ATTENTION SEPTEMBER, 2007 DEGREE CANDIDATES

The next degree-granting period will be September, 2007. 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 September, 2007 degree.

M.Ed. and C.A.G.S. Candidates

The Degree Eligibility* form must be completed and returned to Linda Guthrie in the Graduate Program Office, 123 Furcolo, no later than August 24th, 2007. This is to allow time for processing and obtaining the necessary signatures of Linda Griffin, the Graduate Program Director and Dean 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.

(Continued on page 4)

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!
NCATE

GLOSSARY OF NCATE TERMS

Part-time Faculty. Employees of a higher education institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical Content Knowledge. The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

Pedagogical Knowledge. The general concepts, theories, and research about effective teaching, regardless of content areas.

Performance Assessment. A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and dispositions, including their abilities to have positive effects on student learning.

Performance-based Licensing. Licensing based on a system of multiple assessments that measure a teacher candidate’s knowledge, skills, and dispositions to determine whether he/she can perform effectively as a teacher or in another school specialty.

Performance-based Program. A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement, especially data that demonstrate candidate proficiencies, including positive effects on student learning.

Performance-based Accreditation System. A practice in accreditation that makes use of assessment information describing candidate proficiencies or actions of professional education units as evidence for determining whether professional standards are “met” or “not met.” It contrasts with accreditation decisions based solely on course offerings, program experiences, and “inputs” as the evidence for judging attainment of professional standards.

Performance Criteria. Descriptions or rubrics that specify qualities or levels of candidate proficiency that are used to evaluate candidate performance.

Performance Data. Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

Policymakers. Representatives of public and governmental agencies with public education responsibility at the national, state, and local levels.

Portfolio. An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

Precandidate Unit. A unit that has filed an “Intent to Seek NCATE Accreditation” form and has begun to pay NCATE’s annual base fees.

Preconditions for Accreditation. Nine fundamental requirements that undergird NCATE’s standards that

(Continued on page 7)
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.

FALL 07 ASSISTANTSHIPS AVAILABLE
(by department)
Please note: All available positions are contingent upon funding.

Office of Academic Affairs

Fall/Spring 2007-08 PROJECT ASSISTANTSHIP

One part-time (10 hours per week) assistantship is available for Fall 07 – Spring 08 working in the Academic Affairs/Graduate Program Office.

Responsibilities include: Assist in coordination of various projects such as: aspects of upcoming NCATE Review, maintain database files for use with NCATE, and other projects of the Academic Affairs Office; computer research using Internet search engines; data collection and entry. Assist with coordination of various functions connected with the Academic Affairs Office.

Qualifications include: Computer knowledge including proficiency with MS Word, Excel, and database files, organizational and time-management skills, attention to detail.

To apply, please submit a cover letter and resume to Linda Griffin, Associate Dean, at 123 Furcolo or by email to lgriffin@educ.umass.edu.

EDUCATIONAL POLICY, RESEARCH, AND ADMINISTRATION

Fall 2007 - Research Assistantship in the Center for Educational Assessment

The Center for Educational Assessment in the Department of Educational Policy, Research, and Administration has an open student research assistantship position during the Fall of 2007.

Responsibilities include: Provide tutoring in statistics and measurement to two visiting scholars from Indonesia.

Qualifications include: All candidates must have extensive knowledge of item response theory, classical test theory, test development, test validity and reliability, score reporting, statewide assessment systems, basic and advanced statistical techniques, Statistical Package for the Social Sciences (SPSS), and decision accuracy.

To apply, please contact Dr. Craig S. Wells, (413)577-1726 (cswells@educ.umass.edu).

No positions available this week in the following:
Dean’s Office;
Educator Licensure Office;
School of Education Business Office;
Student Development and Pupil Personnel Services;
Teacher Education & Curriculum Studies.

IMPORTANT

ATTENTION INTERNATIONAL STUDENTS

The screening test of Spoken English Communication skills for fall semester 2007 will be conducted from September 5 to September 17, 2007. The purpose of the test is to identify any potential difficulties international teaching assistants may have in understanding spoken English or in being understood in the undergraduate classroom.

All incoming international teaching assistants/associates (ITAs and ITOs) and returning students who will be assuming TA responsibilities for the first time are required to demonstrate their oral English proficiency by passing a test of spoken English. A standardized test, (SPEAK test), designed by the Educational Testing Service, is used for assessing and measuring the spoken English ability of International Teaching Assistants. A score of 50 or above is required to pass the test. We recommend that students who are not currently funded but who may be funded for a TA or TO position in the future should also take the test.

Students who do not pass the test are encouraged to either participate in the English communication instruction classes, offered by the Graduate
Forms can be downloaded from the School of Education home page:  www.umass.edu/education
  . Academics
  . Advising Guidelines

* Please note that the Degree 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 August 24, 2007. 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 August 24h, 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., August 31st, 2007. **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.

"We are continually faced with a series of great opportunities brilliantly disguised as insoluble problems."

- John W. Gardner  (1912 - 2002)

John W. Gardner was the President of the Carnegie Corporation, Secretary of Health, Education, and Welfare under President Lyndon Johnson, was subsequently the founder of two influential national U.S. organizations, Common Cause and Independent Sector, as well as the author of numerous books on improving leadership in American society and other subjects. Received the Presidential Medal of Freedom in 1964.

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

AIAH MBAYO
287, Hills South.

August 28, 2007, 9:30 a.m., Room

Chairperson: Dr. David R. Evans.

UPCOMING CONFERENCES/WORKSHOPS

TEACHERS FOR A NEW ERA: ENGLISH LANGUAGE DEVELOPMENT CONFERENCE

The 4th Annual TNE conference on English Language Development will be hosted by Boston College on September 24-25, 2007 and will focus on academic language. For English language learners across K-12 contexts, being able to access, navigate and produce academic language in content areas is a key area of learning. In preparing teachers to work with linguistically and culturally diverse populations, this conference will feature connected and integrated conversations pertinent to the following questions:

- What are the essential components that should be addressed within academic language?
- What are challenges within and across the content areas in supporting academic language development in English language learners?
- What classroom-based practices highlight approaches to working with ELLs and building academic language proficiency?
- What do teacher education faculty members need to know about integrating academic language support within their content area methods courses?

For more details on this conference, as well as how to register go to: http://tne.bc.edu.

12TH ANNUAL NEW ENGLAND CONFERENCE ON MULTICULTURAL EDUCATION

This year the 12th Annual New England Conference on Multicultural Education moves to the beautiful new Connecticut Convention Center, Hartford, CT on Oct. 11, 2007 where the conference will easily house 42 great workshops and two outstanding keynote speakers. This conference is ideal for Pk-12 teachers, higher education faculty and others interested in educational equity.


HOTEL ACCOMMODATIONS: MARRIOTT HARTFORD DOWNTOWN

200 Columbus Blvd, Hartford, Connecticut 06103-2807 Make reservations by calling Marriott’s toll free reservation line (866) 373-9806 and requesting the “Multicultural Conference October 10 or 11, 2007” Group block. Guests may also make reservations on-line at www.Marriott.com and entering in the on-line form the “MUTMUTA” Group Code. Reservations for attendees must be received on or before August 26, 2007.

Register online at http://www.aces.k12.ct.us/conferences/

CALL FOR APPLICATIONS/PROPOSALS

MACTE/COMTEC/MAECTE CONFERENCE

Proposals are currently being sought for the MACTE/COMTEC/MAECTE conference on November 16, 2007 at the Sturbridge Host Hotel and Conference Center in Sturbridge.

The theme of the conference is Educators as Professionals. Presentations focusing especially on that topic as well as Induction/Mentoring Programs; Teachers as Leaders; School and College Assessment/Accountability; Meeting and Exceeding Standards; Administrators - Best Practices; Preservice Performance Assessment (PPA); Preparing Teachers to meet the needs of English Lan-

(Continued on page 6)
guage Learners; and other current educational issues will be considered.

Please submit your proposal electronically to: Lorne Ranstrom (lorne.w.ranstrom@enc.edu).

Include session organizer, institutional affiliation, contact information, additional presenter(s), title of proposed session, a brief abstract of your presentation (approx. 300 words) and a 50 word summary of your presentation for the conference program.


TESOL ELECTRONIC VILLAGE ONLINE

The TESOL Electronic Village Online announces its Call for Proposals for the Electronic Village Online 2008.

The CALL Interest Section of Teachers of English to Speakers of Other Languages, Inc. (TESOL) offers language teachers worldwide the opportunity to participate in the Electronic Village Online (EVO), a professional development project and virtual extension of the TESOL 2008 Convention in New York, NY, USA.

The free 6-week sessions allow participants to engage in online discussion and/or short hands-on workshops on topics of professional interest in the field of ESL/EFL. TESOL member groups, in particular, are invited to sponsor sessions related to convention presentations.

For further information on how to become a moderator of one of our sessions, please visit our Call for Proposals page at: http://dafnegonzalez.com/evo08/Cfproposals.htm

Deadline: September 20, 2007

2008 CONTEMPLATIVE PRACTICE FELLOWSHIP COMPETITION

Regular full-time faculty members at colleges and universities in the United States and Canada are eligible to apply for the 2008 Contemplative Practice Fellowships.

These fellowships are intended to support scholars for the development of courses that employ contemplative practices to address issues of social conflict and injustice, the amelioration of suffering, and the promotion of peace. Individual scholars, partnerships, or groups of scholars may apply. Approximately ten fellowships will be awarded.

We invite proposals from the full range of disciplinary and inter-disciplinary perspectives in the arts, humanities, social sciences, and sciences. Methodologies that include practical and experiential approaches to the subject matter are especially welcome.

If you have questions, please contact Sunanda Markus, Academic Program Coordinator, at: fellowships@contemplativemind.org.

For further information, application and guidelines go to: http://www.contemplativemind.org/programs/academic/fellowships/index.html

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School, or enroll in another suitable program recommended by their Graduate Program Director (GPD).

The English communication classes are free, meet in small groups for one hour twice a week and are offered throughout the academic year and summer. When space is limited, priority is given to those with the greatest need. Therefore, students with a score of 45 are included in classes on a space available basis. At the end of each semester, students are reevaluated and progress report is sent to the graduate program directors. Students, who do not meet the criteria, may continue in the Communication Instruction classes for additional semesters. International Research Assistants and graduate students without funding may participate in the instructional classes offered during spring and summer on a space available basis.

A schedule for the screening test is enclosed for your information. It would be very helpful to us if you could pass this information on to ITAs in your department. We would also appreciate it greatly if you could let us know approximately how many students from your department would be participating in the screening test during fall 2007 semester. This information will be very helpful to us in planning both the screening and instruction sessions. You can inform us in one of the following three ways: 1. Send the information to Lori
Baronas in the Graduate Dean's Office, 518 Goodell, 2. E-mail information to Lori Baronas at: baronas@grad.umass.edu 3. Call Lori Baronas at 545-5278.

Please respond by August 24, 2007.

International Teaching Assistant English Language Screening Test Schedule Fall 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, 2007</td>
<td>8:00 a.m. to 4:30 p.m.</td>
</tr>
<tr>
<td>September 6, 2007</td>
<td>8:00 a.m. to 4:30 p.m.</td>
</tr>
<tr>
<td>September 7, 2007</td>
<td>1:30 p.m. to 6:00 p.m.</td>
</tr>
<tr>
<td>September 10, 2007</td>
<td>8:00 a.m. to 4:30 p.m.</td>
</tr>
<tr>
<td>September 11, 2007</td>
<td>4:30 p.m. to 8:30 p.m.</td>
</tr>
<tr>
<td>September 12, 2007</td>
<td>8:00 a.m. to 4:30 p.m.</td>
</tr>
<tr>
<td>September 17, 2007</td>
<td>8:00 a.m. to 4:30 p.m.</td>
</tr>
</tbody>
</table>

Students will need to sign up for the test outside Room 518, Goodell Building. A sample test may be obtained at the time of sign-up or from Lori Baronas in Room 518, Goodell Building. The test will take approximately 1 hour.

(Continued from page 2)

must be met before a unit is permitted to advance to candidacy for initial accreditation.

Professional Community. Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the college/university, P–12 practitioners, candidates, and others involved in professional education.

Professional Development. Opportunities for professional education faculty to develop new knowledge and skills through inservice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools, etc.

Professional Development Schools. Specially structured schools in which the P–12 school and higher education faculty collaborate to (1) provide practicum, student teaching, and internship experiences; (2) support and enable the professional development of school and higher education faculty; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance student achievement. PDSs require the institutional commitment of colleges and universities, school districts, and teachers' organizations.

Professional Education Faculty. Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.

Professional Knowledge. The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Professional Standards. Candidate knowledge, skills, and dispositions set by the specialized professional associations (SPA program standards) and adopted by NCATE for use in its accreditation review. Professional standards also refer to standards set by other recognized national organizations/accrediting agencies that evaluate professional education programs (e.g., the National Association of Schools of Music).

Proficiencies. Required knowledge, skills, and dispositions identified in the professional, state, or institutional standards.

Program. A planned sequence of courses and experiences for preparing P–12 teachers and other professional school personnel. These courses and experiences sometimes lead to a recommendation for a state license to work in schools.

Program Report. The report prepared by faculty responsible for a program (e.g., math education, elementary education) responding to Specialized Professional Association (SPA) standards.

Provisional Accreditation. An NCATE accreditation decision rendered by the Unit Accreditation Board following a first accreditation visit that indicates that the unit is provisionally accredited, and has significant problems related to one or more standards. A focused accreditation visit must take place to remove the provisional status within two years of the time the decision was rendered.