FORMATION OF DISSERTATION COMMITTEES

JENNY R. HEMMINGSON  
Proposed Dissertation Title: "Out-of-School-Time (OST) Programs and Organizational Decision Making."
Statement of the Problem: Understanding how organizations that host OST programs make decisions about programming.
Chairperson: Dr. Kathryn McDermott.

ROLAND R. JOYAL, JR.  
Proposed Dissertation Title: "Legal Knowledge Among School Educators: An Evaluation of Principals as Chief Law Instructors."
Statement of the Problem: In a previous study it was determined what principals know about school law (very little), how school law impacted their day-to-day decisions (if it does), and how they both obtained (pre-service) and disseminated school law information (informally). In doing so, professional learning strategies needs were uncovered to support legal knowledge in their building. We also know that the school principal is the chief instructor of teachers. That is, on the job learning and evaluation of performance is under the purview of the principal. The purpose of this study is to provide current school principals with ready-made law lesson plans in order to determine their comfort level and the impact on teachers. Chairperson: Dr. Matthew Militello.

The Beacon Deadline is FRIDAY
Please submit Beacon announcements to: Room 126 Furcolo Hall or to dms@educ.umass.edu by 5:00 P.M. on Friday for inclusion in the following issue. All assistantship notices will run for two issues; notices of examinations and dissertation proposals will run for one.
CALL FOR SUBMISSIONS

*Equity & Excellence in Education*

Special Issue: Social Justice and the Arts

Guest Editors: Lee Anne Bell and Dipti Desai

Artists have always been engaged with social justice issues, yet social justice educators often overlook or are not aware of their work and its transformative potential. The arts provide a uniquely powerful way to link the individual and systemic levels on which oppression and injustice operate. Given the challenges of helping people discern the relationship between individual acts of injustice and system-wide patterns, the arts offer an important tool for making these connections at a visceral level.

Because oppression is lived not just “out there” in the world but “in here” in our bodies, minds, and hearts, the arts are a vehicle for exploring these connections in a deeper, more embodied way. The arts also inspire our imaginative capacities and break through the crust of conventional thinking, opening new ways to imagine what the world could be like if justice were the organizing principle. Such opening can generate dialogue and divergent viewpoints that expand the possibilities for analysis and action.

In this special issue we emphasize that teaching/learning occurs in many places, including but not limited to K-12 settings, and we invite articles about the arts and education from this broad understanding that draw upon art forms including dance, theater, visual arts, performing arts, music, media arts, poems, storytelling, and spoken word.

We seek articles that show how the arts can enable people in schools and communities to think critically about issues of oppression and imagine creative actions to engender justice in the world. We also welcome articles that explore local/global connections and relationships, as well as those that focus on human rights and justice from an international perspective.

All articles should address in some way the following key points:

- Illustrate praxis, showing how theory and practice connect to promote social justice in schools and communities
- Offer a critical analysis that connects the individual and institutional/levels on which oppression operates
- Grounded in the arts and demonstrate creative ways to imagine otherwise
- Community and/or school based
- Show people as agents with the capacity to act on their analysis and commitments

Connect critique with hope and possibility

Note: If images are included with the article they should be at least 300 dpi, in black and white only, and must include copyright permission from the creator(s) of the images.

Submission Guidelines

Complete manuscripts are due May 1, 2010. For author guidelines, please see the inside back cover of this issue or visit the journal website ([http://www.eee-journal.com](http://www.eee-journal.com)). Please confine manuscripts to 25 double-space pages and indicate in your cover letter that the submission is for the special issue on *Social Justice and the Arts*.

All submissions are peer reviewed. This special issue is scheduled to be published August 2011. Contact Lee Anne Bell ([lbell@barnard.edu](mailto:lbell@barnard.edu)) with any questions related to this special issue.
ANDREW HABANA HAFNER  Proposed Dissertation Title:  "Production of Third Spaces for Immigrant English Language Learners:  (Re)Negotiating Identity and Discourse in the Secondary Classroom."  

Statement of the Problem:  Immigrant ELL students face challenges of acculturation and marginalization in American secondary schools that are structured, cultural spaces that shape allowable language, discourses and identities.

Chairperson:  Dr. Margaret Gebhard.

PROJECT ASSISTANTSHIP

Department of Teacher Education and Curriculum Studies

Three to four hours/week, spring 2010. Graduate student to work on videotape transcription of Spanish/English classroom interactions in a research project on adult language learning.

Responsibilities:  Development of a video database, transcription, coding confirmation of accuracy, bibliographic research and report writing.

Qualifications:  Applicants should:
- be highly-skilled bilingual/bi-literate in Spanish/English,
- be skilled in learning computer applications such as video-editing (Transana), experience with computer graphics applications (Publisher),
- have speed and accuracy in transcription skills,
- have strong research and writing skills using computer applications,
- have strong ability to communicate and collaborate with a team of researchers.

Hourly rate:$19.10

Contact: Dr. Theresa Austin (taustin@educ.umass.edu) for scheduling initial test of transcription. speed and accuracy and interview.

Award? Article? Book? Presentation?
Email ideas, accomplishments to: dms@educ.umass.edu

THANKS!
BeaconLOG

School of Education faculty, students, staff & alumni share what they are doing.

Kevin Nugent, professor in the Department of Teacher Education and Curriculum Studies, notes the publication of The Newborn as a Person: Enabling Healthy Infant Development Worldwide, J. Kevin Nugent, Bonnie J. Petrauskas and T. Berry Brazelton, (Eds.). Described as a “landmark, family-centered volume that provides practical guidance to support families during the newborn period,” the reference provides an historical perspective on newborn behavior and early relationship research, addressing some of the changes the field has experienced during the last 35 years. The second part of the book offers a reader-friendly collection of reports from internationally renowned researchers and clinicians on different aspects of infant development. Dr. Nugent also contributed a chapter to the book.

Katya Ites, a doctoral student in the language, literacy and culture concentration, has received a travel grant from the UMass Amherst Graduate School for presenting her research and serving the profession at the annual convention of the American Council on the Teaching of Foreign Languages, held in San Diego, CA in November. She participated in the conference as a panelist and an officer of the Heritage Languages Special Interest Group (HL SIG). As a panelist, Ites presented at the SIG’s session entitled Being Prepared for Heritage Learners: What Teachers Should Know. The session was chaired by Theresa Austin, professor in the Department of Teacher Education and Curriculum Studies, language, literacy and culture concentration. Dr. Austin organized the panel to focus on teacher education research conducted by and with teachers, teacher educators, and researchers.

SOE student Carla Wojczuk helped high school students create a mural about the City of Holyoke and their lives. The 9-panel mural was installed on the exterior of an historic theater that is owned by Massachusetts International Festival of the Arts. Read the story on our website www.umass.edu/education. You’ll also find a link to YouTube where you can see the mural and hear what the artists have to say.

The National Council for the Social Studies (NCSS) named Marcy Prager (B.A. 1973), a first and second grade teacher at Driscoll School in Brookline, Mass., Outstanding Elementary Social Studies Teacher of the Year. She was honored at the 89th NCSS Annual Conference in Atlanta, GA.

You can read more about our faculty, students, staff and alumni on the School of Education’s website.

www.umass.edu/education

Send items to dms@educ.umass.edu
REVISED Thesis and Dissertation Formatting with Microsoft Word  
Spring 2010  
The Office of Information Technologies offers workshops with detailed instructions on how to format a thesis or dissertation to meet the requirements of the University of Massachusetts Graduate School with Microsoft Word for Windows or Macintosh. The workshops include margins, footnotes, bibliographies, page numbering, headings, table of contents, etc. as well as advice about electronic submission. Because Word 2007 is quite different from previous versions of Word, there are two workshops: one for users of Word 2007 (including people who will be working in the OIT classrooms), and one for other versions of Word (Mac or Windows).  

The workshops  
Word 2007  
Wednesday, February 17 1:30 PM – 4:30 PM  
Tuesday, February 23 9:30 AM – 12:30 PM  

Word (other versions)  
Thursday, February 18 9:30 AM – 12:30 PM  
Tuesday, March 2 1:30 PM – 4:30 PM  

Registration is required and is not complete until you have paid the $10 fee and told us which version of Word you are using. These classes fill early - do not wait until the last minute to register. To register, go to the Administrative Desk in A119 Lederle GRC (545-9730). For information, send email to workshops@oit.umass.edu  

Prerequisite- Some knowledge of the version of Microsoft Word that you are using. Course materials on Web or CD; course materials are also available on the OIT Web site: www.oit.umass.edu/workshops/tutorials.html  
Or purchase a course packet and CD from OIT for $5 plus tax.  

Consulting on formatting issues  
Please contact Elisa Campbell: campbell@oit.umass

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Save the Date - April 13, 2010  
Twelfth Annual UMass Amherst

**JOB FAIR for K-12 School Professionals**

Tuesday, April 13, 2010 3:00 to 5:30 PM  
LOCATION: UMass Amherst Student Union Ballroom  
WHO SHOULD ATTEND:  
UMass educator licensure graduates, alumni and students from the 5 College Network (Amherst, Smith, Mt. Holyoke, Hampshire) who are seeking teaching, school leadership, school counseling, school psychology, and specialist positions in a public school for September 2010.