Sharon F. Rallis Appointed Distinguished Professor

The School of Education is proud to announce that Dr. Sharon F. Rallis has been appointed as the first Dwight W. Allen Distinguished Professor in Education Policy and Reform, and will join the faculty in fall 2005.

Sharon has a national reputation for her work in education policy and evaluation. As President of the American Evaluation Association, she is known and respected by evaluators and policy analysts not only in the area of education but also in matters related to health, labor, and other sectors. Regionally, she has worked with policy makers in Massachusetts, Rhode Island, Connecticut, and New York, and she also has contacts with senior education officials in Maine, Vermont, and New Hampshire.

“Professor Rallis’s expertise in educational leadership and reform and policy studies are directly related to the ideals espoused in the founding of the Dwight W. Allen Distinguished Professorship and mesh well with the work of the Center For Education Policy,” noted Andrew Effrat, Dean of the School of Education. “In addition, her teaching in educational leadership, qualitative research methods, policy issues, and modes of inquiry bring a wealth of additional expertise to the Department of Educational Policy, Research, and Administration (EPRA), the doctoral program in Policy and Leadership, and the Master’s degrees in Educational Administration and Policy Studies. Sharon is a wonderful ‘fit’ both for the position of Distinguished Professor and for the School of Education.”

Joseph Berger, Chair of the Department of Educational Policy, Research, and Administration, stated, “Professor Rallis is an ideal choice for this position – she is an outstanding scholar who has produced an impressive record of teaching and research. Her work is known and respected internationally and her scholarly contributions have made a tremendous positive impact in the advancement of educational policy studies and

New Tenure Track Faculty Join the School in Fall 2005

The School of Education welcomes the following five new tenure track faculty members:

Benita J. Barnes joins the Department of Educational Policy, Research, and Administration (EPRA) as an Assistant Professor in Higher Education. She received her BA (1982), MA (Adult and Continuing Education in 1999; Measurement and Quantitative Methods in 2003), and PhD (2005) from Michigan State University (MSU). She has previously worked as a Research Associate at the Center for the Scholarship of Teaching at MSU, a Visiting Scholar/Research Associate at the Institute for Social Research at the University of Michigan, Ann Arbor, and a consultant and training coordinator for Michigan Works! Association, and provided oversight and management for six employment-training programs for the Upjohn Institute for Employment Research. She is the co-author of a book chapter currently in press on “Preparing Doctoral Students for Faculty Careers that Contribute to the Public Good” and has made scholarly presentations at the annual meetings of the American Educational Research Association and other professional organizations.

(continued on page eight)
This will be my last message to you as Dean, before Dr. Christine McCormick assumes her new position as Dean on September 1. Along with extending a warm welcome to Dr. McCormick and my greetings to you, I would like to reflect on some highlights of the past few years. While this has been a time of challenge and change for the School of Education, we are now looking at an exciting period of reinvestment, rebuilding, and growth. I am very proud to announce the appointment of Dr. Sharon F. Rallis as the first Dwight W. Allen Distinguished Professor of Education Policy and Reform. Five new tenure track faculty members also will join the School in fall 2005, in areas of critical need and expansion (see page one), in addition to the fine young faculty hired in previous years.

We have also seen a significant growth in the number of grants and contracts awarded to the School, reflecting a high level of productivity among the faculty. Many of these grants and contracts are in the crucial area of science, technology, engineering, and mathematics (STEM) education, but the faculty has also been very active in other areas such as reading, educational assessment and measurement, special education (see stories on pages three, four, and five), as well as school counseling education and language and literacy. The Centers for Educational Assessment, Education Policy, International Education, Learning, Teaching and School Change, and School Counseling Outcome Research continue to be dynamic hubs of interdisciplinary outreach.

Cutting-edge initiatives in teacher preparation have also emerged or expanded in the last few years. Building on the great success of the 180 Days in Springfield teacher preparation program, we celebrated the first year of Bridges to the Future, a year-long teacher certification and master’s degree program that offers on-site internships in rural western Massachusetts school districts.

On the Amherst campus, the Faculty Senate has approved the School’s programs and concentration structure, and we have also developed the undergraduate minor in Education. Nationally, the School has returned to the top 50 in the latest ranking compiled by U.S. News & World Reports. The School of Education was 45th in the annual ranking of schools granting doctoral degrees in education, a significant step up from the previous year.

Finally, as I look ahead to the transition to the “next generation” of the School of Education, I take this opportunity to acknowledge the fine teamwork that has made possible many of these accomplishments, and to thank the Department Chairs—Joseph B. Berger, John C. Carey, and Linda L. Griffin—and the Director of Teacher Education, Judith H. Placek, the Director of Development, Daniel Kirsch, and the Assistant to the Dean, Cynthia Hamel, as well as my many colleagues within the School and beyond. Indeed, the School’s accomplishments are a tribute to the hard work of numerous individuals, and to the leadership and support of Chancellor John Lombardi and Provost Charlena Seymour.

As Dean, I have enjoyed hearing from you and learning about your outstanding work. Please continue to maintain connections with the School. We are proud of you, and equally proud to bring you an update of our current activities, with this issue of the newsletter.

Andrew Effrat, Dean
Digital Imaging for the Classroom

New project helps K-12 teachers bring cutting edge technology into academic courses

Under the direction of Professor Allan Feldman in the department of Teacher Education and Curriculum Studies, the Pioneer Valley Science, Technology, Engineering, and Mathematics Network (PV STEMNET) has received a $50,000 grant for a new project designed to increase teachers' knowledge and use of technology in the classroom. The Teachers Implementing Imaging and Imagery for Classroom Learning project (known as TIICL) will train K-12 teachers to bring innovative imaging technology into their classrooms to support and enhance academic courses. The grant comes from the Commonwealth Information Technology Initiative (CITI) and is intended to help teachers meet the National Educational Technology Standards for Teachers.

The TIICL project will give teachers from school districts throughout western Massachusetts opportunities to increase their knowledge of computer applications and information technology, with particular emphasis on how to incorporate imaging technology into their lessons. “By imaging technology, we mean the use of some device to capture images, computer software to manipulate those images, and then, effective ways to present the images as information,” explains Allan Feldman, principal investigator of TIICL. “The project will provide teachers with the knowledge they need to use imaging technology across the curriculum and to introduce imaging technology to their students as a digital tool to increase their information technology fluency.”

Two sessions of a five-day workshop for teachers (one in the southern region of PV STEMNET, the other in the northern region) will be offered during the summer of 2005. In developing the workshops, four “lead teachers” who are already pioneers in their use of imaging technology will be identified, and their projects will serve as examples of “promising practices” in information technology. An additional 26 teachers will be recruited to participate in the summer workshop and in follow-up activities.

PV STEMNET currently consists of 17 school districts, 15 institutions of higher education and higher education institutes and centers, and 22 business and industry partners. TIICL has its headquarters at the UMass Amherst offices of PV STEMNET, under the direction of the lead partner, Allan Feldman, of the School of Education. The summer workshop will be co-taught by Professor David Gosselin (Elms College), Professor Morton Sternheim (UMass Amherst), and Mr. Doug Wilkins (Greenfield Community College). Teachers who participate in TIICL will be recruited from the PV STEMNET partner districts, which include high need districts such as Springfield and Holyoke, as well as Palmer and Greenfield. The project anticipates training 30 teachers from 20 different schools, with the potential to impact 2000 students in western Massachusetts.

For more information about PV STEMNET or TIICL, contact: Allan Feldman, (413) 545-1570 or afeldman@educ.umass.edu.
Faculty Working on Methods to Improve Reading Scores for Massachusetts Children

Professors William J. Matthews and Gary Stoner and Associate Professor John M. Hintze, faculty members in the School Psychology program in the Department of Student Development and Pupil Personnel Services (SDPPS), have been working with school administrators and teachers across the state to improve reading scores. The program is part of the federal Reading First grant, which is designed to help underperforming schools boost the reading scores of children in kindergarten through third grade.

Initial data indicate good results in four schools in Chicopee and North Adams, which are among the 51 schools statewide where the program is in place. Results measured by the Donahue Institute at UMass Amherst, show, for example, that the Stefanik Memorial Elementary School in Chicopee and the Sullivan School in North Adams are among 16 state schools where there is a significant decrease in the number of students at the warning, or lowest, level of reading proficiency. The Patrick Bowe Elementary School in Chicopee and the Brayton School in North Adams were among 10 schools where there was a significant increase in number of students at the top reading level. The data are based on MCAS results from 2002-04.

The three UMass Amherst professors, working with Chris Parker of IDEAL Consulting Services of Westport, Mass., have focused their program on training school psychologists to help teachers improve their teaching and classroom management skills to better facilitate the way children learn reading. They have spent time in the school districts on a weekly basis offering support, training, and supervision. Using best practices in reading and early literacy education, they also assist teachers in the important tasks of collecting and monitoring data as a way to measure children’s progress.

Federal Grant Awarded for Special Education Administration Training

Mary Lynn Boscardin, Associate Professor in the Department of Student Development and Pupil Personnel Services (SDPPS), has received a four-year, $781,774 federal grant to improve the training of special education administrators and researchers.

The U.S. Department of Education grant will be used to train future administrators, researchers, and policy makers to communicate special education practices that enable them to confront issues associated with creating effective learning environments for students with disabilities from diverse backgrounds. Kathryn McDermott, Associate Professor in the Department of Educational Policy, Research, and Administration (EPRA), is co-director for the project.

Each trainee participating in the project will complete practica or internships, one at the local level and another at the state or federal level. Trainees will have a comprehensive understanding of how federal and state policy interacts with local practices, government agencies, and the public schools. These experiences then will aid administrators, researchers, and policy makers in the field of special education to develop and deliver effective, evidence-based services to students with disabilities.

A $620,000 four-year award to Mary Lynn by the U.S. Department of Education, Office of Special Education Programs, preceded this grant for special education administration training. She also serves as the editor of the Journal of Special Education Leadership.

For more information, please contact Mary Lynn Boscardin at (413) 545-1193 or mbosco@educ.umass.edu.
The Center for Educational Assessment (CEA) was recently awarded four contracts to help educators at both the state and national levels improve their assessment of students and educational programs. Most recently, the CEA partnered with the Buros Center for Testing at the University of Nebraska to win a grant to conduct a comprehensive evaluation of the National Assessment of Educational Progress (NAEP), also known as “The Nation’s Report Card,” for the U.S. Department of Education. The University of Nebraska and UMass Amherst will work with educators across the country to evaluate the strengths and limitations of this program, which is currently funded at $100 million dollars per year. The NAEP project was initiated by the Kennedy administration and has produced reports on the quality of education in America since 1969. Work on the NAEP evaluation brings over $1 million to the Amherst campus over the next three years.

The CEA has a recent contract with the Massachusetts Department of Education (DOE) to develop assessments for adult basic education (ABE) programs throughout Massachusetts and to help the DOE evaluate the effectiveness of ABE programs. For this contract, CEA is working with the UMass Amherst Center for Computer Based Instructional Technology to develop tests for adults that will be delivered over the Internet. The contract for this project spans five years, with a budget of about $1.5 million.

The CEA also serves the Commonwealth through a contract with the developers of tests associated with the Massachusetts Comprehensive Assessment System (MCAS). UMass Amherst will work with Measured Progress, a not-for-profit test development company in New Hampshire, to perform quality control analyses on the test items and scores. Specifically, faculty members and researchers at the CEA will investigate item bias and evaluate the procedures used to ensure the test results from year to year remain on a common scale. This last activity is critical for measuring students’ progress as well as the degree to which Massachusetts educational reform is meeting its goals.

The fourth major contract awarded to the CEA comes from the All Kinds of Minds Institute in Chapel Hill, North Carolina. This Institute developed a comprehensive teacher training program designed to help teachers teach students to “learn about learning.” The program is designed to help teachers mainstream special education students into the classroom, and has currently been widely adopted in Oklahoma, North Carolina, and New York City. This contract spans a three-year period and is funded at approximately $600,000.

Commenting on the CEA’s recent success, Ronald K. Hambleton, Distinguished University Professor and Executive Director of the CEA, stated: “I have enjoyed tremendously my work at the University of Massachusetts Amherst for almost 35 years, but I have never been more proud than I am today of my colleagues, staff, and students, and the research and service they are providing through the Center for Educational Assessment. All of the Center’s research initiatives involve complex modeling and analyses of data and the use of up-to-date technology. I am convinced the CEA is meeting the needs of educational reform in this country, is providing an environment for faculty members to be productive and influence educational policies, and creating an atmosphere for our graduate students to develop the skills they will need to become productive members of our profession.”

The Center for Educational Assessment is directed by Professors Ronald K. Hambleton, Stephen Sireci, Lisa Keller, and Craig Wells, and by Senior Research Fellow April Zenisky. For further information on CEA activities, please contact Professor Sireci at sireci@acad.umass.edu or at (413) 545-0564.
Honors, Recognition, & Awards for Education Faculty

Theresa Austin, Associate Professor in the Department of Teacher Education and Curriculum Studies (TECS), has been invited to join the Papalia Award for Excellence in Teacher Education Selection Committee, the awards granted by the American Council on the Teaching of Foreign Languages to outstanding researchers and contributors to foreign language education. Theresa is also a member of the Education Statistics Services Institute’s Early Childhood Longitudinal Study-K: Middle and High School Years’ working group and a member of the TESOL [Teaching English for Speakers of Other Languages] Action Research Award Selection Committee.

Maria J. Botelho, Lecturer, and Professor Masha K. Rudman, both in TECS, presented “Shock of Hair: Hair as a Cultural Theme in Children’s Literature” at the 2005 Annual Conference of the New England Educational Research Organization in Northampton, MA.

Linda Griffin, Professor and Chair of TECS, received the 2005 Council on Professional Preparation in Physical Education (COPPPE) Physical Education Teacher Education Award for her outstanding contributions related to Teaching Games for Understanding (TGGU) and the curriculum innovation of a tactical approach to games education. The award was presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention in Chicago on April 14, 2005. Citing Linda’s work with colleagues Steve Mitchell and Judith Oslin, COPPPE stated: “…through your publications and presentations, [you] have brought understanding of the tactical games approach and the TGFU model to Physical Education Teacher Education (PETE). The tactical games approach has been integrated into most PETE programs and has changed the way teachers are prepared and teach physical education.” Linda is co-editor of a new book with J. I. Butler, Teaching Games for Understanding: Theory, Research and Practice (Champaign, IL: Human Kinetics, 2004), in which she has also authored a chapter.

Ronald K. Hambleton has received the E.F. Lindquist Award, presented by the American Educational Research Association (AERA) and ACT, Inc., recognizing outstanding achievement in applied or theoretical research in the field of testing and measurement. The award was presented on April 13, 2005 at AERA’s 86th Annual Meeting, in Montreal. The AERA’s citation noted, “For nearly four decades, Professor Hambleton’s research and publications on measurement theory and practice have helped shape the field of educational measurement and psychometrics. He has made pioneering contributions in criterion-referenced measurement, item response theory, and standard setting.” Ron is a Distinguished University Professor and a member of the Department of Educational Policy, Research, and Administration (EPRA).

Kathryn McDermott has two new publications. In the current issue of Educational Policy, which is also the Yearbook of the Politics of Education Association, her article is entitled “In MINT Condition? The Politics of Alternative Certification and Pay Incentives for Teachers in Massachusetts.” Another article, “Incentives, Capacity, and Implementation: Evidence from Massachusetts Education Reform,” will be published in the Journal of Public Administration Research and Theory. Katie recently received tenure and was promoted to Associate Professor in EPRA. She also serves as Associate Director of the Center for Educational Policy.

Portia Elliott, Professor in TECS and an alumna (EdD 1973) of the School of Education, received the Distinguished Faculty Member Award from the UMass Amherst Alumni Association. The award, presented on April 13, 2005 at the State House in Boston, celebrates Portia’s 30 years of exemplary scholarship and service to the School of Education, the Amherst campus, and the field of mathematics education. Portia was also honored at the closing ceremony of the National Council of Teachers of Mathematics (NCTM) 83rd Annual Meeting, “Embracing Mathematical Diversity,” held April 6-9, 2005, for her work as General Editor of the 67th (2005) Yearbook. Professor Emeritus William Masalski (EdD 1970), who served as Issue Editor of the 2005 Yearbook, was also honored at this event. The yearbook, entitled “Technology-Supported Mathematics Learning Environments,” is a milestone in NCTM yearbooks: the first to be in full color and the first with an accompanying CD.

Kathryn McDermott has two new publications. In the current issue of Educational Policy, which is also the Yearbook of the Politics of Education Association, her article is entitled “In MINT Condition? The Politics of Alternative Certification and Pay Incentives for Teachers in Massachusetts.” Another article, “Incentives, Capacity, and Implementation: Evidence from Massachusetts Education Reform,” will be published in the Journal of Public Administration Research and Theory. Katie recently received tenure and was promoted to Associate Professor in EPRA. She also serves as Associate Director of the Center for Educational Policy.
Sonia Nieto, Professor in TECS, was named 2005 Outstanding Educator in the English Language Arts by the National Council of Teachers of English (NCTE). The award recognizes distinguished educators who have made outstanding contributions to the field of language arts in elementary education, and was presented at the NCTE Annual Convention in Pittsburgh, on November 17, 2004. Sonia has also been busy with a series of invited lectures. In November 2004, she delivered the 29th Annual Robert and Augusta Finkelstein Memorial Lecture at the University of Rhode Island and also spoke in The President’s Distinguished Lecture Series, at the University of Vermont, in Burlington. With Boston Public School teachers, she did a presentation at the International Summit for Leadership in Education: Integrity and Interdependence, co-sponsored by Boston College and the UK National College for School Leadership.

Professor Jerri Willett and Assistant Professor Patricia Cahill Paugh, both in TECS, have received a Teacher Quality Grant from the Massachusetts Board of Higher Education entitled “Developing Embedded Professional Practices for Meeting the Literacy Needs of English Language Learners.” It is a three-year grant to work with administrators and teachers on professional development focused on the reading, writing, and language needs of English Language Learners. Jason Ranker and Margaret Gebhard, Assistant Professors in TECS, will also work on the project. A collaborative effort, the project involves the ACCELA Project, UMass/Springfield Public Schools Project LEAD, and the Springfield Public Schools Office of English Language Learners. Pat Paugh has also been elected the new Massachusetts Representative of the New England Educational Research Organization (NEERO), following in the footsteps of colleague Clement Seldin, Professor in TECS. After 14 years on the NEERO Board of Directors as Massachusetts Representative, Clem resigned from the Board and was presented with the Distinguished Service Award at the annual conference held April 27-29 in Northampton, MA.

Ernest Washington, Professor in TECS, was a Visiting Scholar at the Institute for Urban and Minority Education at Teachers College of Columbia University. Ernie was featured as part of the 2004-05 Mellon Scholars Colloquium Series on “Ethics, Morality and Pedagogy” held January 26-27, 2005, where he gave a talk entitled “Improving the Graduation Rates of African American Male Athletes at a Division 1A University: Moral and Cognitive Considerations.”

Clement Receives National Award for Research in Science Teaching

Professor John Clement, of the Mathematics and Science Education concentration in the Department of Teacher Education and Curriculum Studies (TECS), has received the Distinguished Contributions to Science Education Through Research Award from the National Association for Research in Science Teaching (NARST). The award, announced on April 7, is granted to an individual who has made a continuing contribution, provided notable leadership, and had substantial impact on science education through research sustained over a period of at least 20 years.

Dean Andrew Effrat stated, “This prestigious award represents the highest recognition that NARST can bestow for contributions to the field of science education through exemplary, high quality research. It is a very significant honor for John and an important acknowledgment of his work.”

One of John’s contributions was to uncover learning difficulties experienced by science students. He found that students who could solve problems using complicated formulas sometimes did extremely poorly on very basic qualitative problems. Their responses revealed that these students tended to hold “alternative conceptions” that are opposed to what scientists have found to be true, for example, the incorrect idea that a heavy object falls more rapidly in a vacuum than a light object. He also uncovered a considerable number of positive intuitions students possess that are in agreement with scientific theory and that can be used as starting points for instruction. By using experiments and classroom discussions to first draw out and then contrast these two kinds of beliefs, science teachers can promote students’ thinking and inquiry skills as well as their deeper understanding of science topics.

In discussing his research, John Clement explained, “This basic research on students’ learning difficulties in science education has led to the development of curricula that are now being used by thousands of teachers, underlining the importance of the long term effects of research for changing practices in the field.”
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**Sally Campbell** joins the faculty as an Assistant Professor in Teacher Education, School Change, and Program Evaluation in the Department of Teacher Education and Curriculum Studies (TECS). She received her BA (1996) from Grinnell College, and her MA (1998) and PhD (2005) from the University of Colorado at Boulder (UCB), where she was named as the 2005 Outstanding Doctoral Graduate. Other awards include the 2004 Scottish Educational Research Association Capacity Building Award and the 2003 Graduate School Teaching Excellence Award from UCB. Sally worked with the undergraduate leadership and service-learning program at UCB, and has taught at the elementary, middle school, and university level. She is the Assistant Editor of the *Review of Educational Research* and lead Research Associate for the UC site of the Center for Personnel Studies in Special Education Beginning Teacher Quality Study. Her research interests include issues of how to represent research findings in mixed-method and qualitative studies and evaluations and the nature of teacher participation in their work and construction of teachers’ identity.

**Claire E. Hamilton** is joining TECS as an Associate Professor in Elementary and Early Childhood Education. She was previously an Associate Professor in Elementary Education at the University of Georgia. Claire received her BA (1981) and MEd (1986) from UMass Amherst. She earned her PhD (1994) from the University of California at Los Angeles. From 1993-94, she was a Research Fellow in the Department of Psychology at the University of North Wales (UK), working on the European Childcare Project to gather data, forge partnerships among training institutions, and develop childcare teacher training materials with a cross-national perspective. In 1994, she joined the Department of Elementary Education at the University of Georgia to work with the Pre-kindergarten through Second Grade Emphasis, a collaboration between Child and Family Development, Elementary Education, and Special Education. Her research focuses on the social context of early learning.

**Jacqueline “Jacqi” Mosselson** will be an Assistant Professor in International Education in EPRA. She was previously an Assistant Professor in the Department of Educational Foundations at Montclair State University and also served as an adjunct Assistant Professor at Teachers College, Columbia University. Her international experience includes quantitative and qualitative evaluation of Afghan refugee school programs in Pakistan for the International Rescue Committee, serving as a consultant in the Republic of Georgia regarding water and sanitation needs of refugees, and serving as a consultant for the United Nations Children’s Fund (UNICEF) in Ulaanbaatar, Mongolia. Jacqi received her BA (1994) from Tufts University, and her MIA (1997), MEd/MPh (2000), and PhD, with distinction (2002) from Columbia University. Her dissertation focused on experiences of Bosnian adolescent female refugees.

**Florence Sullivan** joins the faculty as an Assistant Professor working in the Education Technology program concentration and across the teacher education programs within TECS. Florence received her BA (1995) from the New College of California, MA (1999) from San Francisco State, and EdM (2001) and PhD (2005) from Teachers College of Columbia University. Her previous teaching includes work as an Instructor in the Department of Math, Science and Technology at Teachers College and Instructor in the Department of Elementary and Early Childhood Education at Queens College, The City University of New York. She has been a consultant on instructional design and E-learning, in Caracas and Budapest. Florence has also worked as a Multi-media and Course Developer for the Distance Learning Project at Teachers College and as an Educational Technologist for the Columbia Center for New Media Teaching and Learning.
Student Honors and Awards

Doctoral candidate Marlina Duncan was selected to participate in the American Educational Research Association (AERA) Division K Graduate Student Seminar held during the annual AERA conference in Montreal in April 2005. Thirty doctoral candidates doing research in teacher education and teaching, from all over the country, were accepted in the two-day seminar, along with five experienced researchers. Marlina is currently enrolled in the Teacher Education and School Improvement program in the Department of Teacher Education and Curriculum Studies (TECS), working with Professor Allan Feldman as her advisor.

Two students involved in the Tutoring Enrichment Assistance Models with Schools (TEAMS) project received Chancellor’s Outstanding Community Service Awards in May 2005. These awards recognize UMass Amherst faculty, staff, students, and local non-profit leaders who have demonstrated exceptional dedication to community service. Radely Sallant coordinated a tutoring site, helped to teach a course (Tutoring in the Schools), and worked to plan and deliver workshops and classes on tutoring strategies. She has also been a classroom tutor at the Mark’s Meadow School in Amherst. Sarah Scott’s ability to teach others about the role of a tutor and her willingness to work long hours helped TEAMS tutors go out to schools better prepared to help younger students learn and succeed. Sarah’s commitment to multicultural education has also been a central part of her leadership. TEAMS is a community service learning project started by Robert W. Maloy, faculty member in TECS, in 1984.

At the New England Educational Research Organization (NEERO) conference, held in April 2005, Cinzia Pica received the prestigious John Schmitt Award for Outstanding Research by a graduate student. Cinzia is a doctoral student in Child and Family Studies in TECS. Her research paper is titled Crossing Color Lines: A Developmental Investigation of Cross-race and Same-race Perceptions of Friendship in Kindergarten and Fourth Grade.

Talib Sadiq, a student in the School Counseling Education program in the Department of Student Development and Pupil Personnel Services (SDPPS), has received the inaugural American School Counselor Association (ASCA) Foundation Scholarship. Talib was one of 10 students selected to receive this high honor and national recognition. This scholarship was initiated to help future school counselors fulfill their educational goals and to strengthen the future of the profession.

In Memoriam: Donald E. Hall

Former faculty member Donald E. Hall, age 90, of Bremen, Maine, died Oct. 11, 2004, following a brief illness at Miles Hospital in Damariscotta. He was born April 4, 1914, in Appleton, the youngest child of Leslie J. and Alice (Wentworth) Hall.

He graduated from Appleton High School in 1931, and served in the Civilian Conservation Corps in Patten in 1933. He attended Iowa State University, 1934-35, and began his long teaching career in a one-room schoolhouse in Chester. In subsequent years he taught in Rangeley, Waterville, Southboro, Massachusetts, and Petersburg, Alaska. He earned master and doctor of education degrees from Boston University. From 1952 to 1981 he taught at the college level, first at Boston University, then at University of Massachusetts Amherst School of Education. He was also a tenured professor at Castleton State College in Vermont, where he developed the first graduate-level program for teacher education in the Vermont state college system. In later years he taught summer sessions at the University of Maine at Augusta. He is loved and remembered by many friends and former students for his lively wit, generosity of spirit, zest for living, and his fondness for storytelling.

He is survived by his wife, Nancy Terrell Hall; three children, MarianAlice Mally Moody of Oxford, AL, Donald E. Hall II, of Mount Desert Island, ME, and Janice Hall Fields, of Belchertown, MA; four grandchildren and seven great-grandchildren.
Evan S. Dobelle (MEd 1970; EdD 1987) is back home in Massachusetts to run the New England Board of Higher Education (NEBHE). NEBHE was founded in the 1950s as a cooperative among the public colleges in New England, to fill classrooms, share facilities and give students a break on tuition. Private colleges have also joined in the NEBHE, and plans suggest even greater expansion.

In an interview published in the Berkshire Eagle, Evan defined Education as the biggest industry in New England, and one that could potentially play an even larger economic role in the region. “Universities in Asia will in the next 10 years produce more highly-trained English-speaking graduates than there are people in the United States today, said Dobelle, and New England colleges should be angling for a share of that market. They should be building classrooms and opening new campuses and most of all developing their brand identity to compete in the global marketplace. And if the new president of NEBHE has anything to say about it, that’s what they’ll do.”

Harry Morgan (EdD 1971) has a new book, Real Learning: A Bridge to Cognitive Neuroscience (Rowman and Littlefield Publishing Group, 2004), about the contributions of cognitive neuroscience to teaching and learning initiatives. The book integrates the ideas of the major theorists and focuses on the significant domains of neuroscience (experience, attention, perception, knowledge, acquisition, memory, and retrieval) relationships to information processing. Explanatory vignettes are inserted throughout the text to provide practical examples of how learners acquire, organize, and use knowledge.


R. James Steffen (EdD 1973) has published a new book entitled Make Every Moment Count: How to get the most from your business and personal life and make both a celebration. Jim’s latest book contains a foreword by Ken Blanchard, author of One Minute Manager, who writes: “I’ve always believed that life is a very special occasion … and special occasions are meant to be celebrated! Yet the pressures of life often leave us feeling too stressed to enjoy each day—let alone celebrate each moment. This book can change that....”

Jim is the President and Founder of Steffen, Steffen & Associates (SSA), a consulting/training firm that has been helping companies create and maintain very satisfied customers for over 20 years. SSA has worked with many Fortune 500 companies across a broad array of industries. Prior to founding SSA in 1974, Jim was recognized internationally as an expert in time management, leadership, productivity, and quality improvement. He personally developed a wide range of products in these areas, which he keeps “at the cutting edge.” The author of several books, he is a frequent speaker to groups around the country. He has conducted workshops for the International Quality & Productivity Center and the American Marketing Association, and has been a featured speaker at the Association for Services Management International (AFSMI).

Janet S. Owens (EdD 1975), is currently the County Executive in Ann Arundel County, MD, now more than halfway through her second and final term in the county’s top political office. She previously served as Director of the Anne Arundel County Housing Authority and Director of the Department of Aging. In 1990, she was elected as an Orphans’ Court
Joyce Kauffman Honored for 30 Years of Activism

Joyce Kauffman (BS 1971) is a family law attorney and community activist. In recognition of her more than 30 years of advocacy, education, and support, she received the fourth annual (2004) Fisher Davenport Award for Outstanding Contributions to Our Families, named in honor of Family Week founders Tim Fisher and Scott Davenport and presented by Family Pride and Children of Lesbians and Gays Everywhere (COLAGE). The award was presented during the Family Pride Coalition’s ninth annual Family Week in Provincetown, MA, held July 31-August 6, 2004.

As a family law attorney, one of her early legal triumphs was helping to secure second-parent adoptions in Massachusetts in 1993. She serves as chair of the Family Law section of the Massachusetts Lesbian and Gay Bar Association (MLGBA) and is the former co-chair of the MLGBA Board of Directors. As chair of the MLGBA Family Law Section, Joyce has been a key player in public information efforts around the historic Goodridge decision, in which the Massachusetts Supreme Judicial Court ruled that same-sex couples could no longer be barred from the rights and responsibilities of marriage in Massachusetts.

In 1978, Joyce was part of the small group that organized the first Lesbian Mother’s Day celebration in Boston. In addition, she was on the organizing committee that planned the first Lesbian Mothers Conference in Boston, “Children In Our Lives,” which was attended by over 800 people. She also is a founding member of the Cambridge Lavender Alliance/Parents, Teachers and Allies (CLA/PTA) group.

“Joyce Kauffman’s history of advocacy, education and support for the LGBT [Lesbian, Gay, Bisexual, Transgender] parenting community spans decades in our movement for equality,” said Aimee Gelnaw, Executive Director of the Family Pride Coalition. “In both local and national arenas, she has spoken out and defended our rights as individuals and couples creating families. She has been a pioneer and mentor to many of us and has provided a model of true commitment to equality.”

Lisa Irish (MEd 1979) received her MA in Theology from St. Bernard’s Institute in Rochester, NY in 1992. After 10 years of teaching theology and working as Campus Minister at the high school and college level, she began training as a Chaplain in New Haven, CT. Lisa has been recommended for certification to the National Association of Catholic Chaplains.

development.

Karen Goldberg Binette (BS 1974) reports that she taught Physical Education for 10 years in Framingham, MA, and then was a Regional Manager for World Book Encyclopedia for 18 years. Her last eight years were spent in Scottsdale, AZ, and she has recently moved south to Boynton Beach, FL, where she is fundraising for DYSTONIA. Karen recently returned to the Amherst campus so her daughter, a junior in high school, could consider UMass Amherst as she looks ahead to her college applications.

Arthur P. Ciaramicoli (EdD 1976) has recently published his third book, Performance Addiction: The Dangerous New Syndrome and How to Stop It from Ruining Your Life (Wiley). He writes that readers can read the first chapter and take the Performance Addiction quiz on the publisher’s web site( <http://www.wiley.com>) by punching in Performance Addiction. In the book, Arthur defines Performance Addiction as the belief that perfecting appearance and achieving status will secure love, respect, and happiness. “It is an irrational belief system that is hardwired early in life and reinforced by cultural expectations, especially American cultural expectations.” He has appeared on Good Morning America Weekend, CNN, The O’Reilly Report, and many national radio programs.

Robert F. Schilling Jr. (MEd 1976) is now teaching computing, both in the classroom and online, at Greenfield Community College (GCC) in Greenfield, MA. His first teaching job was at Greenfield Junior High School, now the middle school, in special education. Faced with a large amount of paperwork, he realized computers could help him handle it all. From that came his realization that computers could also have direct application in the classroom and now, every one of his courses at GCC has an online component.
exercises for brain revitalization. Lynn explains that the program has been successful for people who have been diagnosed with early stage Alzheimer’s disease and people who are experiencing other age-related memory losses. Visit www.serpermethod.com for more information.

“I’ve flunked retirement,” confesses Irene Starr (MEd 1986). Since retiring [or failing to retire] from UMass Amherst in 2002, Irene has taught community college mathematics courses for two years and is now the Project Manager at the Science, Technology, Engineering, and Mathematics (STEM) Education Institute at the University of Massachusetts Amherst, which offers several programs to improve science and mathematics education, with the support of state and federal funding.

Marie Cora (BA 1987; MEd 1989) is an independent consultant in Adult Basic Education (ABE). Her background includes directing training and support programs for literacy program volunteer teachers in areas of English for Speakers of Other Languages (ESOL) and ABE, and developing collaborative non-traditional educational programming with local social service providers. Since 2000, she has provided staff development at the Massachusetts state level in the areas of learner assessment and test administration. Her present clients include the National Institute for Literacy LINCS Project, Coordinator of Assessment Special Collection/Assessment Listserv Moderator; the Massachusetts Department of Education, Adult and Community Learning Services; the System of Adult Basic Education Support, Mass. ABE Professional Development; and the Brown University TEFL [Teaching English as a Foreign Language] Teacher Preparation Program.

1980s

Lynn Lazarus Serper (MEd 1982; EdD 1995), with Dale Koppel, has published Brainstorming: The Serper Method of Brain Recovery, Regrowth, and Vitality, a book about her experience of recovery and rehabilitation following a cerebral stroke. Lynn’s story is both incredible and inspirational. The day after surgery for a brain aneurysm, she suffered a cerebral stroke and remained in a coma for three weeks. Doctors told her that she would never recover from the stroke that left her unable to speak, understand, remember, read or write. She proved them wrong, however, by rehabilitating herself and writing a book about the techniques she developed, not only to inspire others, but also to teach people who have suffered a stroke or other cerebral trauma how to rehabilitate their brains through her method. The Serper Method is a cognitive rehabilitation program that uses personal interests and everyday activities to motivate
Veda Andrus (EdD 1991) received the 2004 Holistic Nurse of the Year award from the American Holistic Nurses’ Association (AHNA) in Scottsdale, AZ, recognizing her 20 years of contributions as a holistic nursing educator and her service as President (1991-1993) and International Director (1993-1995) of the AHNA. She is Senior Educator and Consultant for The BirchTree Center for Healthcare Transformation, in Florence, MA.


Robert “Bob” E. Bardwell (MEd 1993) has been elected president of the Massachusetts School Counselors Association (MASCA). Currently, he is the Director of Guidance in the Monson (MA) Schools. An alumnus of the School Counselor Education Program, he is a member of the UMass Amherst School Counseling Advisory Board. He is helping to create a web-based course starting this fall called “Counseling the College Bound Student.”

Daniel Cantor Yalowitz (EdD 1995) is the Dean of the School of Humanities at Middlesex Community College (with campuses in Bedford and Lowell, MA). He began his new position in August 2004, and reports that his experience as dean has been “highly educational, stimulating, and challenging.” Daniel is enjoying the spirit and energy of working in Massachusetts’ largest community college and working with diverse groups of students, faculty, and staff. He facilitates trainings and workshops on play, communication skills, conflict response/resolution, creativity, and the Myers-Briggs Type Indicator (MBTI) to educational and human services organizations across the U.S., and reports that his international choral trip during the summer of 2004 through Russia, Estonia, and Finland was an incredibly enriching experience. He continues to teach graduate courses in Intergroup/Intercultural Conflict Resolution in Israel through Lesley University in Cambridge, MA.

Shamek-Imin Rachmann Weddle (M.Ed. 1998) was commissioned to create a painting of the Old Chapel at UMass Amherst that was presented to entertainer Bill Cosby (MEd 1972; EdD 1976) as part of the Homecoming 2004 celebrations. The painting represents Shamek’s second commission from the Amherst campus. In 1998, he was asked to produce a mural in the UMass Amherst Murray D. Lincoln Campus Center for Betty S. Shabazz (EdD 1975). His paintings have been displayed in New York, as part of the “Black Romantic” show at the Studio Museum in Harlem, and also in Japan, Greenfield, MA, and Grand Rapids, MI. Shamek is an art teacher at the Bement School in Deerfield, MA, a private coeducational day and boarding school for kindergarten through ninth-grade students.

Darwin Prioleau (EdD 1999) has taken a new position as Chair of the Department of Dance at the State University of New York at Brockport.

2000s

Cellastine Bailey (EdD 2000) continues to teach on the elementary level at Rebecca Mae Johnson School in Springfield, MA, and is now in her 20th year in the Springfield Public School System. In the course of these two decades, Cellastine has received a series of awards recognizing her outstanding work in the classroom. In 2002, she was awarded the Springfield Chamber of Commerce Distinguished Teacher Award. In 2003, she was a Massachusetts Teacher of the Year Finalist, and in this past school season, she was awarded the Harold Grinspoon Teacher of Excellence Award. Since leaving the School of Education, she has become an Intel Teach to the Future Master Teacher. In this program she has been trained to instruct other teachers in various ways to use the Intel and Microsoft technology in their classroom curriculum. Cellastine is currently a Senior Professor on staff at Cambridge College in Springfield, MA, where she teaches multidisciplinary subjects in both the undergraduate and graduate programs.

Lori Mestre (EdD 2000) and her husband, Jose, have accepted positions at the University of Illinois, Urbana Champaign. For many faculty and students in the School of Education, Lori’s name was synonymous with the word “library,” as she was a valuable...
resource and unfailingly helpful in her role as the Head of Research and Instructional Services in the W.E.B. Du Bois Library on the UMass Amherst campus. She writes, “I cherish my years of connection with the School of Education as Education Reference Librarian, doctoral student, and colleague on campus committees.”

Sally Masters (CAGS 2002) received the Western Massachusetts Counselor Association (WMCA) Rising Star Award for her contributions to the field of school counseling and her commitment to the profession. Sally received this award on March 31, 2005 at the WMCA meeting held at UMass Amherst. She is currently the Guidance Coordinator for Hampshire Regional High School.

Debra Hoenigke (BA magna cum laude 2002, MEd 2004), a first-year English teacher at South Hadley High School, was one of three teachers in South Hadley, MA honored in May 2005 with Grinspoon Awards for Excellence in Education, granted to foster excellence and to encourage teachers to remain in the field. Harold Grinspoon, who created the awards, is the founder and President of Aspen Square Management, a national real estate company based in West Springfield. The awards are given out annually to teachers in public, private, and charter schools in Hampshire, Hampden and Franklin Counties and in the Springfield Diocese, through their individual school districts.

Please remember to share the good news!

We want to know about your current activities, accomplishments, and awards.

News jobs, New addresses? That’s also a good way to keep in touch.

Please send news to Laura Holland:

LJH@educ.umass.edu

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Alumnae Obituaries

Kirsti “Kitty” (Virkhaus) Kjeldsen (MS 1972) of West Ossipee, NH, a former Women’s Physical Education teacher and the University of Massachusetts Amherst’s first women’s gymnastics coach, died Dec. 27, 2004 of cancer at the age of 74. Born in Estonia, she immigrated with her family to the United States, settling in Fort Lauderdale, FL. After coaching women’s gymnastics at the high school level and organizing the first clinic for gymnasts, coaches, and judges in the Northeast, she joined the UMass Amherst Women’s Physical Education Department in 1962. She taught in the department until 1974 and also served as a graduate teaching assistant from 1975-79. She established the campus’s women’s gymnastics program and brought it to national prominence as her team finished fourth in the U.S. in 1968 and first in country in 1972. Kitty was an international gymnastics judge when there were only 15 in the country, and was the founding president of the Women’s National Gymnastics Judges Association.

Leslie A. Shaw (BA 1979; MEd 1988; EdD 1998) of Oro Grande, CA, died May 17, 2005 at age 57. She was born in Evansville, IN, and raised in Colrain, MA. She married Gary F. Shaw in 1968. The couple lived in Turners Falls, where they raised their two children, Beth and Eric. They moved to California in 2002. Leslie worked at the Franklin County Technical School from 1980 until her retirement in 2002. At the time of her death, she was employed by the Barstow Unified School District in Barstow, CA, as a reading specialist for grades 9-12. Recognized as a dedicated and gifted educator and researcher, Leslie’s love of knowledge touched many people.
Joseph W. Keilty was an alumnus of the School of Education, graduating in 1973 with an individualized concentration in organizational behavior. After his death in 1996, his wife, Alma, decided to celebrate Joe’s life and his passion for learning by establishing the Joseph W. Keilty Memorial Scholarship Fund in the School of Education. For the past several years, this scholarship fund has provided valuable financial support to many graduate students in the School of Education.

Endowed scholarships such as the Joseph W. Keilty Memorial Scholarship Fund offer a permanent way to honor a special person in your life while supporting the next generation of professional educators at UMass Amherst. Endowed funds are invested in perpetuity with annual investment income used to support the studies of one or more outstanding School of Education students.

Donors may designate their scholarship to benefit students in a favorite program of study or for deserving recipients across the School of Education. Scholarship donors may also choose to name their endowed fund in honor of a family member, a favorite teacher from childhood, or a personally inspirational member of the School of Education faculty.

And now, pending the availability of state funds, your endowment gift may be increased by 50% through the Massachusetts Public Higher Education Endowment Incentive Program.

For more information on endowed funds or other giving opportunities at the School of Education, please contact Judith Lebold at 413-545-1112 or jlebold@admin.umass.edu.

**Clockwise from top left:**
- **Tessa Avery** enrolled in Bridges to the Future, the new teacher education and community service partnership with high-need rural school districts in our area. She plans to be a social studies teacher at the middle or high school level;
- **Loren Lauffer** enrolled in the school counselor program and received her MEd in May 2005. She plans to become a guidance counselor at the high school level;
- **Mary Kennedy** is in the 180 Days in Springfield Program, a year-long program that partners students pursuing their MEd degrees with teachers in an urban classroom setting;
- **Kerri Harford** enrolled in the Collaborative Teacher Education Program, and plans to be an elementary school teacher in an urban school setting; and
- **Julie Ann Hall** is working toward her MEd in the program for school counselors. She hopes to be a counselor for elementary school students.
evaluation, educational leadership and reform, and equity issues in education.”

Sharon previously served as Professor of Educational Leadership at the Neag School of Education at the University of Connecticut, Storrs, where she taught graduate level courses on inquiry, policy, and qualitative research and advised graduate students. She was a Lecturer in Education (1996-98) at the Harvard University Graduate School of Education, where she taught qualitative research courses and advised doctoral students. Before that, she was Program Coordinator for the Regional Laboratory for Educational Improvement of the Northeast and Islands (1993-96). Here, in efforts concentrated on both urban and rural schools with large numbers of at-risk youth, she directed a multi-phased technical assistance and action research initiative to promote learner centered transformations in schools. Her prior experience also includes serving as Associate Professor of Education in the Department of Educational Leadership in Peabody College at Vanderbilt University, Senior Research Associate at the Center for Evaluation and Research and Instructor, Foundations, Administration and Curriculum Development at Rhode Island College, as well as Field Supervisor of Student Teachers, a Program Development Specialist and Field-based Instructor for the Rhode Island College/Pawtucket Teacher Corps, counselor in a Title I program for emotionally disturbed youth in Massachusetts, and classroom teacher in Texas and in several Massachusetts public schools.

The Dwight W. Allen Distinguished Professorship in Education Policy and Reform, the first endowed professorship in the School of Education, was created through the generosity of Steven M. Gluckstern (EdD 1974). The professorship honors Dwight W. Allen, who served as Dean of the School of Education from 1968 to 1975, an era of rapid expansion and outstanding innovative activity for the School. Alumnus Steven Gluckstern, who also received an honorary Doctor of Humane Letters (LHD) in 2003, is the founder and general partner of Azimuth Alternative Assets LLC. Steve is the son of Dr. Robert L. Gluckstern, Provost at UMass Amherst from 1969-75, and alumna Dr. Norma B. Gluckstern (MEd 1968; EdD 1972).