ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION
PHILIP HARAK  MARCH 11, 2010, 4:00 p.m., Room 151, Hills South.
Chairperson: Dr. Bailey W. Jackson.

ANNOUNCEMENT OF FINAL ORAL EXAMINATIONS
Chairperson: Dr. Ronald K. Hambleton.

JESUS F. JARA  March 30, 2010, 10:00 a.m.; Room 157, Hills South. "Educators' Perceptions of a Formative Assessment System."
Chairperson: Dr. Matthew Militello.

CHANGE OF DATE
BRIE CIAMPAGLIA  March 31, 2010, 12:00 - 2:00 p.m., Room 151, Hills South. "An Analysis of Schoolwide Supports and Barriers to Collaborative Problem Solving Teams."
Chairperson: Dr. John Hintze.

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.

Access The Beacon online: http://www.umass.edu/education/publications/beacon.shtml.
Or go to the School of Education home page and click on The Beacon in the menu under News and Events.
FORMATION OF DISSERTATION COMMITTEES

REIKO KATO        Proposed Dissertation Title:  "Japanese Teachers' Stories in 1960's: Globalizations, Social Movements and Multiculturalism." **Statement of the Problem:** The purpose of this study is to listen to teachers' stories and reconstruct their classrooms in the midst of the global rise of people's movements in 1960s - 70s through teacher narratives. This study will be an attempt to explore practices of multicultural education and resistance against oppressive mono-cultural curriculum in Japan. **Chairperson:** Dr. Theresa Austin.

MARK ZITO        Proposed Dissertation Title:  Is Working Together Worth it? Examining the Relationship Between the Quality of Teacher Collaboration and Instructional Performance." **Statement of the Problem:** The implementation of school-based professional learning communities (PLCs), consisting of teams of teachers who meet regularly to analyze student assessment data, modify instructional practices based upon data analysis, and engage in critical conversations on problems of practice, has been recognized widely as a powerful approach for improving teaching practice and student learning outcomes (Dufour, Eaker, and Dufour, 2005; Hord, 2004; Pounder, 1998). However, there is a dearth of research that empirically substantiates or systematically examines this claim. Moreover, the limited research that does exist on this topic is primarily reliant on qualitative and anecdotal data, collected in early grade settings (InPraxis Group Inc., 2006; Vescio, Ross, and Adams, 2008). **Chairperson:** Dr. Rebecca Gajda.

TEACHING ASSISTANTSHIPS
Department of Student Development and Pupil Personnel Services

Two teaching assistantships to teach an EDUC 392 weekend workshop for Spring 2010 on the weekend of March 27-28, 2010. The contract is for two weeks at 6 hrs a week. This EDUC 392 weekend session is an introduction to Sexism.

**Responsibilities:** Facilitate weekend section of EDUC 392; assist with course preparation; lead discussion; provide feedback to students; assist with evaluation of students' work. create and facilitate lesson plans, track student attendance.

**Qualifications:** Experience teaching undergraduate coursework related to Sexism; experience with SJE pedagogy; minimum of a Masters in Social Justice Education.

Send resume to Robbie Calliham at calliham@educ.umass.edu. Please note “392 weekend application” in subject line of the email.
Faculty and student AERA presentations

Please send us the names of faculty and students who are presenting at AERA April 30-May 4, 2010 to publish in The Beacon. Remember to include the titles of the presentations.

Send information to dms@educ.umass.edu in 12 pt. Arial, in the following format:

Last name, first name. Department. “Title of presentation.”

Example:

Ives, D. TECS. “Getting in on the Act: Rewriting the Script in an Urban Language Arts Classroom.”

We will publish material as we receive it. If your information has already been published in The Beacon, we thank you very much for sending it, but please do not e-mail it again. Thanks!

Concentration’s Name Change Approved

The Faculty Senate and the Provost’s Offices have approved the change of the name of the School of Education’s “Child and Family Studies” (CFS) concentration in the Department of Teacher Education and Curriculum Studies to “Children, Families and Schools” (CFS).

The UMass Lowell Graduate School of Education

The Fifteenth Annual Colloquium on Educational Research and Practice

Tuesday, April 6, 2010 3:30 - 6:30 p.m.
at the UMass Lowell Inn and Conference Center, 50 Warren Street, Lowell, MA.

Dr. Andy Hargreaves from Boston College will present:

“Rethinking School Reform: Learning from the Inspiring Examples of Other Systems and Countries”

Dr. Andrew Hargreaves, the Thomas More Brennan Chair in Education at the Lynch School of Education, Boston College, is an internationally recognized researcher and scholar. He is the author of numerous books and research papers. His newly released book, “The Fourth Way: The Inspiring Future for Educational Change,” (Corwin Press), offers a vision and plan for educational policy and practice that promotes lasting educational change.

Dr. Hargreaves’ talk will be followed by concurrent research presentations, including an informational session about the benefits of earning a research-based doctorate at The University of Massachusetts Lowell.

Concurrent Sessions featuring the research of doctoral students

- How Adult Foreign Language Students Experience Computer Games as a Self-study Tool
  Li Feng, Ed.D.
- Teacher Perspectives on the Inclusion of History of Mathematics in the Classroom
  Leslie Horton, M.Ed.
- Retention and Turnover of Special Education Paraprofessionals: A Multisite Study
  Maria Nemerowicz, Ed.D.
- The Benefits of a Research-based Doctoral Program: Informational Session
  Faculty at the Graduate School of Education

For further information please contact Regina Panasuk (Regina_Panasuk@uml.edu) or Michaela Colombo (Michaela_Wymancolombo@uml.edu) 978.934.4610
School of Education faculty, students, staff & alumni share what they are doing.

Sangeeta Kamat, associate professor, Department of Educational Policy, Research and Administration, has been elected to the Board of Directors for the Comparative and International Education Society (CIES).

SOE’s Master’s degree program in Afghanistan’s first graduating class prepares for commencement March 10. Reported in Hampshire Life, Hampshire Gazette. Go to SOE’s website to read the article.

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

MARK YOUR CALENDARS! Commencement Weekend 2010
The School of Education’s Graduation Celebration
Thursday, May 13 5-7 p.m.
This is always a festive event for our graduates, our undergraduate Minors and their guests

More information to come. For details about the University Commencement weekend, visit:
http://umass.edu/commencement.

We’ll see you In Denver at the AERA Annual Meeting April 30 – May 4, 2010
UMass Amherst SOE alumni reception will be held Monday, May 3 7-9 p.m. Hyatt Regency Denver in Centennial Ballroom A

Co-sponsored by the American Institute of Certified Public Accountants (AI CPA)
ATTENTION: Doctoral Students & the Comprehensive Examination

Doctoral students who are preparing for their comprehensive examination should be aware of the following:

- Submit the signed D-3 form (Formation of Comprehensive Examination) to Linda Guthrie in 123 Furcolo at least several weeks before you plan to defend your comprehensive exam. (Do not submit the entire comprehensive paper(s).)

- Contact Sally Dumont (sdumont@educ.umass.edu) in Furcolo or Robbie Calliham (calliham@educ.umass.edu) or Sue Overstreet (sue163@educ.umass.edu) in Hills South to reserve a room for the exam after you have confirmed the date and time with your comps committee.

- Submit the completed, signed D-4 with attachments (unofficial transcript and brief statement concerning the form and content of the comprehensive exam) to Linda Guthrie two weeks prior to the comprehensive exam date.

After your D-4 form is approved and signed by Linda Griffin, Graduate Program Director for the School for Education, Linda Guthrie will forward the information to the Beacon to announce your exam.
The following is a limited submission NSF opportunity with only one submission as lead institution allowed per organization. Please respond by March 9 if you are interested. In the event of multiple interested PIs an internal review will be held to select the nominee.

**Climate Change Education (CCE): Climate Change Education Partnership (CCEP) Program, Phase I (CCEP-I)**


**Program Description:**
The Climate Change Education Partnership (CCEP) program seeks to establish a coordinated national network of regionally- or thematically-based partnerships devoted to increasing the adoption of effective, high quality educational programs and resources related to the science of climate change and its impacts. Each CCEP is required to be of a large enough scale that they will have catalytic or transformative impact that cannot be achieved through other core NSF program awards. The CCEP program is one facet of a larger NSF collection of awards related to Climate Change Education (CCE) that has two goals: (1) preparing a new generation of climate scientists, engineers, and technicians equipped to provide innovative and creative approaches to understanding global climate change and to mitigate its impact; and, (2) preparing today’s U.S. citizens to understand global climate change and its implications in ways that can lead to informed, evidence-based responses and solutions. Each CCEP must include representation from at least each of the following communities: climate scientists, experts in the learning sciences, and practitioners from within formal or informal education venues. This combined expertise will insure that educational programs and resources developed through the activities of each CCEP reflects current understanding about climate science, the best theoretical approaches for teaching such a complex topic, and the practical means necessary to reach the intended learner audience(s). Each CCEP should be organized around either geographic regions that share similar climate change impacts, or major climate impact themes (e.g., sea-level rise).

The CCEP program is a two-phase program. This solicitation seeks proposals for development of Phase I Partnerships (CCEP-I). CCEP-I grantees will receive up to 2 years of funding to support synthesis, network-building, and strategic planning activities leading toward potential Phase II Partnerships (CCEP-II). Each CCEP-I awardee is expected to: (1) conduct an inventory of existing climate change education resources and identify educational needs and opportunities relevant to their particular region or theme; (2) identify key players from relevant stakeholder communities and initiate network development; (3) convene community workshops and other community-building activities that lead toward development of a comprehensive climate change education strategic plan for that Partnership; and, (4) begin to serve as a test-bed for development, customization and scaling up of standards-based instructional materials, professional development and training models, and other appropriate activities tailored to the Partnership’s goals.

**Limit on number of Proposals per Organization**
Collaborative Proposals submitted as separate submissions from multiple organizations are NOT allowed for this competition. Instead, any proposal to the CCEP program should be a single submission that includes sub-award support for all other partner organizations that are requesting funding from NSF.

An institution may submit only one CCEP-I proposal as Lead institution. Institutions may be a non-Lead partner on more than one proposal.

**Deadlines:**
NSF Letter of Intent – April 23, 2010      NSF Full Proposal – May 24, 2010

Melinda V. LeLacheur, Research Affairs
phone: 413-545-5283, fax:413-577-1728
How do we transform our educational system to better prepare students to tackle the big issues facing our planet?

**Boston Grand Challenge Summit**
April 21, 2010
“The Educational Imperatives of the Grand Challenges”
A one-day summit at Wellesley College, Wellesley MA

The “Grand Challenges” are 14 critical problems in such broad areas as energy, health, security and learning that the National Academy of Engineering has said we must solve to ensure a sustainable future for the global community.

This summit will bring together educators, business people, scientists, technologists, policy makers and students—anyone concerned about preparing a new generation to address these challenges. Learn about successful approaches, share best practices and plan new directions.

**Speakers include:**
- Aneesh Chopra, Chief Technology Officer of the United States
- Clayton Christensen, Harvard Business School - “Disruptive Innovation” expert
- Sharon Nunes, VP of Big Green Innovations, IBM Systems and Technology Group
- Paul Romer, Stanford economist - “Charter Cities” proponent
- Amy Smith, MIT MacArthur award winner for design for the developing world
- Linda Wertheimer, award-winning NPR Correspondent, will moderate

For more information or to register, visit [http://grandchallengesummit.olin.edu](http://grandchallengesummit.olin.edu)
Organized by Babson College, Olin College of Engineering and Wellesley College

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**LLC Annual Student Conference, Wed. April 28**
Call for Abstracts

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.

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.

Mail abstracts to: Laura Valdiviezo, lav@educ.umass.edu

**Deadline:** Abstracts are due on Monday, March 22nd
Are you interested in travel, making new friends & exploring different cultures all while making a difference in the lives of students? Consider volunteering as an ESL teacher for Summer Camp in Hangzhou City, China.

New Oriental Education and Technology Group (NYSE: EDU), a private English training organization in China, is looking for English volunteers at their Hangzhou branch for the summer of 2010. Founded in 1993, the organization has had over 7 million student enrollments, including approximately 1.5 million enrollments in the fiscal year of 2009. It is the largest nationwide provider of private educational services in a country of 1.3 billion people, with a network of 48 schools, 270 learning centers, 23 bookstores and more than 5,000 third-party bookstores and approximately 5,200 teachers in 40 cities, as well as an online network with over 5 million registered users. It is also the first and the most successful Chinese educational organization listed on the US stock market. New Oriental School Hangzhou Branch, or Hangzhou New Oriental School, is located in the capital of Zhejiang Province. It is well-known for its beautiful natural scenery. http://en.wikipedia.org/wiki/

Benefits of this position include:
- $1000 ($1,200 for the 6 week program) subsidy - for the cost of International airfare and Chinese VISA; living accommodations with 3 meals per day are provided with no cost to you; receive valuable teaching experience for future TESOL professionals; this program is willing to try new teaching materials, which means it is an excellent opportunity to experiment with new, innovative teaching ideas; the company is looking for long-term teachers, so this is a very good chance to make career contacts; make new friendships with both American and Chinese co-teachers.

Research opportunities:
- Hangzhou New Oriental School has over twenty thousand students during the summer. We invite you to do educational research and surveys with the help of the school.

Explore Chinese culture:
- Hands-on experience with Chinese students; gain first-hand knowledge of China; have the opportunity to learn basic Mandarin as well as to utilize Mandarin speaking skills for those who have studied the language; explore both East-Coast China and inland areas; at the end of the program, the teachers will be provided with a free four-to-five-day east China trip to cities like Shanghai, Suzhou and Nanjing.

Position description:
- Volunteer for the approximate four or six week program during the summer vacation 2010 (probably July 10 to Aug 21); teach spoken and listening English for students between 12 to 18 years of age; introduce the cultural background of the language, organize class and extra-curricular activities; encourage students to develop an interest in learning English; write a blog and twitter, upload videos and photos to record campus life; submit one article to the school about your experience while teaching summer camp

Details:
Formal teaching hours are no more than 6 hours a day, 5 days a week, usually 3 hours in the morning and 3 in the afternoon. New methodologies of teaching are welcomed. Extra evening hours for rehearsals and shows for activities such as the opening ceremony, foreign culture show and farewell parties will be requested. Class size is 20-30 students. Basic teaching needs are supplied, but teachers have to bring their own lap-tops.

Compensation:
$1000 is the subsidy for the four week program and $1,200 for the six week program. You need to buy your air ticket and China visa from this amount. Accommodations are provided by the school. The teachers will live in the dormitory located in Hangzhou.

Requirements:
- Must be a native English speaker with a clear speaking voice; be a teacher or currently enrolled in a teaching/education or related program; have experience teaching through your own classroom, student teaching, camp counselor or alternative settings where you have taught similar aged young people; be flexible, outgoing, interested in other cultures and open to adventure

How to apply:
Please email your cover letter and resume with a recent portrait photo to: Linda Baker at lindabak@hotmail.com. After your information is received, you will be contacted to set up a telephone interview. Only 40 teachers will be accepted. Application deadline is March 25th. Applications will be reviewed on a first-come, first-served basis.