



# THE BEACON



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

## SCHOOL OF EDUCATION

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

#### DEPAUL AWARDS HONORARY DEGREE TO NIETO

INSIDE THIS ISSUE:

FACULTY/STAFF/ STUDENT ACTIVITIES, HONORS, AND AWARDS	1
NCATE	2
SPRING 07 ASSISTANTSHIPS	3
UPCOMING CONFERENCE/S WORKSHOPS	4
CALL FOR PROPOSALS	5

Sonia Nieto, professor emerita of Teacher Education and Curriculum Studies, was awarded an honorary doctorate by DePaul University's school of education during its commencement ceremony on June 16.

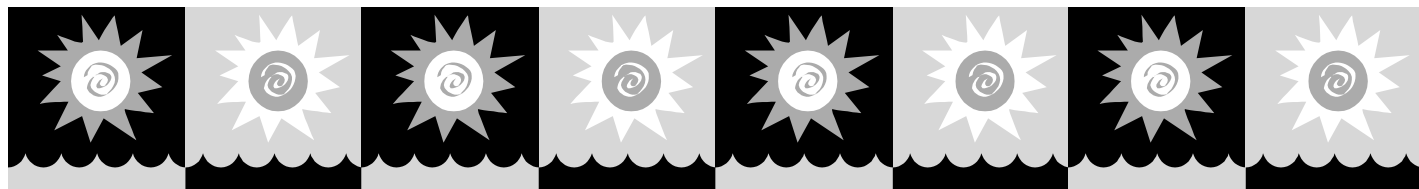
Nieto, who was the keynote speaker at the ceremony, is considered a leading expert on diversity issues in education, she studies multicultural education, the education of Latinos, immigrants and other culturally and linguistically diverse students, and Puerto Rican children's literature. She has written numerous book chapters and articles on these issues, and her articles have appeared in such journals as Educational Leadership, Theory into Practice, The Harvard Educational Review, and Multicultural Education.

The honorary degree is the third for Nieto, who was previously recognized by Lesley University and Bridgewater State College.

Permission to reprint from: In the Loop

#### 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

## Unit Facilities

### UNACCEPTABLE

Campus and school facilities are not functional or well maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.

### ACCEPTABLE

The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate's use of information technology in instruction.

### TARGET

The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

## Unit Resources Including Technology

### UNACCEPTABLE

Allocations of resources across programs are uneven in ways that impede candidates' ability to meet standards. Few or no resources are available for developing and im-

plementing the unit's assessment plan. Information technology resources are so limited that candidates are unable to experience use of information technology. Faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information.

### ACCEPTABLE

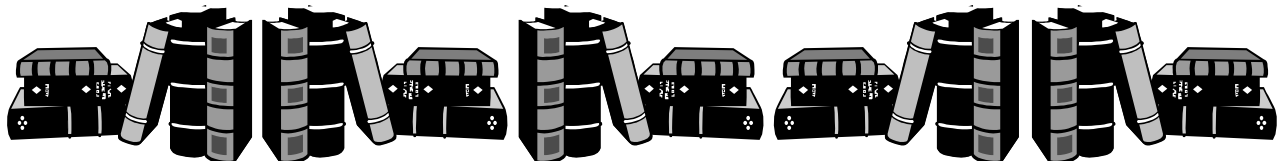
The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.

### TARGET

The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit's assessment system is well funded. The unit serves as an information technology resource in education beyond the education programs—to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular, and electronic information resources that not only serve the unit, but also a broader constituency.

IF YOU ALWAYS THINK THE SAME YOU WILL ALWAYS GET TO THE SAME PLACE.  
THINK IN A NEW WAY AND YOU WILL BE A NEW PERSON.  
GIVE HAPPINESS TO ALL AND YOU WILL LIVE IN PEACE.  
CREATE PEACE IN YOUR MIND  
AND  
YOU WILL CREATE A WORLD OF PEACE AROUND YOU.

From: [www.thoughtfortoday.org.uk](http://www.thoughtfortoday.org.uk)



## 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](mailto:fsullivan@educ.umass.edu)). The application deadline is July 13, 2007.

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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.**

### TYPES OF GRADUATE ASSISTANTSHIPS

#### **TEACHING ASSISTANTSHIP**

A Teaching Assistant (TA) has one or more of the following responsibilities in courses for which he or she does not have primary responsibility: (1) coordinate, lead, or assist in the instructional process in preparation and direct interaction with students in lab, discussion, quiz, or problem sessions; (2) meet with students and teach during office hours; (3) grade papers; (4) grade and proctor exams; (5) supervise undergraduate interns; (6) counsel students; (7) administer colloquium programs. A TA may have additional, related duties as assigned.

In addition to positions in academic departments and the Division of Continuing Education, Teaching Assistants (and Teaching Associates) may be hired for instructional programming approved for and funded by non-academic departments. An example is the 3-credit Peer Sex Education course, designed and offered by the University Health Services and credited to the Public Health Department. Under no circumstance may a Teaching Assistant's responsibilities include duties that are unrelated to instructional effort, e.g., clerical, administrative, or even research type activities. A non-academic department must first have met institutional review requirements for an instructional program before it can appoint Teaching Assistants.

#### **TEACHING ASSOCIATESHIP**

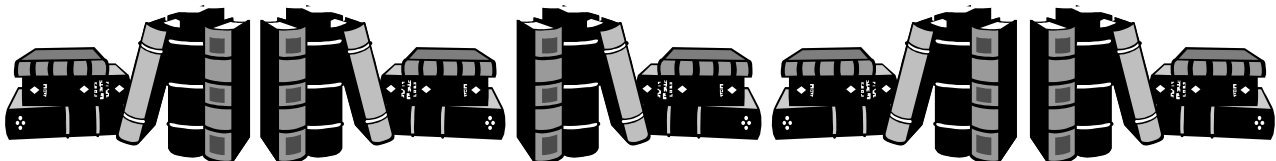
A Teaching Associate is responsible for the teaching and grading of a course. Teaching Associate positions, like the TA, can be paid from any funding source.

#### **RESEARCH ASSISTANTSHIP**

Research Assistants assist in conducting research of a scholarly nature, normally under faculty supervision. The work of a Research Assistant can include, but is not limited to, the gathering and analyses of data, the development of theoretical analyses and models, the production or publication of scholarly journals and research reports which is primarily for his or her own research, and is secondarily for the benefit of the University, faculty or academic staff supervisor, or granting agency.

#### **PROJECT ASSISTANTSHIP**

The Project Assistantship is a form of Research Assistantship where the graduate student performs work primarily for the benefit of the University, faculty or academic staff supervisor, and secondarily for the graduate student's own research. The Project Assistant must, however, do work related to academic research. This position cannot be used as an alternative to an Internship when a student's academic work is not enriched by the job duties.



# **ANNOUNCEMENTS**

## **ANNOUNCEMENT OF FINAL ORAL EXAMINATION**

**CLAUDETTE L. GISCOMBE** July 17, 2007, 10:00 a.m., Room 21C, Furcolo. "Pathways to Success in Science: A Phenomenological Study, Examining the Life Experiences of African-American Women in Higher Education."

**Chairperson: Dr. Kathleen Davis.**

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## **UPCOMING CONFERENCES/ WORKSHOPS**

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### **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](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

(Announcements continued from page 4)

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 TESOL 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.



## **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](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)

(Announcements continued from page 5)



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

"A good heart is better than all the heads in the world."

~ Edward Bulwer-Lytton

Edward Bulwer-Lytton was an English novelist, playwright, and politician who coined the phrase, "the pen is mightier than the sword."

Resource: [http://en.wikipedia.org/wiki/Edward\\_Bulwer-Lytton,\\_1st\\_Baron\\_Lytton](http://en.wikipedia.org/wiki/Edward_Bulwer-Lytton,_1st_Baron_Lytton)

## 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.