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. HARD COPIES AVAILABLE IN FURCOLO HALL AND HILLS SOUTH.

NOTICE TO ALL DOCTORAL STUDENTS AND FACULTY

Please be aware that when you form your dissertation committee, the outside member must be a faculty member with the appropriate graduate faculty status outside of Education, but within UMASS Amherst. In the past some students have had outside members from outside of UMASS Amherst. However, the Graduate School is now strictly enforcing their rule that the outside member must be within UMASS Amherst and outside of Education.

IMPORTANT CHANGE IN DOCTORAL FINAL DEFENSE ANNOUNCEMENTS

All doctoral students scheduling a final oral defense must submit the D-8 form (from the Doctoral Advising Guidelines) to Linda Guthrie in the Graduate Program Office, 123 Furcolo, 4 weeks in advance.

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

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

INSIDE THIS ISSUE:

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An Afternoon’s Dialogue On Black Identity Development with Bill Cross and Bailey Jackson

If you wish to join a luncheon, on Friday November 30th from 12-1:45 at the University Club, let us know - everyone is welcome. (adams@educ.umass.edu)

Immediately following the luncheon there will be Presentation, Dialogue, Discussion at Hills 105. Schedule as follows:

2-2:30: Bill Cross provides a brief update of his work on Black identity development.

2:30-3:30: Bill and Bailey engage in dialogue on new directions in conceptualizing and describing Black and/or African-American identity development.

(Continued on page 2)
3:30-4:30: Open discussion among participants and between participants and panelists.

4:30 Reception

Please feel free to attend any or all portions of the afternoon as possible.

SPRING 08 ASSISTANTSHIPS AVAILABLE

All positions contingent on funding.

STUDENT DEVELOPMENT AND PUPIL PERSONNEL SERVICES

TEACHING ASSISTANTSHIP - SPECIAL EDUCATION - SPRING 2008

10 hour Fall Semester Teaching Assistantship available for EDUC 325-Introduction to Special Education. This course is designed to teach education and non-education majors the fundamentals of Special Education in the United States. Students will probe into the broad spectrum of Special Education, including the research in the areas of disability, assessment and identification, instructional practices, and legislative, philosophical, and political changes that have historically and are presently affecting the education of individuals with disabilities.

Responsibilities include: Attending weekly class lecture, meeting weekly with instructor to plan/discuss class, holding weekly office hours, facilitating course instructional planning, helping with grading, and tracking student attendance.

Qualifications include: Teaching experience in the field of special education or an appropriate related area and strong organizational skills.

Please send a resume, transcripts, and a letter of interest outlining qualifications to Dr. Mary Lynn Boscardin at mlbosco@educ.umass.edu.

APPLYING DEADLINE: Dec. 8, 2007

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 Depart-
FORMATION OF DISSERTATION COMMITTEE

TIMOTHY P. O’NEIL

Proposed Dissertation Title:  “Sensitivity of Vertical Equating Designs to Item Parameter Drift Under Different Estimation Strategies, Linking Set Lengths, and Rasch Model-Data Misfit.” Statement of the Problem:  The development of scales that will allow the measurement of students' academic progress over several years (vertical scales) has become a necessary requirement of many state assessment systems. While a fair amount of research has been done on questions pertaining to the development of vertical scales, very little research has formally evaluated issues related to maintaining vertical scales over time.

Chairperson:  Dr. Stephen G. Sireci.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

THERESA ABODEEB-GENTILE


Chairperson:  Dr. Patricia Paugh.

UPCOMING CONFERENCES/WORKSHOPS

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA) ANNUAL MEETING AND EXHIBIT

The 2008 AERA Meeting and Exhibit will be held on Monday, March 24 - Friday, March 28 in New York City. The 2008 AERA Program Theme: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility.

This year’s Annual Meeting theme provides an intellectual space for scholarship focused on schools, neighborhoods, and communities. Examples of relevant research topics include, but are not limited to (1) higher education and community development, (2) education and social service partnerships, (3) community-based teacher education, (4) project-based learning in metropolitan settings, (5) juvenile justice and opportunity to learn, (6) fiscal policy and planning, and (7) educational role of the professions (e.g., health, law, and engineering).

For more information go to:  http://www.aera.net/meetings/Default.aspx?menu_id=342&id=2936

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) ANNUAL MEETING

The Annual AACTE meeting will be held on February 7-10, 2008 at the Hilton New Orleans Riverside in New Orleans, LA.

This year’s theme is Quality Matters: Our Commitment to All Learners.

Over the years, AACTE has established a legacy of addressing quality matters in the preparation and support of teachers, counselors, and educational leaders. This tradition continues with the 2008 Annual Meeting, which will showcase AACTE member institutions in action through presentations and sessions on matters of quality 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

(Continued on page 4)
search literature in social justice education continues to expand in its influence, 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.

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**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.


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**CALL FOR APPLICATIONS/PROPOSALS**

**EQUITY & EXCELLENCE IN EDUCATION**

**CALL FOR SUBMISSIONS:**

**EDUCATION FINANCE & SOCIAL JUSTICE**

The theme for this forthcoming special issue focuses on the possibilities and tensions of applying social justice frameworks to the field of education finance. As the re-
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.

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.

**SAMUEL F. CONTI FACULTY FELLOWSHIP AWARDS**

Nomination Procedures for 2008-2009 Award:

The University of Massachusetts Amherst Samuel F. Conti Faculty Fellowship Awards consist of a cash award of $3,000 and a year’s leave of absence to encourage award recipients to concentrate on activities related to graduate education, research, creative work and scholarly attainment.

Selection of the awardees will be based on demonstrably outstanding accomplishment and potential for continued excellence in research and scholarly or creative activity. Awards will be recommended by a committee comprised of members of the Research Council. The Awards Committee will normally consist of representatives from each of the three divisions of the College of Arts and Sciences plus two different professional schools. Recommendations will be forwarded to the Vice Provost for Research after Research Council approval has been given. Names of those receiving 2008-2009 Faculty Fellowship Awards will be announced in late Spring 2008.

**Before January 4, 2008, Department Heads/Chairpersons will consult with elected Personnel Committees to select names of nominees to be forwarded to their academic Deans.**

By February 1, 2008 (NO LATER), Deans are asked to submit to the Research Council, c/o Bev Strakose, Office of Research Affairs, Research Administration Building at least two nominations of faculty members up to a maximum of a rounded 1% of their respective faculties when those exceed 200. Each nomination is to be accompanied by a brief statement (not to exceed 1,000 words) from the candidate on how released time would be put to scholarly use, a complete curriculum vita, (supporting letters from the nominee's department head) and a list of referees (no more than five) from whom our office will request recommendation letters.

Pursuant to a rules change effective FY87 the present nominating procedures and qualifications for Faculty Fellowships have been retained with the understanding that other nominations, including self-nominations, may be sent directly to the Research Council (before January 4, 2008), which in turn will be sent to nominee's Dean for recommendation. Self-nominations should include a brief description of how the released time will be used, a curriculum vita and a letter in support of the nomination from a colleague.

**TECHONOLOGY INNOVATION CHALLENGE**

The Technology Innovation Challenge (TIC) promotes innovation education based on technology conceived by faculty, students and alumni of UMass Amherst. The competition is limited to technology-based businesses, and is meant to encourage science and engineering students, in cooperation with management students, to think of commercial applications of their work. The goal is for interdisciplinary teams to conceptualize a product with regard to its scientific and technological design, and then create a business plan for the product’s commercialization.

For application and rules go to: http://www-unix.ecs.umass.edu/innovation/rules.html

(Continued on page 6)
Judges of the competition are entrepreneurs, legal experts, and consultants who volunteer their time to meet with students who are interested in marketing their new ideas.

For further information go to: http://www.umass.edu/innovation

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 submission, training sessions and other conference-related announcements. For further information email: tri-chairs@hgse-src2008.org

Assistantships continued from page 2

ment of Teacher Education and Curriculum Studies, with 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

Project Assistant/Coordinator - Spring 2008

One (10 hours per week) project assistantship position for Spring 2008. Preference will be given to students with prior experience in the ACCELA Alliance Project.

Responsibilities include: 1) Supporting faculty; 2) Using of technology; 3) Tracking equipment; 4) Maintaining of project web site; 5) Assisting with record keeping, and collecting data; 6) Assisting in report writing, organizing and participating in annual and biannual meetings of consortium meetings, facilitating communication between university and program principles; and 7) developing and maintaining project specific databases and budgetary system.

Qualifications include: The successful candidate must have strong organizational skills, technology skills and the ability to work both independently and collaboratively with faculty and staff within the SOE and with other departments in the University. Prior conflict resolution and/mediation training preferred. Prior experience working within the UMass system and administrative level access to SPIRE records also preferred.

Email an attachment with your resume and a letter describing in detail the experiences and skills to: Dr. Jerri Willett, willett@educ.umass.edu

Application review will begin immediately and continue until positions are filled.
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!