



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.



FAQ's and other information that is good to know:

I read something online about graduate degree guidelines and forms. What are they and where can I find them.

Guidelines and forms for the Master's, Doctoral degrees and CAGS certificate, as well as guidelines (there are no forms) for the Post Baccalaureate and the Education Minor, can be found online at :

http://www.umass.edu/education/academics/main_advising.htm

These guidelines give you a listing of all requirements necessary to complete your degree or program.

Forms for the Master's, Doctoral and CAGS must be filed with the Graduate Programs Office, Room 123 Furcolo Hall. PLEASE NOTE: Forms are online, but MUST be printed and hand signed before being turned into Linda Guthrie at the Graduate Programs Office. You **CANNOT** submit these forms via email.

What is the difference between "current address" and "permanent address"?

Your current address is the mailing address of the home you are presently occupying every day. Your permanent address would be the home you live in when you are not attending school. For out-of-state or international students, this would be the mailing address of their home in their hometown or native country.

If you list your "permanent address" on forms, then return mail will go to that address. This could cause unnecessary delays.

I am transferring credits to my graduate degree. How soon will they show on my transcript?

If you are transferring Non-degree UMass Amherst credits, it should take a couple of weeks to appear on your transcript. If, however, you are transferring credits from an outside institution, it can take a couple of months before it appears.

PLEASE NOTE: All transferred credits show under your **GRADUATE RECORD**. Non-degree credits will show under Non-degree Record and, once transferred will also show under the *Graduate Record*. **Please make sure to check your Graduate Record.**



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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.

THE LATE 20TH CENTURY: DECADES OF CHANGE

Throughout the 1980s and 1990s, the nation reached consensus that American education must be transformed to meet the needs of an emerging information society. Policymakers and the public have called for high standards for what children should know and be able to do. Attaining this goal will require teachers who meet professional standards.

Policy analysts have noted that schools still operate on a “factory” model geared to the industrial society. Today’s society needs a workforce that can apply knowledge, reason analytically, and solve problems. At the same time, American society is becoming more diverse, with students in classrooms drawn from many cultures and ethnic groups.

Preparing teachers to teach all students to meet society’s demands for high performance has created a new agenda for educators and policymakers. To meet these changing needs, norms in teacher preparation and licensing are changing.

Education reform must include the reform of teacher preparation. Reaching the nation’s education goals will require high standards for the teaching force. Rigorous accreditation, state licensing, and advanced board certification are essential. To advance the reform of teacher preparation, NCATE is working with other education organizations to ensure that accreditation, licensing, and advanced certification standards are compatible, and together form a coherent system of quality assurance for the teaching profession.

A VISION OF THE PROFESSIONAL TEACHER FOR THE 21ST CENTURY

NCATE believes that caring, competent, and qualified teachers should teach every child. Student learning must mean not only basic skills but also the knowledge and skills necessary to succeed as a responsible citizen and contributor to the new economy.

NCATE standards are based on the belief that all children can and should learn. In order to attain this goal, accredited schools, colleges, and departments of education should:

- ensure that new teachers attain the necessary content, pedagogical, and professional knowledge and skills to teach both independently and collaboratively;
- ensure that all new administrators and other professional specialists attain the knowledge and skills to create an environment for student learning;
- administer multiple assessments in a variety of forms, engage in follow-up studies, and use the results to determine whether candidates meet professional standards, and whether graduates can teach so that students learn;
- commit to preparing teachers for a diverse community of students;
- prepare candidates who can integrate technology into instruction to enhance student learning;

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- encourage collegiality, reflective practice, continuous improvement, and collaboration among educators, learners, and families; and
- view teacher preparation and development as a continuum, moving from preservice preparation to supervised beginning practice to continuing professional development.

Likewise, the new professional teacher who graduates from a professionally accredited school, college, or department of education should be able to:

- help all pre-kindergarten through twelfth grade (P–12) students learn;
- teach to P–12 student standards set by specialized professional associations and the states;
- explain instructional choices based on research-derived knowledge and best practice;
- apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds;
- reflect on practice, and act on feedback; and
- be able to integrate technology into instruction effectively.

This teacher has gained those abilities through:

- a broad liberal arts education;
- in-depth study of the teaching field;
- a foundation of professional knowledge upon which to base instructional decisions;
- diverse, well-planned, and sequenced experiences in P–12 schools; and
- ongoing assessments of competence to practice, through an array of performance measures.

We are on our way to reaching this vision. As Americans enter the 21st century, standards for teacher preparation, licensing, and advanced certification have been developed and are aligned with each other. The field of teaching and the states are now grappling with the outcome of the standards movement: assessing student—and teacher—performance.

Determining benchmark levels for candidate, teacher, and student attainment of the proficiencies set forth in the standards is the task for the early 21st century.

FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

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

No positions available this week.

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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

No positions available this week.



ANNOUNCEMENTS

FORMATION OF DISSERTATION COMMITTEE

YIMING HE Proposed Dissertation Title: "Research on the Left-Behind Children in Middle and MidWestern Rural China -- An empirical study on the positive and negative influences on the psychological, behavioral and educational development of the left-behind children due to parents' migrating to cities for temporary employment in the middle and northern rural China." Statement of the Problem: Rapid industrialization, urbanization, and privatization of state owned companies lead to an influx of mobilization of millions of rural people to cities. The mobilization results in millions of left-behind children. Separation from parents lead to many developmental problems. What can the grandparents, schools, community and government do to help the left-behind children adjust to the change and develop in a constructive direction? What are the implications for the policy makers from the research?

Chairperson: Dr. Alfred Karlson.



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ATTENTION: ALL NEW GRADUATE STUDENTS

Be sure to download your Doctoral, Master's, or CAGS (Certificate of Advanced Graduate Studies) Advising guidelines forms from our website: umass.edu/education > academics > Advising Guidelines

You will need these forms to verify your progress throughout your degree. The first form is due in the Graduate Program Office (123 Furcolo) by the end of the Fall 2006 semester, after it is signed by your advisor. If you have any questions regarding these forms, contact Linda Guthrie, Graduate Program Coordinator, at 545-6984 or lguthrie@educ.umass.edu.



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 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:

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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.

Sincerely,

Robert G. Bannish, Trustee