



Environmentally Mindful!

Access *The Beacon*, on-line at: <http://www.umass.edu/education/publications/beacon.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.



NCATE

ACCREDITED

National Council for Accreditation of Teacher Education

NCATE NEWS

In the upcoming issues of *The Beacon* we will be including news about NCATE. We hope you will find the information helpful.

HISTORY

NCATE was founded in 1954. Five groups were instrumental in the creation of NCATE: the American Association of Colleges for Teacher Education (AACTE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Education Association (NEA), the Council of Chief State School Officers (CCSSO), and the National School Boards Association (NSBA). When NCATE was founded as an independent accrediting body, it replaced AACTE as the agency responsible for accreditation in teacher education.

SCOPE OF NCATE ACCREDITATION

NCATE accredits schools, colleges, and departments of education (professional education units) in U.S. colleges and universities. These schools, colleges, and departments of education have primary responsibility for the preparation of teachers and other professional school personnel.

The professional education unit must include in its accreditation review all initial teacher preparation and advanced programs offered by the institution for the purpose of preparing teachers and other professional education personnel to work in pre-kindergarten through twelfth grade settings. The unit must include off-campus programs, distance learning programs, and alternate route programs for the preparation of professional educators in the NCATE review. Although these programs often match state program approval and licensure requirements, NCATE may review programs not reviewed by the state. For example, not all states require a license for pre-kindergarten

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or middle school teachers. Nevertheless, these programs must be included in the NCATE review if the institution offers a program that prepares candidates to work in these areas.

For a treatment of how different institutional structures are considered for NCATE review, including branch campuses, consortia, off-campus programs, overseas programs, distance learning, and alternate routes, visit the NCATE website at www.ncate.org. NCATE's scope includes advanced programs (e.g. a master's degree) designed for the continuing professional development of practicing teachers. In some states, these advanced programs lead to a new license. All advanced programs that prepare candidates for a new role in schools (e.g. reading specialist or principal) also must be included in the accreditation review. Advanced programs for the preparation of the professoriate or non-school personnel are not within NCATE's scope of authority.

In most institutions, one professional education unit is primarily responsible for professional education programs at both the initial teacher preparation and advanced levels. However, NCATE will recognize two separate units: one for initial teacher preparation and another for the advanced level at the same institution (e.g., initial teacher preparation is housed in a department of education in the School of Arts and Sciences while the advanced unit is located in a separate Graduate School of Education). In the case of two different units with responsibility for professional education, each unit must address the NCATE standards at the level for which the unit is responsible.

AUTHORITY FOR ACCREDITATION ACTIVITIES

The U.S. Secretary of Education officially recognizes the National Council for Accreditation of Teacher Education (NCATE) as the national professional accrediting agency for schools, colleges, and departments of education that prepare teachers, administrators, and other professional school personnel. The Council for Higher Education Accreditation, a private organization that oversees accrediting agencies, also recognizes NCATE.



FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

OUTSTANDING SERVICE AWARD

Sally Galman, Assistant Professor in the Teacher Education and Curriculum Studies Department, has been awarded a 2006 Outstanding Service Award from the University of Colorado in recognition of excellent university service from years 2001-2005.



OUTSTANDING ACADEMIC ADVISOR AWARD

The Selection Committee for the 2006-2007 Outstanding Academic Advisor Award invites all students, faculty and staff to nominate academic advisors whose practices distinguish them from other advisors. The characteristics of an outstanding advisor include but are not limited to:

- * Building strong relationships with students
- * Monitoring students' progress toward academic and career goals
- * Making appropriate referrals

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- * Knowing and understanding institutional regulations, policies and procedures

Nominations of faculty and staff who advise undergraduate students should be submitted to:

Outstanding Academic Advisor Award Committee
Office of the Provost
362 Whitmore Building

Nominations (in writing, by phone, or by e-mail to getinde@provost.umass.edu) should be received by Friday 12/1/06. For further information, call the Provost's Office at 545-2554.

Nominations may also be made by supervisors, colleagues and alumni/ae. When a nomination is received in this office, the individual's department head will be notified, and asked (if he or she supports the nomination) to assemble a package of materials for submission to the Committee. Supporting materials are due on or before January 29, 2007.



SCHOOL PSYCHOLOGY AWARENESS WEEK 2006

November 6 – November 10

School psychologists help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school.

Please visit the National Association for School Psychologists website www.nasponline.org or the University of Massachusetts-Amherst Program website www.umass.edu/education/schoolpsychology/index.html for more information!



Please send all news of awards, honors, grants, contracts, new publications, etc., to the following *new e-mail address*: goodnews@educ.umass.edu.



FALL 06/SPRING 07 ASSISTANTSHIPS AVAILABLE (by department)

Please note: All available positions are contingent upon funding.

Dean's Office

No positions available this week.

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Educational Policy, Research and Administration

TEACHING ASSISTANTSHIP – TWO 10 HOUR POSITIONS

The current, *Issues in Higher Education* course, is a 300 education course for undergraduates. We are hiring 2 graduate 10 hour TA's. The seminar will examine current issues confronting institutions of higher education and their policy implications. The course emphasizes critical thinking, class discussion, persuasive writing and revision, and presentation. Individuals interested in these positions must have the time of the course (Mondays 10-12:30) free, have studied and/or have significant professional experience in higher education.

Duties include: Prepare curriculum materials, lead discussion sections, grade papers, meet with the professor regularly to plan the course.

Please submit a hard copy of resume and cover letter highlighting your teaching experience, knowledge of current issues in higher education, experiences working with undergraduates, and a brief writing sample to: **Dr. Kerry Ann O'Meara**, 256 Hills South. Review of applications will begin immediately.

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Office of Teacher Education

No positions available this week.

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Student Development and Pupil Personnel Services

No positions available this week.

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Office of Academic Affairs

No positions available this week.

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Teacher Education and Curriculum Studies

SUPERVISORS - Secondary Teacher Education Program (STEP)
Spring 2007. Part-time (8-10 hrs/wk)

Responsibilities include: supervising science/math and English/social studies student teachers, a total of five observations with written reports, three face-to-face meetings with student teacher and supervising practitioner, four meetings with program coordinator, oversight of student teacher's portfolio development and the meeting of Massachusetts Department of Education and School of Education Practicum Assessment requirements. Student teachers placed in middle and high schools.

Please contact **Barbara Madeloni**, Director of STEP Student Teaching, madeloni@educ.umass.edu, 413-577-0495 with resume and cover letter.



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ANNOUNCEMENTS

Formation of Dissertation Committee

ANNE LUNDBERG Proposed Dissertation Title: "Teachers Talk - Intercultural communication between teachers and immigrant families." Statement of the Problem: Research, history, and lived experience document the poor levels of communication and interaction between families and the schools their children attend. Currently, the majority of public school teachers are white, middle-class, Christian women, while immigrant children make up 20% of U.S.A. youth. New research is needed to frame the area of intercultural communication.

Chairperson: Dr. Claire Hamilton.



ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

ERIC J. CARPENTER November 13, 2006, 3:00 p.m., Room 219, Furcolo.

Chairperson: Dr. Judith Placek.



SCHOLARSHIPS, FELLOWSHIPS AND INTERSHIPS – MULTICULTURAL EDUCATION

The following is a list of scholarships and fellowships with upcoming deadlines. Click on the link provided to get the details.

<http://www.multiculturaladvantage.com/opportunity/scholarships/scholarships.asp>

To receive a monthly update of scholarships, send an email to:
tma-scholarship-subscribe@yahoo.com

To find internship opportunities for undergrads and grads, go to:
<http://www.multiculturaladvantage.com/opportunity/internships/internships.asp>



TEACHER INTERN PROGRAMS AT MARSHFIELD PUBLIC SCHOOLS

The Marshfield Public Schools will sponsor **teacher intern programs** at the high school, middle school, and elementary levels.

At the middle school and high school, there will be opportunities for students majoring in all subject areas including special education.

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At the elementary level, there will be opportunities in regular education classes as well as special education classes.

The program is open to **juniors, seniors, and graduate students who are preparing to become teachers** and will run for nine school days from Tuesday, January 2nd until Friday, January 12th. Interns will have seven days of training on classroom management and two days of substituting. Each will be paid \$50 per day for seven days of training and \$75 per day for two days of substitute teaching. **All interns are guaranteed \$500.**

The focus of this program is on classroom management skills. The program has four steps beginning with a seminar on classroom management techniques. This will be followed by guided observations and subsequent discussions with the teachers who have been observed. Next, each teacher intern will be paired with a high caliber mentor teacher who will be a professional guide in the development of appropriate classroom management skills. Finally, the teacher intern will substitute with the help of administration, the mentor, and other professional staff.

For additional information/application materials, contact Michael Ruuska at mruuska@mpsd.org, (781) 834-5020 ext 308, Furnace Brook Middle School, Marshfield, MA 02050.

Deadline to apply is Tuesday, November 28th. Interviews will be conducted shortly thereafter.



LONG TERM SUBSTITUTE NEEDED – ATHOL HIGH SCHOOL

There is a long term English subbing position opening at the Athol High School. It will for a period of 3 to 4 months. For further details, contact Tom Telicki at (978) 874-5997 (H) or (978) 249-2435 (W) or by email at ttelicki@hotmail.com



FELLOWSHIPS FOR HIGHER EDUCATION OF PRESENT AND PROSPECTIVE TEACHERS

**MARION AND JASPER WHITING FOUNDATION
SUITE 1025
50 CONGRESS STREET
BOSTON, MA 02109
(617) 557-7413 (MAIN NUMBER)
(617) 557-7419 (FACSIMILE)**

Origins and Statement of Purpose:

The Marion and Jasper Whiting Foundation is a permanent charitable trust fund established under the will of Jasper Whiting, a resident of Dublin, New Hampshire, who died on August 18, 1941. Mr. Whiting left the residue of his estate to the Foundation, as did his wife, Marion, a resident of Boston, Massachusetts, who died on January 28, 1965. The Foundation began awarding annual fellowships after Mrs. Whiting's death. In 2006, the trustees received 99 applications and made 20 awards totaling \$100,966; or approximately \$5,048 per fellowship.

The primary purpose of the Foundation is to award fellowships to present and prospective teachers, with an emphasis on present teachers at the college or university level, to enable them to study abroad or at some location or locations other than that with which they are most closely associated. The aim is to stimulate and broaden the

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minds of teachers so as to improve and enhance the quality of their instruction. Most grants are primarily for travel and related expenses and not as salary substitutes, scholarships or grants in aid. According to Mr. Whiting's will, the benefits under the Foundation are to be conferred at the sole discretion of the trustees but shall not at any time be denied for reasons of race, color, nationality, religion or sex. There are three trustees of whom two were appointed pursuant to Mr. Whiting's will by Harvard University and the Massachusetts Institute of Technology.

While Mr. Whiting expressed a preference toward teachers at Harvard University and the Massachusetts Institute of Technology, he encouraged the trustees to look beyond these institutions and, indeed, the trustees have welcomed applications from teachers at all New England colleges and universities. In 2006, the 20 winners came from 15 different New England Schools. There is no specific limit to the number of winners from any particular school.

Application Procedure:

Candidates should submit the following material in triplicate to the Foundation's office address above (Attention: Robert G. Bannish, Trustee) **NO LATER THAN JANUARY 26, 2007.**

- (1) a written summary of the project or study contemplated of about two to five pages;
- (2) a curriculum vitae showing the applicant to be a university teacher or a graduate of a college or university progressing toward a teaching career on the college or university level;
- (3) a budget indicating the estimated expenses to be incurred in carrying out the project;
- (4) three supporting letters from fellow faculty members, professors, or similar persons who can speak both to the candidate and to the *project*; and any other information that the candidate believes will help his or her application.

All material submitted will become the property of the Foundation and will not be returned. If the candidate wishes the trustees to acknowledge receipt of the application, he or she should include a stamped self-addressed postcard. Please note that the supporting letters should be sent by the writers directly to the Foundation's office: **MARION AND JASPER WHITING FOUNDATION, SUITE 1025, 50 CONGRESS STREET, BOSTON, MA 02109**

In an agreement with the Internal Revenue Service, the trustees have set forth certain procedures for making grants from the Foundation. Specifically, the trustees have agreed to make grants with the concurrence of the college or university with which the applicant is affiliated. Such college or university will be responsible for supervising the project. Also, the actual payment will be made to the college or university, which will then disburse funds to the recipient only for purposes related to the project. Finally, the recipient must agree to make a brief report to the trustees within twelve months of the completion of the project.

Applications postmarked after January 16, 2007 will not be considered. It is expected that awards will be announced on or about March 2, 2007. The trustees look forward to hearing from you with your application.



SOE WEBSITE SURVEY

We are in the process of examining the School of Education website for changes and to make it more "user-friendly." We are asking the help of those who use the website most often: our faculty, staff, students and alumni.

Please complete the attached survey and return it by November 28, 2006 to:

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