



# THE BEACON



# UMASS AMHERST

## 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.

### NCATE

#### Standard 2: Assessment System and Unit Evaluation

##### **Supporting Explanation:**

The unit has a professional responsibility to ensure that its programs and graduates are of the highest quality. Meeting this responsibility requires using information technologies in the systematic gathering and evaluation of information and making use of that information to strengthen the unit and its programs. The unit and its programs are informed by an assessment system that examines the (1) alignment of instruction and curriculum with professional, state, and institutional standards; (2) efficacy of courses, field experiences, and programs, and (3) candidates' attainment of content knowledge and demonstration of teaching that leads to student learning.

Preparation of professional school person-

nel is a dynamic and complex enterprise, and one that requires units to plan and evaluate on a continuing basis. Program review and refinement are needed, over time, to ensure quality. Evaluations must be purposeful, evolving from the unit's conceptual framework(s) and program goals. They must be comprehensive, including measures related to faculty, the curriculum, and instruction, as well as assessments of what candidates know and can do. The measures themselves must be sufficient and appropriate to inform the important aspects of faculty, curriculum, instructional, and candidate performance.

Fairness, consistency, accuracy, and avoidance of bias in the assessment sys-

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

#### **I have a personal email address. Why do I need to have a school email address?**

Your UMass email is used the only email address that the Graduate School uses to notify you of important information con-

cerning your graduate program, your status, registration issues, etc.

*All students should check their UMass Email daily.*

#### **Where can I find contact information for the department I am enrolled in?**

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**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.

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tem must be considered. In particular, attention must be paid to the potential impact of the assessments on a diverse pool of teacher candidates. In addition, the unit assessments and evaluations must consider how to provide and use information constructively from various sources—the unit, field experiences and clinical sites, general education and subject content preparation courses, faculty, candidates, graduates, and employers. Technology will play an increasingly important role in data gathering and analysis, as well as more broadly in unit planning and evaluation.

Assessment systems include plans and timelines for data collection and analysis related to candidates and unit operations. Assessment systems usually have features such as these:

- Unit faculty collaborate with members of the professional community to design and implement the system.
- Professional, state, and institutional standards are reference points for candidate assessments.
- The unit embeds assessments in the preparation programs, conducts them on a continuing basis for both formative and summative purposes, and provides candidates with ongoing feedback.
- The unit uses multiple indicators (e.g., 3.0 GPA, demonstrated mastery of basic skills, general education knowledge, content mastery, and life and work experiences) to identify candidates with potential to become successful teachers or assume other school personnel roles at the point of candidate entry (as a freshman, junior, or post-baccalaureate student).
- The unit has multiple decision points, e.g., at entry, prior to clinical practice, and prior to program completion.
- The unit administers multiple assessments in a variety of forms and aligns them with candidate standards. These may come from end-of-course evaluations, written essays, or topical papers, as well as from tasks used for instructional purposes (such as projects, journals, observations by faculty, comments by cooperating teachers, or videotapes) and from activities associated with teaching (such as lesson planning, identifying student readiness for instruction, creating appropriate assessments, reflecting on results of instruction with students, or communicating with parents, families, and school communities).
- The unit uses information available from external sources such as state licensing exams, evaluations during an induction or mentoring year, employer reports,

follow up studies, and state program reviews.

- The unit has procedures to ensure credibility of assessments: fairness, consistency, accuracy, and avoidance of bias.
- The unit establishes rubrics or criteria for determining levels of candidate accomplishment and completing their programs.
- The unit uses results from candidate assessments to evaluate and make improvements in the unit, and its programs, courses, teaching, and field and clinical experiences.
- In the evaluation of unit operations and programs, the unit collects, analyzes, and uses a broad array of information from course reviews, clinical practice opportunities, and faculty about diversity, unit governance, and leadership.

The processes of assessment and evaluation are data driven and require significant allocation of time and resources to accomplish. In the first year that these standards are applied to units, a well-developed assessment plan must be available. Each year thereafter, units will be expected to be implementing their assessment systems—collecting, compiling, and analyzing performance data; developing rubrics or criteria for decision making; and testing performance assessments. State licensure and assessment data should be available to Board of Examiners teams at the time of the on-site visit.

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

### **FACULTY BOOK RELEASED**

Sally Gallman's book, Shane the Lone Ethnographer has hit the shelves!

The publisher's website is:

[http://www.altamirapress.com/Catalog/SingleBook.shtml?command=Search&db=^DB/CATALOG.db&eqSKUdata=0759103445&thepassedurl=\[thepassedurl\]](http://www.altamirapress.com/Catalog/SingleBook.shtml?command=Search&db=^DB/CATALOG.db&eqSKUdata=0759103445&thepassedurl=[thepassedurl])

Reviews of the book, as featured on the Alta Mira website: "Brilliant. Refreshing. Funny. And powerfully instructive. Embedded within a clever adventure story, the most important historical roots, theoretical foundations, and conceptual issues in ethnography are clearly

(Continued on page 10)

**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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**Office of Academic Affairs**

No positions available this week.

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**Educational Policy, Research and Administration**

No positions available this week.

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**School of Education Business Office**

No positions available this week.

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**Educator Licensure Office**

No positions available this week.

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**Teacher Education and Curriculum Studies**

No position available this week.

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**Student Development and Pupil Personnel Services**

No positions available this week.

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*(FAQ continued from page 1)*

Contact information may be found on the School of Education web site under Departments. Go to <http://www.umass.edu/education/>. Click on "Departments" on the side bar, then click on your department.

**I am supposed to get an Excess Check. Where can I get information on where to go to get it?**

You can go to the Bursar's Office to pick up a check. It is recommend that student sign up for Excess Express to have their excess monies directly deposited into their bank accounts. For more information go to: <http://www.umass.edu/bursar/>



The most extraordinary thing about a really good teacher is that he or she transcends accepted educational methods. Such methods are designed to help average teachers approximate the performance of good teachers.

– Margaret Mead

Margaret Mead was a renowned not only for her development of the field of anthropology, but also for opening the field to those beyond the academy. Her extensive works are translated into many languages and contribute to the understanding of peoples from around the world.

(Resource: [http://web3.cas.usf.edu/main/depts/ANT/women/mead/margaret\\_mead.htm](http://web3.cas.usf.edu/main/depts/ANT/women/mead/margaret_mead.htm))

# ANNOUNCEMENTS

## ANNOUNCEMENT OF FINAL ORAL EXAMINATION

**MOUNIRA MORRIS** February 27, 2007, 10:00 a.m., Room 157, Hills South. "Sisters in the Struggle: Individual and Institutional Factors Affecting the Persistence of Black, Female Doctoral Students at U.S. Predominantly White Institutions."

**Chairperson: Dr. Joseph B. Berger.**



## FORMATION OF DISSERTATION COMMITTEE

**SOLOMON ABRAHAM** Proposed Dissertation Title: "Experiences of Multi-Cultural African migrant students in a U.S. mathematics classroom as they encounter a culturally and socially rooted pedagogy that filters through textbooks and classroom lectures." Statement of the Problem: The study undertakes the specific assignment of examining the meaning multi-cultural African migrant students give to their experiences in a culturally and socially situated mathematics classroom and its impact on their national, regional (African), racial and gender identities. **Chairperson: Dr. Maurianne Adams.**



## ATTENTION: DOCTORAL STUDENTS FILING FOR GRADUATION

The Graduate School has just announced that beginning with degrees conferred for the May, 2007 degree period, all dissertations must be submitted via the Graduate School's electronic submission process. Exceptions to this policy will be reviewed on a case-by-case basis within the Graduate School.

Details of the process can be found on the Graduate School website at <http://www.umass.edu/gradschool/dissertationandthesis/elecdis.html>.



## GRADUATE SCHOOL PILOT

The Graduate School would like to announce the end of a successful pilot project that introduced the campus to

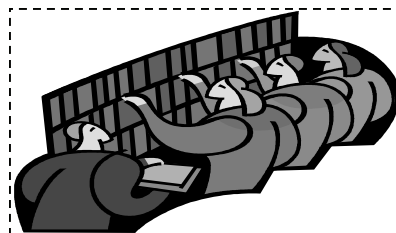
submitting Dissertations electronically through our BePress system.

As a result of this pilot (which had almost 90% participation in the last degree period on an optional basis), as well as the approval of the Graduate Council and Faculty Senate, all Dissertations beginning with the degrees conferred for the May 2007 degree period will be required to be turned in via the Graduate School's electronic submission process. Exceptions to this policy will be reviewed on a case-by-case basis within the Graduate School.

Details of the process can be found on our website at <http://www.umass.edu/gradschool/dissertationandthesis/elecdis.html>.

In addition, the Graduate School is working very hard with the University Library to offer a similar electronic submission process for Master's Theses.

We expect this pilot program to begin, on an optional basis, in the next few weeks. When it is ready to use, we will update both departments and students.



## HOW TO START A RESEARCH LAB WORKSHOP

"Setting Up Shop: How to start a research laboratory" will be offered on February 22, 2007 (Thursday) at 5:30-7:00PM, (Dinner from 5:30-6PM) in Polymer Science Conte, Rooms A110/A111 by Prof. Klaus Nüsslein (Department of Microbiology)

Registration FREE, but required at: <http://www.umass.edu/gecdi>

After spending some years learning the ropes of your specialty, one of the next possible steps is to move to a position as an academic researcher. The speaker will share experiences and advice about negotiating a new investigator position and setting up a laboratory. The speaker will also address issues such as hiring and man-

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(Announcements continued from page 4)

aging staff, writing the first grant application and seeking advice from colleagues and mentors.

Some questions that will be addressed at this workshop are listed below:

- What should be included in a start-up package?
- How do you decide what equipment you need for your research (what is a necessity and what is a bonus)?
- How to create a comprehensive list?
- How much space do you need?
- How much space can you negotiate?
- Negotiating initial teaching load to allow you to write grants to start you research?
- How select lab personnel?
- Are people friendly in terms of sharing equipment (on campus and at surrounding universities)?



### **EDUCATIONAL POLICY FORUM**

**Massachusetts Commissioner of Education David P. Driscoll** will discuss **"Public Education in the Commonwealth: Reflecting Back and Moving Forward"** on Thursday, March 8, at 11:00 AM in the Campus Center, Second Floor Reading Room.

A former secondary school mathematics teacher, Driscoll has served over 40 years in the field of public education. As Commissioner of Education, he oversaw the development of the state's curriculum frameworks, the implementation and expansion of the Massachusetts Comprehensive Assessment System (MCAS), the development of the state's School and District Accountability System, and the development and administration of the Educator Certification Test and the new licensure regulations. Reflecting back on these and other changes in public education in the Commonwealth, Driscoll will also look ahead to consider future directions in the field.

This Educational Policy Forum with Commissioner Driscoll is sponsored by the Department of Educational Policy, Research and Administration in the School of Education.

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## **CALL FOR APPLICATIONS/ PROPOSALS**

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### **GRADUATE STUDENT TRAVEL GRANTS**

The Graduate School will be awarding a limited number of student travel grants for graduate students who will be presenting at recognized conferences during the 2006-7

academic year. The application and expense summary can be downloaded from: [www.umass.edu/gradschool](http://www.umass.edu/gradschool) > students > travel grant application

#### **NOTE:**

**While P. 3 of the application will be signed by Linda Griffin, the Graduate Program Director, students must provide the requested student information for that page, as well as for pages 1 and 2. Students must also provide a written recommendation from their advisor or chairperson with their application.**

Applications will be considered exclusively for travel to recognized conferences for the purpose of presenting the results of research conducted during graduate coursework at UMASS Amherst. Awards are for presentations rather than just attendance at a conference or event.

Criteria for nomination include merit of the project, prestige of the conference or event and financial need of the student.

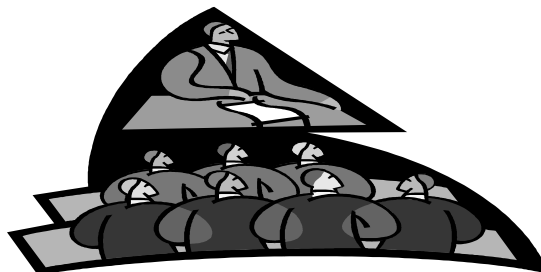
Awards will be made to the individual student rather than for a project (divided among several students). Grant amounts are up to \$ 300.00 for domestic and \$ 400.00 for international travel. The Travel Grant Committee may not be able to fund all nominations that are forwarded for consideration

**DEADLINE to submit the complete application with faculty recommendation and expense summary to Linda Guthrie in the Graduate Program Office, 123 Furcolo:**

**FEBRUARY 28, 2007\***

#### **IMPORTANT**

\* While the Graduate School's deadline is March 15<sup>th</sup>, Linda must receive your complete nominations by February 28<sup>th</sup> so that they can be reviewed and rank ordered by the appropriate department and by Linda Griffin.



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*(Announcements continued from page 5)*

### **PROFESSIONAL DEVELOPMENT GRANTS**

The President's Office has opened its annual grant program, "Enhancing Teaching Through the Use of Technology" (formerly called "Professional Development Grants"). The Request for Proposals can be downloaded from <http://media.umassp.edu/massedu/itc/ATGFY08.pdf>. (The proposal deadline is February 23.)

This year's program is expanded both in the amount of funds available and the proposal categories. Proposals are sought for Professional Development Grants, Strategic Initiative Grants, and Grants for Scholarship of Teaching and Learning with Technology. (Proposals may qualify under more than one category.)

For additional information, contact Mark Schlesinger at the President's Office: [mschlesinger@umassp.edu](mailto:mschlesinger@umassp.edu), 617-287-7102.



### **2007 UNH COMPOSITION CONFERENCE**

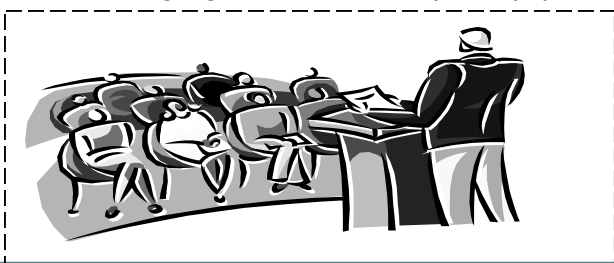
October 12-13, 2007

<http://www.unh.edu/composition/conference>

Theme: Literacies--Personal, Professional, Academic

The University of New Hampshire is offering a composition conference 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 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 cul-



ture; 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.

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).



### **SMALL GRANTS IN SUPPORT OF DIVERSITY EDUCATION**

The report of the Diversity Commission calls on the University administration to "support the development of more General Education Diversity courses that focus on issues of difference, culture, power and privilege." To that end, the Chancellor's Action Plan proposes "incentive grants for curriculum and pedagogical development projects" in diversity education. (See <http://www.umass.edu/campusdiversity/>.) The Provost has allocated funds to support these grants and has asked the General Education Council to award them.

The Council will consider any proposal that promises to improve diversity education at the University, but there is a particular interest in proposals that address one or more of the following needs:

- Courses that satisfy the General Education U ( U.S. diversity) requirement, especially from departments or colleges that currently offer few such courses. The Council welcomes proposals for new courses, for improvement of existing U courses, or for modifications of established courses to bring them into the scope of the U requirement.
- Programs to train and mentor teaching assistants or associates in diversity courses.
- Curricula that more fully integrate diversity education into the major. (These need not involve general education courses).

- Ideas for improving diversity education in large lecture courses.
- Ideas that readily scale up and transfer to other courses and departments.

The Center for Teaching will offer consultation to participants when they begin their projects and when they are ready to prepare their final reports. Participants will also meet regularly as a group to discuss their ideas and experiences.

Up to 10 grants of about \$6,000 each are envisioned, but proposals for larger amounts will be considered with sufficient justification. This competition will occur annually, and renewals as well as new proposals will be considered.

Collaborative and interdisciplinary projects are welcome.

The proposal cover sheet and instructions are available at <http://www.umass.edu/provost/diversitygrant.html>.

Questions should be addressed to the chair of the General Education Council, Randall Knoper ([knoper@english.umass.edu](mailto:knoper@english.umass.edu)). **The deadline for receipt of proposals is March 12, 2007.**

## **UPCOMING CONFERENCES**

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

The 2007 Annual Conference of the Northeastern Educational Research Association (NERA) is October 17-19, 2007. We have a new location this year, just south of Hartford, CT, at the Rocky Hill Marriott. This new location is accessible by both air and train. Dr. Wayne Camara, Vice President for Research at the College Board, will be a keynote speaker at the conference.

The call for papers will follow in a few weeks. Please check the website for further details at: <http://www.nera-education.org/>



### **THE INSTITUTE ON DISABILITY 2007 WORKSHOPS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

Between January and June 2007, the Institute on Disability (IOD) at the University of New Hampshire has assembled a roster of trainings and workshops designed to address the increasingly diverse and complex needs of individuals, families and professionals in New England. From

strategies to better include children in general education classrooms to training on legal issues for those who work with older adults, the IOD, with the help of direct input from many partners and consumers, has organized 22 programs to address several key priority areas. In an effort to make these research and best-practice based opportunities more accessible, the IOD is offering workshops in almost every region of the Granite State. More information and online registration can be found on the IOD website at [www.iod.unh.edu](http://www.iod.unh.edu).

### **THE 2007 AUTISM MINI-SERIES**

*Informative and interactive topical discussions on ASD designed to provide practical ideas to complement teaching and parenting strategies.*

**Description:** Join experts on Autism Spectrum Disorders (ASD) for topical discussions related to children with ASD, their families, and the systems of support in their lives. Each small group session is designed to be informative, interactive, and filled with practical ideas to embed within your own parenting and teaching strategies.

**Registration Fee:** \$25 for each session

**Location:** All sessions will be held on the University of New Hampshire Campus at the Institute on Disability's Conference Room, 10 West Edge Drive, Suite 101, Durham NH 03824.

#### **Workshops:**

**Educating Students with ASD in General Education Classes: Fostering Academic Learning**

**Date:** April 11, 2007

**Time:** 4:00 pm - 6:00 pm

**Presenter:** Cheryl M. Jorgensen, Ph.D.

**Educating Students with ASD in General Education Classes: Fostering Communication**

**Date:** May 7, 2007

**Time:** 4:00 pm - 6:00 pm

**Presenter:** Rae Sonnenmeier, Ph.D., CCC-SLP

**PECS & Augmentative Communication**

**Date:** March 14 & June 13, 2007

**Time:** 4:00 pm - 6:00 pm

**Presenter:** Michael McSheehan

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## LIFE AS A PARAPROFESSIONAL

*Strategies for Working with Students with Challenging Behaviors*

**Description:** Join Cathy Apfel and other paraprofessional colleagues for an in-depth examination of Positive Behavioral Interventions and Supports (PBIS) with an emphasis on classroom-based approaches designed to enhance the learning and emotional well being of students. In this, highly inter-active session you will learn to promote responsible student behavior.

**Workshop Instructor:** Cathy Apfel

**Time:** 9:00 am - 3:00 pm

**Registration Fee:** \$90

### Dates and Locations:

March 15, 2007 - Highlander Inn, Manchester, NH

April 5, 2007 - Common Man, Plymouth, NH

May 3, 2007 - Highlander Inn, Manchester, NH

## WHOSE DECISION IS IT ANYWAY?

*Training on Legal Issues for those Who Work with Seniors*

**Description:** When can and can't a person legally make decisions about his or her own affairs?

As people age, concerns can arise about some individuals' ability to make their own decisions. This workshop will help those who work with seniors to understand the rules and laws around decision making. Participants will be able to describe who can, and cannot, make their own decisions as well as the legal documents that are required to give others decision making authority. The discussion will include informed decisions and competency issues using case examples.

**Presenter:** Mary McGuire, Esquire

**Time:** 8:00 am - 12:00 pm

**Registration Fee:** \$12

### Dates and Locations:

Thursday, March 29, 2007 - E.F. Lane Hotel, Keene, NH

*Whose Decision is it Anyway?* has been approved by the NH Chapter NASW for three (3) Category I Continuing Education Credits in Ethics for social workers.

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## EMPLOYMENT OPPORTUNITIES

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### TEACHING ASSISTANTSHIPS FOR 2007-2008 (OUTSIDE THE SCHOOL OF EDUCATION)

#### TO'S NEEDED FOR FIRST-YEAR WRITING PROGRAM

Each year the First Year Writing Program hires approximately 85 FTE TO's to teach English 111 and English 112. Of these, approximately 35 are new *appointments*. If you have graduate students who would, in your judgment, make good writing teachers, please encourage them to apply for a teaching associateship in the Writing Program.

In evaluating applicants, the staff considers the *following*:

- applicant's teaching/tutoring experience;
- applicant's related academic experience;
- applicant's understanding of and interest in Writing Program goals;
- assurance by departments that the applicant is making appropriate progress toward the degree, or has been accepted for graduate study;
- applicant's own ability to write clear prose in English.

Under the current contract; a teaching associate in the Writing Program teaches two sections of English 112 during the academic year. Class size is limited to 24. The scheduled stipend for 2007-2008 is \$13,376.00.

Graduate students wanting to apply should complete Our application form, available from the Writing.. Program office in 305 Bartlett Hall or from the Writing Program web site—[http://writingprogram.hfa.umass.edu/teaching\\_res\\_info/forms\\_apps/teaching\\_application.asp](http://writingprogram.hfa.umass.edu/teaching_res_info/forms_apps/teaching_application.asp). Completed applications must be submitted to the Writing Program by **March 2, 2007**.



### HOMELESS CHILDREN NEED VOLUNTEERS

You don't see them on the streets. In fact, you're probably not aware of them at all. But there are 80,000 of them right here in Massachusetts. They're homeless children. Child and family homelessness is a crisis in our community. Homeless kids are often transient, staying in shelters when they can, and even living in cars with their families. So they're out of sight, and unfortunately, out of mind. Well, Horizons for Homeless Children is here to help them. And you can help, too. By volunteering two hours per week, you can bring a lot of fun and relief to children living in shelter. We are looking for volunteers

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to go into shelters in Orange, Greenfield, Northampton, Springfield, Holyoke, and Amherst to play with the kids for two hours every week.

If this is something you're interested in, please feel free to call us at 413-532-0467, email us at: [creed@horizonsforhomelesschildren.org](mailto:creed@horizonsforhomelesschildren.org), or check out our website at <http://www.horizonsforhomelesschildren.org/>.

**You would be surprised at the difference just two hours a week can make.**



### **CENTER FOR EARLY EDUCATION AND CARE** **TEMPORARY OPENINGS**

The Center for Early Education and Care (formerly University Child Care) of the University of Massachusetts Amherst is seeking early childhood educators to teach in our on-campus toddler and preschool classrooms. We are requesting your assistance in identifying individuals to fill the following temporary classroom staffing positions:

#### **TEMPORARY EARLY CHILDHOOD TEACHER**

**POSITION** (18 month leave replacement)

**General Duties:** The Early Childhood Teacher develops and implements curriculum, classroom environment, behavior guidance, and parent partnerships according to Center for Early Education and Care (CEEC) guidelines, state licensing regulations and standards, and national accreditation criteria. Provides a nurturing, safe environment for children which facilitates the social, emotional, intellectual, and physical growth of all children assigned to the classroom. Supervises student staff assigned to the classroom.

**Qualifications:** Associate Degree in Early Childhood Education, or closely related field and one year full-time experience in a licensed early childhood classroom including planning and implementing curriculum and writing developmental assessments. Able to meet EEC Teacher qualification for Infant/Toddler and/or Preschool. Infant/Toddler and Preschool Teacher preferred. Lead Teacher qualification for Infant/Toddler and/or Preschool preferred. Must hold current First Aid certification at date of hire. Able to lift, move, and hold children and objects up to 40 pounds. Able to engage in full range of motion to lift, reach, squat, climb, sit, and otherwise fully participate in classroom activities. Able to supervise and inter-

act with children outdoors for extended periods of varied weather conditions.

Duties involve some evening and weekend hours. Experience working with ethnically diverse populations and/or bilingual fluency preferred.

Hiring Salary: \$29,300 annual.

Review of applications will begin immediately and continue until the position is filled.

Submit cover letter, resume, EEC certificate, name and phone number of three references to: Maryanne Gallagher, Center for Early Education and Care, 21 Clubhouse Drive, Amherst MA 01003.

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### **EARLY CHILDHOOD ASSOCIATE TEACHERS/ SUBSTITUTES**

**General Duties:** The Early Childhood Associate Teacher assists a professional classroom teacher with all aspects of classroom management, helps to maintain health and safety of children and classroom environment, assists children with daily routines, and participates in curriculum implementation.

**Qualifications:** High School diploma or equivalent. Department of Early Education and Care (EEC) Infant/Toddler and/or Preschool Teacher qualification. Infant/Toddler and Preschool Teacher qualified, Lead Teacher preferred. One-year work experience in a licensed early childhood setting preferred. Experience working with ethnically diverse populations and/or bilingual fluency preferred. Available for same day and advance planned assignments.

Hourly Salary: \$12.00 - \$14.00 based on qualifications and experience.

Review of applications will begin immediately and continue until the position is filled.

Submit cover letter, resume, EEC certificate, name and phone number of three references to: Maryanne Gallagher, Center for Early Education and Care, 21 Clubhouse Drive, Amherst MA 01003.

Women and members of minority groups are encouraged to apply. The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer.

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(Faculty/Staff/Students continued from page 2)

illustrated for researchers interested in doing ethnography. *Shane the Lone Ethnographer* has found a firm place on the reading lists in my introductory qualitative research methods and advanced ethnographic research courses."—**Donna Dehyle, University of Utah**

"Anyone who has ever conducted ethnographic research or even contemplated it will love this short book. Campbell Galman uses zany drawings, befuddled questions, and dreamy encounters with ancestors to capture the confusion, hilarity, and occasional brilliant insight of one's first ethnographic study. Seasoned researchers as well as novices will howl as they follow Campbell Galman's intrepid heroine, Shane, through the ups and downs of this still-elusive research practice."—**Margaret Eisenhart, School of Education, University of Colorado, Boulder**



### **QUALITY COUNTS 2007**

Massachusetts 1st in the nation for Elementary and Secondary performance.

Education Week's "Quality Counts" report has ranked Massachusetts very high in all 4 categories covered. Massachusetts ranked 1st in the nation for Elementary and Secondary performance and 5th for Chance for Success.

The Elementary and Secondary Index is based equally on current performance and improvement, or changes over time, and uses 15 individual indicators relating to reading and math performance, graduation rates and the results of advanced placement exams.

The "Chance-for Success" index, which is based on 13 indicators that highlight whether young children get a good start, succeed in elementary and secondary school, and hit key educational and income benchmarks as adults.

Massachusetts other scores were:  
Aligning Education from Cradle to Career  
State rank: 11  
Standards, Assessments, and Accountability  
State rank: 14

To read the complete, highly detailed report on Massachusetts, please go to:

<http://www.edweek.org/media/ew/qc/2007/17shr.ma.h26.pdf>

## **CALL FOR NOMINATIONS**

### **COLLEGE OUTSTANDING TEACHER AWARD**

**The College Outstanding Teacher Award** is awarded annually. The awardees are recognized at Commencement. Any full-time faculty member who has been a member of the college for a minimum of three years and who has taught at least two semesters before being nominated is eligible for this award. Faculty who have received the Distinguished Teaching Award or the College Outstanding Teacher Award within the past seven years are not eligible.

**Criteria for selection includes:** teaching effectiveness and creativity; impact on students; subject mastery and scholarship; contributions to teaching mission.

Please submit nominations to **Linda Griffin by Friday, February 16, 2007.**

### **INTERNATIONAL PROGRAM OFFICE ( IPO )**

### **TUITION WAIVERS for FALL, 2007**

### **INCOMING STUDENTS**

There are two rounds of applications for incoming students for Fall, 2007. If all available waivers are awarded during the first round, then a Waiting List will be established from the applications received in the second round. Please see deadlines below.

### **Eligibility**

1. Must be accepted into a full-time degree program.
2. Must demonstrate financial need.
3. Must have proof of sufficient funds to meet expenses except tuition (estimated at 23,750 for AY07/008)
4. Must have non-immigrant visa status (Not a U.S. citizen or permanent resident.
5. Should be nominated prior to arrival in U.S.

### **Complete application consists of:**

1. Tuition waiver nomination form (Linda Guthrie will fill out)
2. **Strong letter of recommendation from the concentration.**

(Continued on page 11)

(Faculty/Staff/Students continued from page 10)

3. Copy of complete graduate application, signed by concentration head and Department Chair.
4. Graduate Program Director recommendation from Linda Griffin (She will write a letter for those nominations she feels are the strongest.)

### **INCOMING STUDENTS DEADLINE:**

**FEBRUARY 19, 2007 to Celia, Mary or Robbie for first round**

**MARCH 22, 2007 to Celia, Mary or Robbie for second round**

**IMPORTANT: THE DEPARTMENT CHAIR MUST RANK ORDER ALL NOMINATIONS BEFORE THEY ARE THEN SUBMITTED TO LINDA GUTHRIE in ROOM 123.**

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(Other Employment continued from page 9)

### **JOB OPENING KIDS' CLUB DIRECTOR**

**Position Summary:** Administer, design, coordinate and evaluate Kids' Club After School Program. The Kids' Club serves children between the ages of 7 and 11, who live primarily in the North End of Springfield. The program is designed to assist children with homework and offer healthy activities in a safe after school environment.

**Hours & Pay:** 10 hours a week - 3:45-5:45 Mondays-Thursdays with children and 2 hours of prep and evaluation time to be done at a mutually agreed upon time. The position pays \$18 per hour.

**Qualifications:** Recent experience working with children. Documented ability to plan and implement instructional programs. Multicultural and bilingual with Spanish preferred, but not required. Computer competency a plus. Must pass a CORI.

**Please send letter of interest and resume to Dena Calvanese, 22 Sheldon Street, Springfield, MA 01107, or email [casagris@aol.com](mailto:casagris@aol.com).**

In 1932 Dr. Montessori addressed the League of Nations in Geneva with the following words:

"The Science of Peace, were it to become a special discipline, would be the most noble of all, for the very life of humanity depends on it. So, also perhaps, does the question of whether our entire civilization evolves or disappears."

Montessori was convinced that peace, as a state of being, not just absence of hostility and war, is based on the peaceful development and emergence of children's innate potential. Individuals who have fulfilled their potential are self-actualized contributors to life, who have found their purpose in life, have self respect and consequent respect and appreciation of others contributions. They are peaceable. They appreciate and collaborate not only with their fellow humans but with all living creatures and the planet on which we live.

(Resource: [http://www.montessoriconnections.com/peace\\_ed/index.php?&MMN\\_position=17:17](http://www.montessoriconnections.com/peace_ed/index.php?&MMN_position=17:17))

