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.

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The Beacon Deadline is FRI DAY
Please submit Harbour 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.

School of Education 813 N. Pleasant Street, Amherst, MA 01003
ANNOUNCEMENT OF FINAL ORAL EXAMINATION


FORMATION OF DISSERTATION COMMITTEES

D. CHASE JAMES CATALANO  Proposed Dissertation Title:  "Welcome to Guyland:  Experiences of trans men in college."  Statement of the Problem:  An increasing, but unknown, number of transgender students attend United States colleges and universities (Beemyn, 2003; Beemyn, Curtis, Davis , & Tubbs, 2005; McKnnney, 2005).  There is a limited amount of research on the experiences of transgender college students, possibly due to the conflation of transgender identity with gay, lesbian, bisexual, and queer populations (Dilley, 2004).  Further, there is an absence of research that disaggregates, and focuses on, specific identities that fit under the broad umbrella category of "transgender."  Most scholars if any, have specifically examined the experiences of trans men in college, nor have they explored the impact of "normative" masculinity on trans men's experiences.  Chairperson:  Dr. Maurianne Adams.

TAMMIE JENKINS SAMUELS  Proposed Dissertation Title:  "'I do what I do and say what I say because of who I am.'  AN INTERPRETATIVE QUALITATIVE STUDY ON PRE-SERVICE TEACHERS' BEHAVIORAL DISPOSITIONS IN URBAN PUBLIC SECONDARY SCHOOL CLASSROOMS."  Statement of the Problem:  Pre-service teachers cannot identity or know how to respond to the cultural nuances of poor middle and high school students.  As a result of their unfamiliarity and inexperience with these types of students, a teacher-student mismatch emerges between them (Allard & Santoro, 2006; Causey, Thomas & Armento, 2000; Ladson-Billings, 1922, 1994, 1995, 2000).  This problem, I believe, is unacceptable given the current demographics and future outlook of America's public school systems. More than 40% of public school students are minority, and this percentage is rapidly increasing (National Center Education Statistics; U.S. Census Bureau, 2008). Twenty-first century pre-service candidates are not being properly prepared to teach poor minority youth, specifically, on the middle and high school levels.  Chairperson:  Dr. Linda L. Griffin.

NORMAN PRICE  Proposed Dissertation Title:  "Teaching Strategies for Using Projected Images to Develop Conceptual Understanding: Exploring Discussion Practices in Computer Simulation and Static Image Based Lessons."  Statement of the Problem:  An important question for science teachers is how to plan and enact whole class lessons centered on diagrams and simulations which actively engage and scaffold student model construction.  There is little research describing strategic image-based lesson design and strategies teachers use to foster whole class discussions that engage students and scaffold model construction.  This study will pursue those goals.  Chairperson:  Dr. John Clement.
ANNOUNCEMENTS OF COMPREHENSIVE EXAMINATION

JOHANNA FITZGERALD January 27, 2010, 2:30 p.m., Room 230, Furcolo Hall.
Chairperson: Dr. John Clement.

LLC Annual Student Conference - Wed April 28

This annual event reunites our student community to present and celebrate student research and their contributions to education in the areas of Language, Literacy and Culture, English as a Second or Foreign Language, and Bilingual and Multicultural Education, among others.

The LLC conference is also an occasion to strengthen ties to our community and to engage in critical conversations that enrich our ideas and communicate our concerns and successes in our educational practice.

PRESENTATIONS

**Abstracts** must be preceded by the Title of the Presentation, the Presenter’s Name and Program and the Type of Presentation: Presentation Session or Poster Session.

Abstracts should describe the theme of presentation in 150-200 words. The description of the theme will include the Type of Project presented: Research Paper, Curriculum Project, Inquiry Project, or Teaching Methods.

**The Primary Focus of the presentation:** Literacy Development, English Language Development, Multicultural Education, or Foreign Language Teaching and Learning.

**The Target Audience:** School Teachers, Adult ESL Learners, Curriculum Designers, Teacher Educators, Policy Makers, etc.

**Descriptors:** Create 2 - 3 descriptors that capture the core elements of the project. Write the descriptors under the main abstract text.

E-mail abstracts to: Laura Valdiviezo, lav@educ.umass.edu

**Deadline:** Abstracts are due on Monday, March 22nd

Send your news to: goodnews@educ.umass.edu or dms@educ.umass.edu
BeaconLOG
School of Education faculty, students, staff & alumni share what they are doing.

J. Kevin Nugent, professor in the Department of Teacher Education and Curriculum Studies, gave the keynote address at “The infant, the family and the modern world: Intervening to promote healthy relationships,” the 2009 joint conference of the Australian Association for Infant Mental Health and the Australian Marcé Society, in Melbourne, Australia, in October.

Dr. Nugent was also invited to speak at the First International Congress on Parent-Child Relationships at the Universitaire de Tivoli, Brussels, Belgium, and at the International Conference on School Health in Evora, Portugal, both in November.

Dr. Nugent is the Founder and Director of the Brazelton Institute at Children's Hospital in Boston and is on the faculty of the Harvard Medical School in the Department of Pediatrics.

Laura Alicia Valdiviezo, professor in the Department of Teacher Education and Curriculum Studies, is happy to share some good news about Jennifer Johnston and Lee O'Donnell, both TECS doctoral students of Language, Literacy and Culture.


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

Call for proposals
Please consider submitting a proposal for a paper presentation at the 22nd Annual Conference on Ethnographic and Qualitative Conference (EQRC).
The proposal deadline is March 22, 2010 and details are found at the conference website: www.cedarville.edu/eqrc.
The conference is affordable and centrally-located in Ohio, making it readily accessible to all, by flight or driving. We invite all interactive poster and lecture presentation conference papers for submission and potential publication in a printed, peer-reviewed periodical, the Journal of Ethnographic & Qualitative Research (JEQR).

We hope to make your personal acquaintance this summer and believe you will find the conference to be both enjoyable and professionally profitable.

CONTACT: Michael W. Firmin, Ph.D. EQRC Conference Director
Cedarville University, 251 N. Main St., Cedarville OH 45314
NOTE: Research Support Fund $800 grant opportunities corrected email address....

Please note that the notification from the Vice Chancellor for Research and Engagement regarding the Research Support Fund $800 grant opportunities contained an incorrect email address for submission. Please send all applications to melindal@ora.umass.edu as stated on the form.

Additionally, please note that the Office of Research Affairs website at http://www.umass.edu/research/internal_grants/index.html#RSF contains a Word version of the document for you to use if the pdf gives you any trouble.

Grant Opportunity for U.S. Teachers
Distinguished Fulbright Awards in Teaching

Sponsored by the Bureau of Educational and Cultural Affairs at the U.S. Department of State and administered by Academy for Educational Development (AED), this program seeks to attract highly qualified and experienced K-12 teachers from the U.S. and 8 participating countries to conduct a variety of professional development activities during a period of 3 to 6 months.

Program dates: August-December 2010 or January-June 2011.

Program components
Selected teachers will:
• complete a capstone project related to current trends in education
• give lectures and/or workshops for host country teachers
• observe and assist with classes in host country schools
• enroll in graduate level classes in a host country university
• engage in other professional development activities

Fulbright Grant benefits
Maintenance allowance for 3 to 6 months, round trip airfare and assistance with placement in host countries

Application
For more program details and the application form, go to www.fulbrightteacherexchange.org.

Question? Email: fulbrightat@aed.org  Phone: 202 884 8040.

Application deadline  February 15, 2010.
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). 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) with any questions related to this special issue.

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.
THE NORTHAMPTON EDUCATION FOUNDATION IS LOOKING FOR SOME GREAT IDEAS!

Announcing the Fourth Annual NEF Endowment Fund Request for Proposals

The NEF Endowment Fund supports initiatives that encourage innovation, are broad based and have a lasting and continuing impact on the Northampton Public Schools. Proposals may be funded for one to three years. Endowment-funded programs are not intended to replace items which would be expected to be included in the regular school budget. Consequently, programs included in the school budget during the previous five years will generally not be considered for funding. Approximately $25,000 will be available for distribution this year to fund one or two projects. Proposals which use Endowment funds to leverage and/or combine with other sources of funding or in-kind contributions are encouraged but not required.

Proposals May Be Submitted By Any Person Or Group

Successful Applicants Must Demonstrate Support In their Proposal from

Northampton School Personnel

Innovation – An Endowment-funded project should represent a meaningful expansion, adaptation, or improvement of current practice or curricula in the Northampton Schools. When appropriate, we may require applicants to demonstrate that an approach or technique is supported by research.

Broad Based – Preference will be given to programs which will affect the school experience of larger numbers of children. Examples are system-wide programs, programs that involve two or more schools, school-wide programs, or multi-grade programs.

Lasting and Continuing Impact – The NEF Endowment favors programs which will produce lasting benefits to the students involved and to the curriculum and/or programming of the school(s) involved. Programs that address significant problems in the Northampton Schools are also encouraged. Funded programs must augment and support the Northampton Schools’ district-wide goals. Awards are made in conjunction with the priorities developed by the School Councils and the Northampton School District.

If you are interested, send a preliminary proposal, of up to five pages, addressing the following by March 1, 2010:

1. Clear and brief description of the program
2. Who is proposing the project?
3. Who and which schools in the Northampton Public Schools will be the target of the program?
4. When and for how long do you envision the program taking place?
5. What resources would you need to do this program?
6. Outline the preliminary budget.
7. Why would this program be of value to the Northampton Public Schools?
8. What will be the lasting and continuing impact of this program on the Northampton Public Schools?
9. What assessment would you use to measure the success of this program?

Preliminary proposals will be screened by the NEF Endowment Fund Distribution Committee.

If your preliminary proposal is selected for further review, Committee Members may work with you in refining the proposal for final consideration. You will then be asked to make a presentation about the proposal to the Distribution Committee. Awards will be made by the end of this school year.

Proposals should be sent electronically by March 1, 2010 to: OwenFD@gmail.com

If you have further questions please contact Owen Freeman-Daniels at 530-1054 or Stan Schapiro at 584-3983.

www.northampton-edfoundation.org
LA FUNDACION EDUCATIVA DE NORTHAMPTON BUSCA ALGUNAS GRANDES IDEAS!

Anunciando la Cuarta Licitación de Propuestas al Fondo Perpetuo de la Fundación Educativa de Northampton

El Fondo Perpetuo de la Fundación Educativa de Northampton apoya iniciativas que promuevan la innovación, que sean de alto alcance y que tengan un impacto continuo y duradero en las Escuelas Públicas de Northampton. Las propuestas pueden ser aprobadas y se les pueden dar fondos hasta por tres años. Los programas financiados por el Fondo Perpetuo no tienen como intención remplazar proyectos que se espere sean incluidos en el presupuesto regular del sistema escolar. En consecuencia, programas que hayan estado incluidos en el presupuesto escolar durante los últimos cinco años no serán generalmente considerados para aprobación de fondos. Esperamos distribuir aproximadamente $25,000 este año a uno o dos proyectos. Las propuestas que usen estos fondos para levantar otros fondos, que los combinen con otros fondos o con alguna otra clase de contribuciones son preferibles pero no requeridas.

Las propuestas pueden ser presentadas por cualquier persona o grupo. Para ser aprobadas, las propuestas tienen que tener el apoyo del personal de las Escuelas Públicas de Northampton

Innovación – Un proyecto financiado por el Fondo Perpetuo debe representar una expansión significativa, adaptación o mejora en las prácticas o currículos actuales en las escuelas de Northampton. Cuando sea apropiado, es posible que les pidamos a los solicitantes que demuestren que las técnicas o métodos que propongan estén apoyados por investigación.

Alto Alcance – Le daremos preferencia a programas que afecten la experiencia escolar del mayor número posible de estudiantes. Son ejemplos programas implementados en todo el sistema escolar, programas que afecten dos o más escuelas, programas implementados en toda una escuela, o programas en grados múltiples.

Impacto Continuo y Duradero – El Fondo Perpetuo de la Fundación Educativa de Northampton favorece a programas que produzcan beneficios duraderos a los estudiantes participantes y al currículo y/o programa de las escuelas participantes. Los programas que se dirijan a problemas importantes y documentados en las escuelas de Northampton también serán favorecidos. Los programas a los cuales se les den fondos tienen que ampliar y apoyar las metas establecidas en el distrito escolar de Northampton. Los fondos son otorgados en conformidad con las prioridades desarrolladas por los Concilios Escolares y el Distrito Escolar.

Si usted está interesado/a, envíe una propuesta preliminar, de hasta cinco páginas, a más tardar el 1ro de marzo, 2010, incluyendo respuestas a los siguientes temas:
1. Descripción clara y concisa del programa
2. Quién está sometiendo la propuesta
3. Quiénes y cuáles escuelas en el Sistema Escolar de Northampton serán afectadas por el programa
4. Cuándo y por cuánto tiempo cree usted que se implementará el programa
5. Qué recursos se necesitan para implementar el programa
6. Un bosquejo preliminar del presupuesto
7. Por qué es el programa de algún valor para las Escuelas Públicas de Northampton
8. Cuál será el impacto continuo y duradero de este programa en las Escuelas Públicas de Northampton
9. Qué métodos utilizará para evaluar el éxito del programa

Las propuestas preliminares serán inicialmente revisadas por el Comité de Distribuciones del Fondo Perpetuo Educativo de Northampton. Si su propuesta preliminar es seleccionada para continuar el proceso de selección, los Miembros del Comité trabajarán con usted para refinar la propuesta y considerarla finalmente. Se le pedirá entonces al solicitante que haga una presentación de su propuesta ante el Comité de Distribuciones. Los fondos serán otorgados al terminar el año escolar.

Las propuestas deben ser enviadas electrónicamente no más tardar del 1ro. de marzo, 2010 a:
OwenFD@gmail.com
Si tiene alguna otra pregunta, por favor póngase en contacto con Owen Freeman-Daniels llamando al 530-1054 o a Stan Schapiro al 584-3983
www.northampton-edfoundatio n.org