ANNOUNCING
THE SCHOOL OF EDUCATION’S INITIAL CALL FOR PROPOSALS

The School of Education is excited to be celebrating 100 years of preparing educators at the University of Massachusetts Amherst and 51 years of the School of Education. As part of the celebration the School will be hosting a Centennial Marathon on June 13 and 14, 2008, a two-day conference bringing together faculty, students, alumni, and friends to exchange ideas, share innovative educational practices, strengthen connections, and honor the School’s legacy of supporting excellence and equity in education.

We have opportunities for a variety of session formats including:
Poster sessions
Paper sessions (individual papers)
Symposium (multiple papers on a theme)
Interactive session
Panel discussion
Other format suggestions welcome!

The sessions are on Friday, June 13 from 1:00 to 4:30 p.m. and Saturday, June 14 from 9:00 a.m. to noon. We will be hosting multiple, simultaneous presentations and will have poster sessions throughout the program.

To assure a place in the program, please complete the Initial Call for Proposal form found on the last page of the Beacon by January 21, 2008 and forward to: Sahra Santos, Dean’s Office, 124 Furcolo Hall, School of Education, University of Massachusetts, Amherst, MA 01003 or marathon@educ.umass.edu

ATTENTION FEBRUARY, 2008 DEGREE CANDIDATES

The next degree-granting period will be February, 2008. Listed below are deadline dates to apply for graduation for M.Ed., C.A.G.S., Ed.D. and Ph.D. candidates who will have completed requirements for a February, 2008 degree.

M.Ed. and C.A.G.S. Candidates:
Degree Eligibility forms must be completed and returned to Linda Guthrie in

(Continued on page 2)
the Graduate Program Office, 123 Furcolo, no later than January 9th, 2008. This is to allow time for processing and obtaining the necessary signatures of Linda Griffin, the Graduate Program Director and Dean Christine B. McCormick.

The Eligibility* form must be accompanied by the School of Education Completed Program of Study form (Master’s Form M-2 or CAGS Form C-2). Your advisor must sign the School of Ed form, but NOT the Eligibility form.

Forms can be downloaded from the School of Education home page: http://www.umass.edu/education/academics/main_advising.htm

*** Please note that the Eligibility form is 2 pages. ***

Ed.D. and Ph.D. Candidates:

The Doctoral Degree Eligibility form must be submitted to Linda Guthrie in Room 123 Furcolo, along with the D-9 form (Result of Final Oral Examination) no later than January 9, 2008. The Eligibility form is sent to each student by the Degree Requirements Office (534 Goodell) after the defense date is scheduled (Form D-8). It can also be downloaded from: umass.edu/gradschool > students > forms. Linda will submit this form to the Degree Requirements Office after it is signed.

Two copies of the dissertation signature page must be signed by Christine B. McCormick, Dean of the School of Education. Students should submit their signature pages to Linda by January 9, 2008 and she will obtain the Dean’s signature. She will then return these pages to the student for inclusion with the dissertation.

Dissertation copies, fees and materials must be submitted to the Office of Degree Requirements (Room 534 Goodell) by 5:00 p.m., January 15, 2008. THIS IS A FIRM DEADLINE!

IMPORTANT: If you do not file for graduation by the degree deadline date, you must pay the Continuous Enrollment Fee of $275.00 to maintain continuous enrollment until you graduate.

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

January workshops for faculty from OIT Academic Computing

OIT Academic Computing is offering a variety of workshops for faculty this January. Most are hands-on workshops that allow participants to learn new technologies while working with content from their own courses.

Workshop topics include:

Emerging technologies: Find out about the latest tools being used for teaching and learning, from online collaboration tools in Google to virtual online environments.

Basic technology tools for teaching: Learn how to effectively use the basic tools to create course content or manage student data. These workshops cover digital images, PowerPoint, PDFs, and grade management in Excel.

Public course websites: The new OIT blog tool makes it easy to post announcements and course materials on a public website. (A simpler alternative to using Dreamweaver.)

Course websites in SPARK: SPARK provides an easy web-based way to build a course site that is available only to the students registered for your class. In addition to posting basic course information, you can use SPARK to create interactive elements such as discussion spaces, online quizzes, and assignment drop boxes.

Digital audio and video: If you want to create media-rich content for your courses, these workshops will show you how to capture, convert, edit and post digital audio and video files. These workshops cover audio and video editing on both Mac and Windows, as well as a new workshop on Screencasting using Camtasia.

Academic Computing also offers workshops on special topics to individual faculty or departments on request. Contact the Instructional Media Lab at 545-2823 if you or your department is interested in specialized introductions to linking to library resources, copyright issues, video conferencing, or other topics involving teaching and technology.

A HAPPY NEW YEAR

(Continued on page 8)
**STUDENT DEVELOPMENT AND PUPIL PERSONNEL SERVICES**

**Project Assistantship - SDPPS Department**

A 10-hour graduate project assistantship available in the department of Student Development and Pupil Personnel Services.

**Responsibilities include:** Assist in the development of a comprehensive plan to recruit and retain diverse graduate students. Projects would include developing advertising strategy and a mentor program, and to facilitate communications with target schools. Some travel and public speaking is involved.

**Qualifications include:** Excellent communication and organizational skills, sensitivity to cultural diversity. Prior public speaking a plus.

If interested, please submit via email an electronic copy of your resume and a cover letter that highlights your relevant experience and qualifications to Department Assistant Celia Miller at celia@educ.umass.edu. Review of applications will begin immediately.

---

**TEACHER EDUCATION AND CURRICULUM STUDIES**

**Teaching Assistantship for EDUC 610**

One half-time (10 hours per week) teaching assistantship is available for Spring 2008 in the Department of Teacher Education and Curriculum Studies to assist in the teaching of EDUC 610: Investigating Science Classrooms.

**Responsibilities include:** assisting faculty in course preparation and presentation and evaluation of student work.

**Qualifications required:** 1) teaching experience in science at the K-12 level, 2) teaching experience with K-8 teachers, 3) sensitivity to cultural diversity, 4) good interpersonal communication skills, 5) experience with computer technology and online learning, and 6) good organizational skills.

To apply, please contact Dr. Kathleen Davis, Rm. 227A, Furcolo Hall, 577-2317 or e-mail: kdavis@educ.umass.edu

Application Deadline: January 1, 2008.

---

**Teaching Assistantship - EDUC. 378: Survey of Children's Literature**

One half-time (10 hrs. per week) teaching assistantship is available for Spring Semester 2008 in the Department of Teacher Education and Curriculum Studies, with Masha K. Rudman. Class meets on Mondays from 9:30 a.m. - Noon.

**Responsibilities include:** Assisting in teaching a section of 378; holding weekly office hours for students enrolled in the course; collaborating with other Teaching Assistants to plan course activities, readings, and requirements; grading student papers and other course requirements; meeting with supervisor as needed to review progress of the course.

**Qualifications include:** Interest in and knowledge of children’s literature and willingness to function as a team member.

To apply please contact Dr. Masha K. Rudman, Room 226, Furcolo Hall (545-1116), or email: rudman@educ.umass.edu.

---

**Teaching Assistantship for EDUC 377: Introduction to Multi-Cultural Education**

One half-time (10 hrs. per week) teaching assistantship is available starting Spring Semester 2008 in the Department of Teacher Education and Curriculum Studies, with (Continued on page 4)
Masha K. Rudman. Class meets Tuesdays from 1:00-3:30 p.m.

Responsibilities include: Assisting in teaching a section of 377; holding weekly office hours for students enrolled in the course; collaborating with other Teaching Assistant to plan course activities, readings, and requirements; grading student papers and other course requirements; meeting with supervisor as needed to review progress of the course.

Qualifications include: Interest in and knowledge of multicultural education and willingness to function as a team member.

To apply please contact Dr. Masha K. Rudman, Room 226, Furcolo Hall (545-1116) or email: rudman@educ.umass.edu.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

MARY LOU CHAPMAN  Wednesday, January 23, 2008, 2:00 p.m., Room 151, Hills South. "Assessment Literacy and Efficacy: Making Valid Educational Decisions."

Chairperson: Dr. Stanley Scarpati.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

YIMING HE January 7, 2008, 10:00 a.m., Room 21C, Furcolo Hall. "The Effects of Parents' Absence on the Lives of the Left-Behind Children in Middle and Northern Rural China."

Chairperson: Dr. Ernest Washington.

FORMATION OF DISSERTATION COMMITTEE

SORIE KOROMA Proposed Dissertation Title: “Coping with Adaptation After Mass Trauma: Developing a Culturally Sensitive School-Based Curriculum for Somali Children.” Statement of the Problem: Immigrant children who have experienced mass trauma in their home countries bring with them complex traumatic and adaptation issues. These socio-emotional issues affect their total development at school, family, and community life if not adequately addressed. The Euro-American approach to helping Somali children now living in the United States is inadequate. These children are from a background that is significantly different from their present U.S. culture. This study will explore the use of normative indigenous Somali cultural knowledge to develop a culturally sensitive school-based curriculum for the Somali children to ameliorate their traumatic and adaptation issues.

Chairperson: Dr. John C. Carey.

UPCOMING CONFERENCES/WORKSHOPS

STATEWIDE EDUCATION SUMMIT:

A Statewide Educational Summit will be held at the Reading Memorial High School, Reading, MA on January 26, 2008 from 8:30 a.m. to 3:30 p.m. The Education Summit will foster a critically important dialogue with our state’s most prominent leaders in public education. Plan to attend to shape our policy initiatives for 2008, deepen the advocacy skills that make our members uniquely effective in Massachusetts, and build relationships with parents, educators, and community leaders from across the Commonwealth.

- Hear from state leadership on education initiatives
- Network with citizen advocates, educators and leaders from 50 towns
- Learn how to make local and state changes that help children in your community
- Understand how education funding is calculated and distributed
- Learn how to talk effectively to lawmakers and the media
- Learn how to win a Proposition 2 1/2 campaign


Collaborating Partners

Stand for the Children is honored to welcome these organizations as partners in the Stand for Children Statewide Education summit. We value their dedication to children, and appreciate their collaboration as we work to improve education in the Commonwealth. Collaborating Partners are: Massachusetts Parent Teachers Association, Massachusetts Teachers Association, Citizens for Public Schools, Teachers21, Massachusetts Association of School Superintendents, Early Education for All, Massachusetts 2020, Public Policy Institute, Deval Patrick Committee Readiness Project, Massachusetts Municipal Association, Mass Insight Education and Research Institute, SPEDwatch, Suburban Coalition.
related to equity, access and advocacy, collaboration, innovation, and accountability and impact. Given the current context in which quality matters more than ever to the public and to the profession, this year's theme is designed to provide opportunities for demonstrating and sharing evidence of quality programs and outcomes for educator candidates and for all students.

Quality Matters in Equity, Access, and Advocacy
Quality Matters in Collaboration
Quality Matters in Innovation
Quality Matters in Accountability and Impact

Registration: [http://www.aacte.org/Events/08amregform.pdf](http://www.aacte.org/Events/08amregform.pdf)

INTERNATIONAL ALLIANCE OF TEACHER SCHOLARS

In 2008, the International Alliance of Teacher Scholars will host its 20th annual Lilly Conference on College & University Teaching on March 21 & 22 in Southern California. We call for your proposals and hope you will be able to participate. More information is below.

For almost 30 years the international and national Lilly Conferences have provided a forum for learning about, reporting, and discussing the results of the Scholarship of Teaching & Learning. Lilly Conferences are retreats that combine Scholarship of Teaching and Learning sessions, and major addresses, with lots of opportunities for informal discussion about excellence in college and university teaching and learning. Internationally-known scholars join new and experienced faculty members and administrators from all over the world to discuss topics such as gender differences in learning, incorporating technology into teaching, encouraging critical thinking, using teaching and student portfolios, implementing group learning, and evaluating teaching. Information on the International and other National Lilly Conferences can be found at Lilly Conference Information.

The welcoming "Lilly Spirit" and the high level of scholarly attention to teaching and learning enable everyone to contribute to the forum. You are invited to join as a presenter or an involved participant.


(Continued on page 6)
The work often has surfaced critical resource implications that necessitate methodological improvements in conceptualizations and systematic analyses. Therefore, there is an increasing need to create forums for dialogue among scholars, practitioners, and advocates who can illuminate the social justice implications for elementary, secondary, and higher education finance, economics of education, and resource allocation issues.

This special issue offers an opportunity to examine a variety of analytical challenges that arise as social justice frameworks are applied to education finance and economic issues. Within the scope of this special issue, we strongly encourage an effort to understand the interconnectedness of the theoretical, practical, and advocacy work that is required to advance a social justice perspective in K-16 education today. Submissions may cover, but need not be limited to, the following topics or analytical approaches:

- **Contrasting perspectives:** Outlining differences in social justice perspectives among constituents of education and the implications for conceptualizing the tensions and possibilities of social justice and education finance;

- **Empirical inquiries:** Case studies or large-scale studies of the impact of school finance, higher education finance, student financial aid and other similar policies on communities of color, low-income students, women, immigrant students, or other marginalized groups in education; Case studies of schools or districts or college campuses that employ a social justice approach to allocating resources to support student learning (or other relevant educational aims);

- **Analyses of the democratic involvement of constituents,** for example, in formulating school budgets, responding to changes in student fees, etc. and the challenge of institutional barriers, lack of access to information, and/or lack of transparency in institutional systems and processes.

- **Historical inquiries:** Surfacing longstanding patterns of inequity in school finance that produce certain social justice implications.

- **Policy inquiries:** Analyses of the institutional biases that exist within various K-16 funding distribution systems and their impact on different student populations.

- **Theoretical inquiries:** Examinations from a variety of critical perspectives (e.g., critical race theory, feminist theory, social reproduction theory) and/or disciplinary approaches to illuminate the important linkages that exist between education finance and social justice.

(Continued on page 7)
Diverse conceptual, methodological, and empirical work is encouraged. Manuscripts may focus on any subset of the K-16 educational system.

**Submission Guidelines:**

*Equity & Excellence in Education* is a peer-reviewed quarterly journal with an audience of K-16 educators, administrators, and researchers, edited by Maurianne Adams, Professor of Education. Finished manuscripts must be submitted by May 1, 2008. Total page length should not exceed approximately 25 double-spaced pages. Please see the journal’s website (http://www.tandf.co.uk/journals/titles/10665684.asp) for detailed author guidelines and submission procedures. All submissions (3 copies and a disk) should be mailed to: Equity & Excellence in Education, 370 Hills South, University of Massachusetts, Amherst, MA 01003. For further information or inquiry about this special issue, please contact Gloria M. Rodriguez at gmrodriguez@ucdavis.edu.

**US DEPARTMENT OF STATE, BUREAU OF EDUCATION AND CULTURAL AFFAIRS - SUMMER SCHOLARSHIPS FOR CRITICAL NEED LANGUAGE INTENSIVES**

The U.S. Dept. of State, Bureau of Educational and Cultural Affairs, is offering scholarships to attend its summer "critical need" language intensives abroad. Languages being offered are: Arabic, Bangla/Bengali, Chinese, Hindi, Korean, Persian, Punjabi, Russian, Turkish and Urdu. This program is part of the National Security Language Initiative, “a U.S. government interagency effort to expand dramatically the number of Americans studying and mastering critical need foreign languages...Recipients are expected to continue their language study beyond the scholarship period and later apply their critical language skills in their professional careers.”

Grant benefits:

All program costs are covered for participants. This includes travel between the student's home city and program location, pre-departure orientation costs, applicable visa fees, room, board, travel within country and all entrance fees for program activities. University level credit may be available. Note: U.S. passport fees will not be paid by the scholarship.

**Eligibility:**

Applicants must be U.S. citizens. Students in all disciplines including business, engineering, science, the social sciences, and humanities are encouraged to apply.

**Deadline:**

For the online application: Friday, January 25. For letters of reference and transcript(s): Friday, February 8.

For more information and online application see the program website: http://clscholarship.org/home.php

**HARVARD GRADUATE SCHOOL OF EDUCATION STUDENT RESEARCH CONFERENCE (SRC)**

The Harvard Graduate School of Education Student Research Conference will be held on March 14, 2008. The HGSE Student Research Conference is a student-run conference designed to provide professional development for presenters who will gain valuable insights from Harvard faculty and colleagues into how to enhance their own research. The call for proposals will be on the SRC website www.hgse-src2008.org starting on November 26, 2007.

This year’s theme is: “The Power of Educational Research: Translating Knowledge into Action.”

- How can we focus our research so it impacts the lives of students, teachers, schools and communities?
- How can we, as the next generation of educational researchers, create work that brings together research, policy and practice?
- Finally, and perhaps most importantly, how do we use our work to generate meaningful and positive social change?

Are you working to create a new curriculum or technological intervention in order to make a difference for kids? Are you focusing on how children learn? Are you studying international or domestic issues on systemic school reform? Are you hoping to mobilize families and communities to reform education? All of these represent ways in which educational research can be translated into action and all (and more) are topics on which you can present at this year's SRC!

In the meantime, please sign up for our mailing list and continue to check the website for updates on proposal sub-

**CALL FOR NEWS**

If you know of a student, faculty, or staff member who has been honored with an award or is involved in an interesting activity, please email Linda Neas at llascell@educ.umass.edu. Thank you for your assistance!
EDUCATION HONOR SOCIETY ORGANIZES TOY DRIVE

The University of Massachusetts Chapter of Kappa Delta Pi, International Honor Society in Education (KDP), recently organized a Toy Drive benefiting the Pediatric Development Center that serves central Berkshire County.

The Pediatric Development Center (PDC), located in Pittsfield, is an early intervention center that provides intensive therapies to pre-school aged children with autism spectrum disorders. PDC was in crucial need of toys to use in both home-based and organized group therapy.

With the support of honor society advisor Clement A. Seldin, the KDP executive board members: Alexandra Lotto, Allison Stack, Stefanie Carlson, Karaline Zeigler, Sarah Chaves, Lauren Raymond, Shawna Shappy, and Mikaela Newell managed this Toy Drive at Crocker Farms Elementary School and the Amherst Montessori Schools during the month of November. The Toy Drive yielded many new toys that the therapists at PDC have already begun using during their sessions. Kappa Delta Pi Honor Society will continue its efforts to improve the education community with other projects during the spring semester.

ATTENTION INTERNATIONAL TEACHING ASSISTANTS!

This is just a reminder that the Speak Test is being held for all international teaching assistants on January 10, 2008. Could you remind your students if they haven't signed up for this test yet and are here, to please do so as soon as possible. We need to have as many students as possible take the test on January 10th to reserve the 30th date for those students who will be arriving in the U.S. at the end of the month.

To sign up for the exam, students need to come to Room 518 Goodell and receive a sample test and pick a time slot. All exams will be held at 358 N. Pleasant Street.
Primary Presenter/Contact:       Title:

Contact information:

Phone:                                 Email:

Address:

Affiliation: ___ Faculty ___ Alumni ___ Student

Other presenters:

**Session Preference**

___ Full Session (75 minutes): requires multiple participants
  (e.g. symposium, panel discussion, practical session, co-presenters)

___ Short session (20 minutes):
  (these will be organized into Full Sessions thematically, when possible)

___ Poster Session

**Time/ Date Session Preference**

______  Friday, June 13\textsuperscript{th}  2 Sessions, starting 1:00 p.m.

______  Saturday, June 14\textsuperscript{th}, 2 Sessions, starting at 9:00 a.m.

______  No preference

Session Title:

Brief Description – (100 word minimum)

Equipment needed:

___ Overhead projector  ___ LCD projector  ___ Flipchart  ____ Markers  ___ Other:

Return to: marathon@educ.umass.edu or Attn: Sahra Santos, School of Education, Office of the Dean, 124 Furcolo Hall, University of Massachusetts, 813 N Pleasant Street, Amherst, MA 01003