ANNUAL CONFERENCE

The deadline for proposal submissions for the AAAL 2008 Annual Conference is 11:59pm (cst) on **August 15, 2007**. Please be sure to submit your proposal for an opportunity to appear in our program.

Fewer colloquia slots will be available for AAAL2008 compared with the last few years. This is due to space constraints as well as an effort to create more of a balanced distribution in attendance at individual paper presentations and colloquia.

The AAAL 2008 Annual Conference will be held at the Omni Shoreham Hotel in Washington, DC March 29 to April 1, 2008.

All proposals must be submitted electronically at the conference website:

<http://www.aal.org/aal2008/submit.htm>

For questions related to submission, conference in general, or any other issues please contact the AAAL Business Office at **info@aal.org**.



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

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

Submission Deadline: August 16, 2007



2008 CONTEMPLATIVE PRACTICE FELLOWSHIP COMPETITION

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>

Deadline: November 15, 2007

(Continued on page 6)

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 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

Peace is not a passive attitude; it is an active state. It requires having constant attention in order to live and to respond as a peaceful being to any upset in life.

Resource: www.thoughtfortoday.org.uk

