



## 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

The Standard of Excellence  
in Teacher Preparation

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.

---

**BEACON DEADLINE: Notice! Change in *Beacon* submission procedure:** Please submit *Beacon* announcements to Room 123A Furcolo Hall or to [lascell@educ.umass.edu](mailto:lascell@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.

---

## 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;
- 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**

## **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
- \* 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](mailto: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](http://www.nasponline.org) or the University of Massachusetts-Amherst Program website [www.umass.edu/education/schoolpsychology/index.html](http://www.umass.edu/education/schoolpsychology/index.html) for more information!



---

**BEACON DEADLINE: Notice! Change in *Beacon* submission procedure:** Please submit *Beacon* announcements to Room 123A Furcolo Hall or to [lascell@educ.umass.edu](mailto:lascell@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.

---

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

~ ~ ~ ~

### **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.

~ ~ ~ ~

### **Office of Teacher Education**

No positions available this week.

~ ~ ~ ~

### **Student Development and Pupil Personnel Services**

No positions available this week.

~ ~ ~ ~

### **Office of Academic Affairs**

No positions available this week.

~ ~ ~ ~

---

**BEACON DEADLINE: Notice! Change in *Beacon* submission procedure:** 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.

---

## Teacher Education and Curriculum Studies

No positions available this week.



### ANNOUNCEMENTS

#### **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@yahoogroups.com](mailto:tma-scholarship-subscribe@yahoogroups.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.

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.

---

**BEACON DEADLINE: Notice! Change in *Beacon* submission procedure:** Please submit *Beacon* announcements to Room 123A Furcolo Hall or to [lascell@educ.umass.edu](mailto:lascell@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.

---

For additional information/application materials, contact Michael Ruuska at [mruuska@mpsd.org](mailto: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](mailto: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 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:**

---

**BEACON DEADLINE: Notice! Change in *Beacon* submission procedure:** 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.

---

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