



# THE BEACON



UMASS  
AMHERST

## SCHOOL OF EDUCATION Educators for Excellence and Equity

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 is-

### FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

#### IMPORTANT DATES TO REMEMBER

INSIDE THIS ISSUE:

FACULTY/STAFF/ STUDENT ACTIVITIES, HONORS, AND AWARDS	1
SPRING 07 ASSISTANTSHIPS AVAILABLE	3
UPCOMING CONFERENCES/	5
CALL FOR PROPOSALS	6

The **Faculty/Staff Social** is Wednesday, May 16<sup>th</sup>, 3-5p at the University Club. Join us for Hors D'oeuvres and a cash bar! Please RSVP by Monday, May 14<sup>th</sup> to Sahra, 545-2705 or [ssantos@educ.umass.edu](mailto:ssantos@educ.umass.edu)

The **Graduate Degree Recipient Reception** is on Thursday, May 24<sup>th</sup> 7-9pm in the Massachusetts Room, Mullins Center, we will have Hors D'oeuvres, plenty of desserts and a cash bar. Please RSVP before Wednesday, May 16<sup>th</sup> to Sahra, 545-2705 or [ssantos@educ.umass.edu](mailto:ssantos@educ.umass.edu).

The **Graduate Commencement** is Friday, May 25<sup>th</sup>, 2-4 pm, Mullins Center with a reception to follow. **Candidates must check in between 12:30 and 1:00 p.m.**, wearing Regalia, at the tent set up to the west of the Mullins Center. Please visit [www.umass.edu/commencement/2007](http://www.umass.edu/commencement/2007)



#### ONLINE TEACHING WORKSHOPS

Attention Faculty! Online Teaching workshops offered through OIT.

- Faculty already teaching Online courses
  - o Address concerns
  - o Learn shortcuts
  - o Receive answers
- Faculty wondering about Online courses
  - o Learn what works
  - o Have questions answered
  - o Develop new skills

Both types of workshops are being given through OIT here on campus.

Interested? Email Linda Neas ([lascell@educ.umass.edu](mailto:lascell@educ.umass.edu)) by Friday, May 25, 2007. Please state whether or not they are *interested in teaching online* **OR, are already**

*(Continued on page 2)*



**BEACON DEADLINE:** 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.

(Activities and Awards continued from page 1)

*teaching online.* The instructor from OIT will contact you with workshop schedule.



### **2007 LLC PRACTITIONER CONFERENCE**

The annual **LLC Practitioner Conference** will be held in Furcolo Hall on Tues., May 15 at 7:00 PM. All are welcome to attend.



**“At first people refuse to believe that a strange new thing can be done. Then they begin to hope it can be done. Then they see it can be done. Then it is done and all the world wonders why it was not done centuries ago.”**

**-- Frances Hodgson Burnett**

Frances Hodgson Burnett was an English–American playwright and author. She is best known for her children's stories, in particular *The Secret Garden*, *A Little Princess*, and *Little Lord Fauntleroy*.

Resource: [http://en.wikipedia.org/wiki/Frances\\_Hodgson\\_Burnett](http://en.wikipedia.org/wiki/Frances_Hodgson_Burnett)

## **NCATE**

### **Standard 5: *Field Experience and Clinical Practice* Modeling Best Professional Practices in Teaching**

#### **UNACCEPTABLE**

Faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards. Faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning. Faculty seldom model the use of information technology in their own teaching. Few faculty assess their own effectiveness as teachers. Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning.

#### **ACCEPTABLE**

Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

#### **TARGET**

Faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the unit's conceptual framework (s), incorporates appropriate performance assessments, and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice. Many of the unit faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

## **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>.

### **SPRING 07 ASSISTANTSHIPS AVAILABLE** (by department)

*Please note: All available positions are contingent upon funding.*

#### **Educational Policy, Research and Administration**

##### **CENTER FOR INTERNATIONAL EDUCATION - ASSISTANTSHIPS**

During the Fall-Spring (2007-08) academic year, the Center for International Education (CIE) and the concentration in International Education will offer a number of partial/full assistantships in connection with international education both in the informal and formal sectors.

**Specific assistantships may include:** undergraduate teaching, research, training, curriculum development, evaluation, and administration. Additional work maybe available on CIE funded projects, including the Higher Education Project, Afghanistan.

Applicants should send a resume and a letter specifying background and skills by May 15, 2007 to: **Center for International Education**, 285 Hills South, UMass, Amherst, MA 01003, Phone: (413)545-0465, E-mail: [cie@educ.umass.edu](mailto:cie@educ.umass.edu)

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##### **EDUCATION ADMINISTRATION & LEADERSHIP - GRADUATE ASSISTANTSHIP**

Fall 2007 graduate research assistantship in the concentration of Educational Administration and Leadership. This is a 10 hour per week position.

##### **Responsibilities include:**

- Assistance in the development and preparation of materials for two courses: Introduction to School Leadership and Organization for Curriculum Development
- Assistance in data collection and analysis related to two research projects – Curriculum Mapping in Educational Administration and the Massachusetts Administrator Standards Project.
- Assist in the preparation of manuscripts for publication.

**Public school teaching and/or administrative ex-**

**perience or significant study in these areas preferred.**

If interested, please submit via email an electronic copy of your resume and a cover letter that highlights your relevant experience and qualifications to: **Dr. Rebecca Gajda**, [Rebecca.Gajda@educ.umass.edu](mailto:Rebecca.Gajda@educ.umass.edu). Review of applications will begin immediately.

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##### **CENTER FOR EDUCATIONAL ASSESSMENT - RESEARCH ASSISTANTSHIPS**

The Center for Educational Assessment in the Department of Educational Policy, Research, and Administration expects up to seven graduate student research assistantships during the summer of 2007 associated with the Evaluation of NAEP.

**Responsibilities include:** Conducting multivariate statistical analyses; equating analyses; simulating data; editing technical reports; attending project meetings; writing computer code for psychometric activities such as item calibration, score scale linking, and population invariance studies; performing literature reviews on equating, scaling, standard setting, and score reporting; and co-authoring research reports.

**Qualifications include:** All candidates should have extensive knowledge of item response theory, multidimensional scaling, plausible values methodology, test construction, and test validation research.

To apply, please contact **Dr. Stephen G. Sireci**, (413) 545-0564 ([Sireci@acad.umass.edu](mailto:Sireci@acad.umass.edu)).

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

##### **TEACHING ASSISTANTSHIP**

Part-time (10 hours/week) assistantship available Fall 2007/Spring 2008 for **EDUC 293A**:

**Responsibilities include:** organizing class materials, grading, tracking attendance, leading discussions, attend-

ing class, putting materials into WebCT and other duties as needed. Teaching experience preferred but not required.

To apply, please contact: **Dr. Carey Dimmitt**, 358 Hills South (577-1358) or email: [cdimmitt@educ.umass.edu](mailto:cdimmitt@educ.umass.edu).

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### **SPECIAL EDUCATION - GRADUATE ASSISTANTSHIP**

Fall 2007 graduate research assistantship in the concentration of Special Education. This is a 10 hour per week position.

#### **Responsibilities include:**

- Assistance in the development and preparation of materials for a professional development project for middle school math teachers.
- Assistance in data collection and analysis related to various research projects, including *When It Just Doesn't Add Up: Examining the Manifestation of Math Difficulty Among Fifth and Sixth Graders with Learning Disabilities* and *This Spells Trouble: The Development of Spelling Feature Knowledge In Elementary School Age Children*.
- Assist in the preparation of manuscripts for publication.

**Public school teaching, experience with achievement testing, and/or significant study in these areas preferred.**

If interested, please submit via email an electronic copy of your resume and a cover letter that highlights your relevant experience and qualifications to: **Dr. Margaret Pierce via Celia Miller**, [celia@educ.umass.edu](mailto:celia@educ.umass.edu). Review of applications will begin immediately.

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### **EDUC 395Z: ISSUES IN INTER-GROUP RELATIONS - TEACHING ASSISTANTSHIP**

One half time (10 hour per week) assistantship is available for Fall 2007 and Spring 2008. This position will provide support for EDUC 395Z, a multi-section inter-group dialogue course focusing on group relations based on race/ethnicity, gender and sexual orientation.

**Responsibilities include:** Working with the instructor to coordinate recruitment activities, placing student in sections, plan the curriculum, organizing and developing course materials, maintaining student records, helping with grading, photocopying and other duties as needed.

**Qualifications include:** Strong organizational and communicational skills; interest in teaching undergraduates

about social diversity and social justice issues using dialogic methods; teaching and student affairs programming experience in higher education preferred.

Please send letter of interest outlining interest in the position and qualifications and resume to **Ximena Zuniga** 383 Hills South, Social Justice Education Concentration, SDPPS (545-0918) by June 1st.

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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,  
Teacher Education and Curriculum Studies**

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## **OTHER ON-CAMPUS ASSISTANTSHIPS**

### **ACADEMIC PLANNING & ASSESSMENT**

#### **ASSESSMENT - RESEARCH ASSOCIATE—10-20 hours, Fall 2007**

Research Associate for Assessment, gaining experience in applied assessment and evaluation by assisting members of the professional staff in the implementation of assessment, planning and evaluation activities for the campus.

**Responsibilities include:** The duties of this position are varied (reflecting numerous aspects of assessment and evaluation research) including some combination of the following: assist in the development of surveys and other data collection instruments, coordinate the administration of data collection instruments (surveys, course evaluations, etc.), interview study subjects, code and analyze data, and develop reports and other publications. In addition, the individual will assist staff and faculty in their assessment activities, providing other analytical and coordinating support (e.g., data clean-up, graphical presentation, web development, etc.), on an as needed basis.

**Qualifications include:** Experience with, or exposure to, quantitative research methods. Teaching experience helpful. Also helpful is an interest in academic

assessment and/or evaluation. Experience and comfort with technology (e.g., spreadsheet development, publication software, etc.) is preferred.

Please send a resume with cover letter to **Dr. Martha L. A. Stassen**, 237 Whitmore Administration Building, 413-545-5146. Application deadline: May 15, 2007.

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## **ANNOUNCEMENTS**

### **ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

**HEATHER S. KLESCH** May 21, 2007, 11:30 a.m., Room 151, Hills South.

**Chairperson: Dr. Ronald K. Hambleton**



### **ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

**KYUNGTYEK HAN** May 21, 2007, 1:00 p.m., Room 151, Hills South.

**Chairperson: Dr. Stephen G. Sireci**



### **ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

**YUE ZHAO** May 16, 2007, 10:30 a.m., Room 151, Hills South.

**Chairperson: Dr. Ronald K. Hambleton.**



### **ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

**TASHI ZANGMO** May 21, 2007, 10:00 a.m., Room 287, Hills South.

**Chairperson: Dr. Gretchen B. Rossman**



### **FORMATION OF DISSERTATION COMMITTEE**

**TARA MARGARET CLARK** Proposed Dissertation Title: "The Generalizability of Systematic Direct Observations Across Time: Exploring the Psychometric Properties of Behavioral Observation." Statement of the Problem: The research in the area of Generalizability Theory is sparse. To date, there is only one study which applied Generalizability Theory to systematic direct observations (Hintze & Matthews, 2007). The increased use of direct observation procedures among professionals requires the need to assess their psychometric properties.

**Chairperson: Dr. William Matthews.**



### **ANNOUNCEMENT OF FINAL ORAL EXAMINATION**

**URAKORN KHAJORNWIT FUDERICH** May 17, 2007, 9:00 a.m., Room 157, Hills South. "Beyond Survival: A Study of Factors Influencing Psychological Resilience Among Cambodian Child Survivors of the Pol Pot Genocide."

**Chairperson: Dr. David R. Evans.**



### **ANNOUNCEMENT OF FINAL ORAL EXAMINATION**

**JOHN PROVOST** May 25, 2007, 9:00 a.m., Room 151, Hills South. "Principal Leadership Behavior."

**Chairperson: Dr. Mary Lynn Boscardin.**

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## **UPCOMING CONFERENCES/ WORKSHOPS**

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### **FEMINIST PHILOSOPHY CONFERENCE**

Feminist Philosophy at U Mass: Celebrating the Career and Legacy of Ann Ferguson, May 11-12, 2007 Ann Ferguson, one of the mothers of feminist philosophy, stands as a shining example of the engaged academic, the public intellectual. Her research, while engaging heady theoretical issues about materiality, sexuality, and political life, has always been firmly rooted in her deep

and active commitment to the establishment of justice. Through her teaching, public service, and activism, she has inspired countless others to link thinking to acting, and acting to thinking.

The University of Massachusetts, Amherst, has been the home base of Ann's inspiring work for over four decades. This conference has been organized by faculty and staff in the Departments of Philosophy and Women's Studies in order to recognize Ann's extraordinary career, but also to honor her lifework by carrying it forward. To this end, we have put together a program showcasing recent work by feminist philosophers affiliated with U Mass, with criticism and commentary provided by leading feminist theorists from around the country. Some participants are Ann's colleagues, some were Ann's students, all are Ann's friends.

For complete information as to time, place and sessions go to: <http://www.umass.edu/wost/events/feministphilosophy.htm>

### **NORTHEASTERN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE**

The Call for Papers for the 2007/38<sup>th</sup> Annual Northeastern Educational Research Association (NERA) conference is now available online at: <http://www.nera-education.org/conference07.html>. Proposal submissions for individual papers, symposium sessions, and posters are due **June 1, 2007!**

This year's conference will be held October 17-19, 2007, and will be in a new location: the Hartford Marriott Rocky Hill in Rocky Hill, Connecticut. The conference theme is *Making Differences through Educational Research: Bridging Research and Practice*, and will feature keynote speakers Dr. Wayne Camara of the College Board and Dr. Cora Marrett of the National Science Foundation. In addition, Robert Gable of Johnson and Wales University will offer a conference pre-session on Program Evaluation and Hariharan Swaminathan and Jane Rogers of the University of Connecticut will present a pre-session focusing on Item Response Theory.



### **NATIONAL ASSOCIATION FOR MULTICULTURAL EDUCATION (NAME) CONFERENCE**

The brochure for the New England NAME conference is now available: <http://www.nameorg.org/conferences/New%20England/Oct11NECME2007.pdf>

As you will see, UMass current and former students are well represented among the presenters!



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## **CALL FOR APPLICATIONS/ PROPOSALS**

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### **2007 UNH COMPOSITION CONFERENCE CALL FOR PAPERS**

The University of New Hampshire is offering a composition conference on October 12-13, 2007 with keynotes Ellen Cushman (Michigan State University), Paul Kei Matsuda (University of New Hampshire), Gwendolyn D. Pough (Syracuse University) and Stuart Selber (Penn State University). The theme of the conference is Literacies--Personal, Professional, Academic. The focus will be on exploring literacy as it is learned inside and outside of school, and its multiple uses.

We invite proposals for 75-minute concurrent sessions. Sessions can be proposed by an individual or a group of presenters. We prefer interactive sessions and hope to avoid the reading of papers. Among the possible topics to be addressed are: literacy, technology and accessibility; multi-media literacies; virtual reading and writing communities; non-school sponsors of literacy; literacy norms and second language learners; literacy and popular culture; and new discourse conventions in academic writing.

Proposals should include: Session Title; Proposal Type (individual or group); Complete contact information of each presenter including name, address, daytime phone and email address; A 400-word session description as well as a 50-word summary.

For more information visit: <http://www.unh.edu/composition/conference>

Send to: UNH English Department, Attn: Composition Conference, 95 Main Street, Durham, NH 03824  
**Postmark deadline: Monday, May 14, 2007**

Please direct all questions to **Sabina Foote** at: [sabina.foote@unh.edu](mailto:sabina.foote@unh.edu).

(Continued on page 7)



## **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 infor-

mation. 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)



Love the earth and sun and animals,  
 Despise riches, give alms to everyone  
 that asks,  
 Stand up for the stupid and crazy,  
 Devote your income and labor to  
 others...  
 And your very flesh shall be a great  
 poem.



**Walt Whitman**

American poet, essayist, journalist, humanist, and teacher, Walt Whitman was proclaimed the "greatest of all American poets" by many foreign observers a mere four years after his death. He is viewed as the first urban poet. He was a part of the transition between Transcendentalism and Realism, incorporating both views in his works.

Resource: [http://en.wikipedia.org/wiki/Walt\\_Whitman](http://en.wikipedia.org/wiki/Walt_Whitman)