Greetings from the Dean

I am delighted to have this opportunity to bring you some information about the current state of the School of Education. Linda Griffin is now Associate Dean for Academic Affairs. As Linda takes on these new duties, Allan Feldman has agreed to serve as Interim Chair of the Department of Teacher Education and Curriculum Studies (TECS). While Joseph B. Berger is on sabbatical in Spring 2006, Gretchen Rossman is Acting Chair of the Department of Educational Policy, Research and Administration (EPRA), and John C. Carey continues as Interim Chair of the Department of Student Development and Pupil Personnel Services (SDPPS).

The School’s faculty are working with a population of nearly 1,000 graduate students and over 100 undergraduate minors in Education. The interdisciplinary Centers for Educational Assessment, Education Policy, International Education, and School Counseling Outcome Research are thriving, and a fifth center (the Center for Learning, Teaching, and School Change) is under consideration. And the School’s research expenditures virtually doubled from 2003 to 2005, from $2.7 million to $5.3 million—a very impressive rate of growth.

This leads me to mention the School’s opportunities for expansion and growth under the Chancellor’s "Amherst 250" Plan, which has the goal of bringing 250 new faculty members to the campus. This year, the Provost’s Office used teaching productivity benchmarks to inform allocation decisions and, as a result, granted additional monies to the School of Education to help fund new tenure-track faculty positions. We currently have 54 tenure-track faculty and are now conducting searches in the areas of Educational Administration, Mathematics Education, Special Education, and Educational Technology. Growth in these areas fits well with our preparations for the upcoming review by the National Council for Accreditation of Teacher Education (NCATE) in 2008 and our emphasis on measurable success.

And finally, I would like to note that while the School is on the move, I will be too, traveling around the country to attend professional meetings and meet with alumnae/ni. I will be at the American Educational Research Association (AERA) annual meeting in San Francisco from April 7-11, and look forward to seeing many of you at the School of Education Reception (please check our web site for exact date, time, and location) at the conference. I will also attend meetings of the American Association of Colleges of Teacher Education (AACTE) in San Diego, the Commonwealth Education Deans Council (CEDC) typically held in Worcester, and the New England Land Grant Universities (NELGU) typically held in New Hampshire. I have enjoyed meeting the faculty, students, and staff of the School of Education during my first semester as Dean—and I welcome opportunities to meet with alumnae/ni as well. Your activities once you leave the School are of great interest to us, and I urge you to continue to keep in touch.

Christine B. McCormick, Dean
The STEM Education Institute and the School of Education have received a grant of $200,000 from the National Science Foundation (NSF) to hold a national conference on alternative teacher certification. The conference, entitled Science, Technology, Engineering and Math—Alternative Certification for Teachers (STEM-ACT), will be held in Washington, DC during May 2006 and will focus on alternative certification programs for the preparation of science teachers. The overall purpose is to identify key issues relating to the alternative certification of science teachers as a basis for developing a more systematic approach to the study of these efforts. In particular, the conference asks, “What do we know and what more do we need to know to incorporate the results of more than 30 years of research on science teaching and learning into alternative certification programs?” Principal investigators are Professor Morton M. Sternheim, Director of the STEM Education Institute, and Professors Allan Feldman and Joseph B. Berger of the School of Education.

“The conference provides an opportunity to bring together experts from around the country for constructive dialogue about the current state of knowledge regarding the impact and effectiveness of alternative teacher education in science,” explains Professor Feldman.

More specifically, the conference aims to:

* provide an overview of existing policy on alternative certification of middle and high school science teachers in the U.S.,
* begin a synthesis of existing research about the needs, methods and outcomes of alternative certification for science teachers,
* take an in-depth look at existing programs and models of alternative certification programs, and
* identify an agenda for further research.

Professor Sternheim notes that, “The intellectual merit of the conference is that it will provide a forum for the exploration of what is known about alternative routes of certification for science teachers and help identify an agenda for future research.”

Conference organizers hope to help define an impact on policy as well as practice in the crucial area of preparing science teachers. Professor Berger states: “By bringing together experts in science education, teacher education, and educational policy with educational administrators and policy makers, the conference will help to shape the national conversation on the pros and cons of alternative and traditional certification programs for teachers of science. The conference is designed to have positive effects on the development, implementation, and evaluation of alternative certification programs for science teachers.”

For more information, contact: Allan Feldman, afeldman@educ.umass.edu, (413) 545-1570.
On October 5 and 6, 2005, the Center for International Education (CIE) hosted a two-day workshop for ten Afghan literacy trainers from Kabul and several of the provinces, to present effective literacy training methodologies and pedagogies, as well as to engage the trainers in hands-on simulations of activities.

The workshop facilitators, drawn from CIE’s faculty, graduate students, and field project team members, conducted five sessions addressing key issues of literacy education, as well as CIE’s experience in Afghanistan working with faculty at the Kabul Education University (KEU), and in women’s and girls’ grassroots literacy programs through the Learning for Life Project. The ten participants were all experienced trainers of literacy facilitators in their country, with advanced education backgrounds. Nearly half of the group members had organized community literacy organizations in Afghanistan, and three were Parliamentary candidates from their districts in the national elections.

After a formal welcome by CIE Director David Evans, in which he provided some background information on the Center and its activities, doctoral student Frank McNerney briefed participants on his work at KEU with faculty development and linkages. Anita Anastacio, a second-year Master’s candidate with extensive development experience in Afghanistan, shared observations from her work with the literacy program conducted by CIE. Anastacio also led a very successful simulation exercise in which photographs were used as a catalyst for spontaneous creative writing. In the afternoon session, doctoral student Lauren Clarke discussed participatory, community-based literacy pedagogies, particularly the work of Paolo Freire, and facilitated a demonstration of the “Concentrated Language Encounter” model for literacy training.

On the second day, Dr. Jacqueline Mosselson opened the proceedings with a presentation on issues of gender and literacy, followed by an in-depth discussion of current challenges for women in Afghan society. CIE alumna Dr. Joanie Cohen-Mitchell provided an overview of program design in her talk entitled “Literacy Program Development: Examining Methodologies, Staff Development and Program Structure.” Dr. Alfred “Ash” Hartwell led a workshop on identifying community needs and developing the foundation for grassroots non-governmental organizations (NGOs).

The two-day program was part of a three-week U.S. training project for these literacy trainers, administered by International Training and Development and its partner organization, Refugee Women in Development, and sponsored by the U.S. Department of State/Bureau of Educational and Cultural Affairs. All of the workshop sessions and discussions were translated to and from the participants’ native language of Dari, with the help of simultaneous translators.
Study to Assess Effects of InterGroup Dialogue on College Campuses

![Image of Ximena Zúñiga]

Ximena Zúñiga, Assistant Professor in the Department of Student Development and Pupil Personnel Services (SDPPS), is the co-principal investigator for a three-year, multi-university study to examine the educational benefits of intergroup dialogue in courses dealing with issues such as race, ethnicity, and gender.

The UMass Amherst School of Education offers dialogue courses every spring semester through a three-credit, multi-section undergraduate elective, “Exploring Differences and Common Ground.” Students taking the course meet in small groups of 12 to 16, and each section focuses on a specific topic (for example, Race and Ethnicity, Men and Women, Gender and Sexuality). Intergroup dialogues are face-to-face, facilitated conversations between members of two (or more) different social identity groups. Reaching across and within the lines of social and cultural differences, the intergroup dialogues strive to promote meaningful conversation, greater understanding between members of different groups, and cooperative action. Students practice effective communication skills, explore their differences and commonalities, learn from each other’s experiences, and participate in various community-building exercises.

The main goals of the intergroup dialogue course are to encourage students of diverse backgrounds to develop a commitment to intergroup and cross-cultural understanding and collaboration across lines of difference, and to better prepare students to function effectively in a diverse world. As Dr. Zúñiga explains, the course is built around three interconnected pedagogical processes: sustained communication, critical awareness about issues of social identity and inequality, and bridge building across lines of difference. Dr. Zúñiga teaches the course with a team of specially trained facilitators who are graduate students in the Social Justice Education program within the School of Education.

Along with teaching the dialogue course, Dr. Zúñiga is working with faculty members, student affairs professionals, and researchers associated with intergroup dialogues at nine other colleges and universities. She is collaborating with Martha Stassen, Director of Assessment in the UMass Amherst Office of Academic Planning and Assessment, to plan a comparative longitudinal study of outcomes for students enrolled in dialogue courses and students in two different control groups. They will use survey data and a range of qualitative research methods to identify the factors that influence students’ development of intergroup understanding and interaction. Dr. Zúñiga expects that the study will further current understanding of the educational value of diversity in a pluralistic society, demonstrate the pedagogical effectiveness of intergroup dialogue, and provide a model that can extend to other college and university campuses.

In addition to UMass Amherst, the other participating schools are the University of Michigan (the lead institution), Occidental College in California, the University of Washington, the University of Maryland, the University of Illinois at Urbana-Champaign, Syracuse University, the University of Texas at Austin, and the University of California, San Diego. Funding for the project comes from two three-year grants: $650,000 from the W. T. Grant Foundation and $602,000 from the Ford Foundation. For more information, contact Ximena Zúñiga, xzuniga@educ.umass.edu.

Intergroup dialogues are face-to-face, facilitated conversations between members of two (or more) different social identity groups, reaching across the lines of social differences.
Barbara J. Love, Associate Professor in the Department of Student Development and Pupil Personnel Services (SDPPS), is the recipient of the School’s 2004-2005 Outstanding Teacher Award.

An alumna, Dr. Love received her EdD in 1972. Her long-time focus has been on Social Justice Education, with particular interest in areas of Self-Awareness and Multicultural Organizational Development and Transformation. The following comments from her students reveal some of the excitement, intensity, and commitment she brings into the classroom.

“Barbara has absolutely exploded my notion of how to negotiate pedagogy. She has simultaneously deconstructed oppressive teaching strategies and flawlessly integrated liberating ones. The congruity between her course content and educational practice is a model of integrity in teaching.”

“When she speaks, Barbara is enthralling. All attention is on her, because you know that everything she says is worth hearing. She is so compassionate for others, regardless of their opinions, whether they’re different from her opinion or the same. She is an amazing teacher and an amazing person.”

“Barbara J. Love is a most incredible teacher. She has the ability to sum up very slippery concepts in ways that are easy to understand. She also makes me think of Social Justice issues in a new and liberating perspective. I feel honored to learn from her and work with her. She is the reason I chose to study at UMass Amherst.”

“In the classroom and as a facilitator, Barbara is a natural! She can be flexible and can think on her feet, no matter what students throw her way. Her internalized oppression theory is one of the most innovative, fresh ideas I have ever heard. She is definitely an Outstanding Teacher!!”

In Memoriam: Ray Budde

Ray Budde, a faculty member at the School of Education from 1966 to 1973, died June 11, 2005 at Mercy Hospital in Springfield, Mass., at the age of 82.

Dr. Budde was instrumental in launching the charter school movement as an alternative to traditional public schools. The term “charter schools,” meaning public schools that operate independently of the district board of education, came into vogue after Ray coined the term in a 1988 government-financed report, “Education by Charter,” according to a 1999 New York Times article. Ray wrote two books on the subject, Education By Charter: Restructuring School Districts in 1988, and Strengthening School-Based Management by Chartering All Schools in 1998.

He graduated from St. Louis University in 1943 and earned his master’s degree at the University of Illinois in 1947. During World War II, Ray joined the Navy, served in the Pacific, and was awarded the Purple Heart. He started his career in education as a typing teacher and went on to teach other subjects. He earned his doctorate in education from Michigan State University in 1959 and was principal of East Lansing (Mich.) Junior High School for many years before coming to the School of Education in 1966. After retiring from UMass Amherst, Ray served for 12 years as Director of the Blackstone Valley Educational Collaborative. Ray and his wife of 39 years, the late Priscilla Ann (Johnson), also were involved with the American Youth Foundation, supporting youth leadership development.

Ray leaves his daughter, Lynn Budde Sheppard of Stanwood, Washington, his sons Scott, of New York City, and Stephen, of Chicago; his partner, Ged Dorman of Amherst; and a grandson.
Faculty Activities

Joseph B. Berger, Co-Associate Director of the Center for Educational Policy and Chair of the Department of Educational Policy, Research and Administration (EPRA), co-authored a new study issued by the Nellie Mae Education Foundation entitled Higher Ed Matters—The Reliance of New England States on Colleges and Universities To Sustain Their Population and Workforce. The study finds that college students, drawn to New England states for higher education opportunities, are having arguably the lone positive effect on the region's population and workforce growth.

Mary Lynn Boscardin, Professor in the Department of Student Development and Pupil Personnel Services (SDPPS), is collaborating with colleagues in the UMass Amherst Department of Communications Disorders on a four-year, $733,000 grant from the U.S. Department of Education training graduate students in speech-language pathology to become specialists in autism. The team will also work with colleagues in the UMass Amherst School of Education and with officials in the Amherst, Chicopee, Holyoke, and Springfield public schools.

Linda Griffin, Associate Dean for Academic Affairs and Graduate Program Director for the School and Professor in the Department of Teacher Education and Curriculum Studies (TECS), has co-edited a monograph focused on “Exploring Mentoring in Physical Education Teacher Education” for the Journal of Teaching in Physical Education.

Ronald K. Hambleton, Distinguished Professor in EPRA, was honored at the first UMass Amherst Faculty Convocation, held on September 16, 2005. With Professor Stephen G. Sireci, Dr. Hambleton has a $150,000 contract from Measured Progress, Inc. and the Massachusetts Department of Education for research and validity studies on the Massachusetts Comprehensive Assessment System (MCAS). Dr. Hambleton (with D. Bartram) is also the editor of a book published in 2006 by John Wiley and Sons, Computer-Based Testing and the Internet. The book provides up-to-date information about the impact of computers and the Internet on approaches for assessment in education, industry, and psychology.

Kathryn McDermott, Co-Associate Director of the Center for Educational Policy and Associate Professor in EPRA, has the following publications:


Professor Sonia Nieto (EdD 1979) received the 2005 English Language Arts Educator of the Year Award on November 17 at the annual convention of the National Council of Teachers of English (NCTE), the largest professional organization of teachers of English and language arts, K-12 and university-based. Dr. Nieto has edited a new book, Why We Teach, which includes essays by 21 teachers. Published by Teachers College Press (May 2005), the book focuses on the quintessential values of teaching, challenges the current focus on accountability, testing, and standardization, and provides a message of hope for public education.


KerryAnn O’Meara, with R. E. Rice, is the editor of Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship, published (August 2005) by Jossey-Bass. Against the backdrop of recent efforts to define what counts as scholarship, the book assesses the impact of the widespread initiative to realign the priorities of the American professoriate with the essential missions of the nation’s colleges...
and universities and to redefine faculty roles and restructure reward systems. Struggles to move beyond narrow definitions of research, to distinguish between scholarly teaching and the scholarship of teaching while acknowledging the importance of both, to encourage faculty engagement in meeting the scholarly needs of the larger civic community, and to recognize the importance of academic synthesis and integration are addressed. Dr. O’Meara is an Assistant Professor in EPRA.


Janine Roberts (EdD 1982), Professor in SDPPS, received a Fulbright Senior Specialists award to teach at the Universidad Católica de Santiago de Guayaquil in Ecuador this year. She also did staff training with Juntos Con Los Niños (Juconi), an organization that focuses on children who are working on the streets, their families, and the schools, to get the children off the streets and back into school. Her other overseas work includes seminars and workshops for Sistemas Humanos in Bogatá, Colombia, and the Universidad Javeriana and Colegio Simon Bolívar, in Cali, Colombia, where she worked with Adriana Climent (MEd 2003), the Basque Family Therapy School in Bilbao, Spain, and the Kensington Consultation Centre summer school in England. Her article on “Transparency and Self-Disclosure in Family Therapy: Dangers and Possibilities”, appeared in the March 2005 issue of Family Process, and was also the focus for a threaded conversation hosted by PsyBC.


Mary Deane Sorcinelli (EdD 1978) has a new book, Creating the Future of Faculty Development: Learning From the Past, Understanding the Present (Anker Publishing Company). The book, co-authored with A. E. Austin, P. L. Eddy, and A. L. Beach, surveys faculty development from its beginnings, summarizes the challenges and pressures now facing developers and higher education as a whole, and proposes an agenda for the future of faculty development. Dr. Sorcinelli is the Associate Provost for Faculty Development and Director of the Center for Teaching at UMass Amherst, and an Associate Professor in EPRA.


Florence Sullivan and two co-Principal Investigators at Holyoke Community College have received a grant of $28,500 from the Commonwealth Information Technology Initiative (CITI) to provide workshops about integrating robotics instruction into middle and high school mathematics and science curriculum. Twenty teachers will participate in the workshop series, which will be held on four Saturdays in January and February 2006. Dr. Sullivan is an Assistant Professor in TECS.
1970s

Stephen A. Rollin (EdD 1970) recently retired from the Florida State University (FSU) College of Education after 33 years of service. Stephen served as Department Chair, Associate Dean for Research, and Executive Associate Dean of the College of Education. He was the founding Director of the Center for Educational Research and Policy Studies at FSU. He is also the founding editor of the Journal of School Choice, to be published by Haworth Press, and he would like to encourage scholars at UMass Amherst to consider the journal as an outlet for their publications. Manuscripts can be sent to rollin@coe.fsu.edu In August 2005, he was elected a Fellow of the Society for Counseling Psychology of the American Psychological Association.

Len Solo (MEd 1970; EdD 1972) retired from the Cambridge (Mass.) Public Schools in 2002 after being principal of the Graham and Parks Alternative Public School, which was the 2000 Disney Spotlight School of the Year, for 28 years (plus serving as Interim Principal of the Cambridge Rindge and Latin High School for over a year). He currently is a part-time education consultant doing work to support principals and also is active as an author, writing short stories and education articles and publishing a volume of poetry, Landscape of the Misty Eye (Publish America, 2004).

Jeffrey “Jeff” C. Hecht (MEd 1971) has been a full-time self-employed freelance science and technology writer since 1981. Over the years he has written for a variety of magazines, starting with Omni and High Technology. Currently, he writes mostly for New Scientist magazine and an industry magazine named Laser Focus World, where he is also a contributing editor. Jeff has written 11 books, the most recent being Beam: The Race to Make the Laser (Oxford University Press, 2005). He notes, “I’ve also published the fifth edition of Understanding Fiber Optics (Pearson/ Prentice Hall), which is widely used in technician training, so I’m not entirely out of the education business. During the technology bubble, I even taught short courses based on the book.”

Rene Carew (EdD 1979), Principal Consultant of the Jupiter Consulting Group LLC and Program Director of the 2006 Executive Coaching Conference at The Conference Board, has published a new book, The Complete Idiot’s Guide to Discovering Your Perfect Career (2005), with the American Writers & Artists Institute. Guiding readers through a process of personality self-assessment, with considerations of temperament, talents, values, interests, and goals, the book aims to help readers identify and take steps to achieve a fulfilling career. A graduate of the Counselor Education Program, Rene has also taught courses in the School of Education in Small Group Leadership, Career Counseling, Counseling, Women and Leadership.

1980s

Janine Roberts (EdD 1982) writes: “I have been doing lots of writing of poems and memoirs, and received two honorable mentions for poems in library poetry contests. It is great to be doing other kinds of writing outside of academic writing. Would love to hear from other grads in the area also working on poetry and/or memoirs.” (see page 7 for more news about Janine)

Richard Sobel (EdD 1982) was selected as a Research Fellow for 2005-06 in the Division of Social Medicine at Harvard Medical School studying the importance of patient consent for medical confidentiality. He also coauthored the recently published People and Their Opinions: Thinking Critically About Public Opinion (Longman.com).

Peter Meggison (EdD 1983) received the 2004 John Robert Gregg Award in Business Education, presented at the National Business Education Association Convention in Anaheim, Calif. The award is presented annually to an individual widely recognized by colleagues and students as having made outstanding contributions to the advancement of business education. Peter has taught in the Computer Technology and Information Management and Office Administration Departments since 1986 at Massasoit Community College in Brockton, Mass. He has served as the Chair of the Computer Technology and Information Management Department since 1998, and from 1987 through 1998 he served as the Chair of the Office Administration Department. He is a three-time Teacher-of-the-Year recipient from the Eastern Business Education Association (2001),
the Massachusetts Business Education Association (1996), and the National Business Education Association (1990). Peter also has been a leader in state, regional, and national organizations including Chair of the Policies Commission for Business and Economic Education. Currently, he is an Executive Board Member of the Eastern Business Education Association and the National Business Education Association. He also served as the National President of Delta Pi Epsilon and President of the Massachusetts Business Education Association. He has given over 60 professional presentations to business education audiences, written two textbooks, and authored numerous scholarly articles related to business education and information technology. In addition, he has served on the editorial board of the Journal of Business and Training Education, The Delta Pi Epsilon Journal, and the Business Education Forum.

Douglass P. Teschner (EdD 1984) is Director of a U.S. Agency for International Development project to strengthen the Morocco Parliament. Prior to that, he directed a similar project in Kigali, Rwanda. His wife, Marte, is a nurse at the U.S. Embassy and one son, Luke, is a junior at the Rabat American School, while an older son, Ben, is a junior at Colorado School of Mines. Doug, who served 12 years in the New Hampshire state legislature, first lived in Morocco in the early 1970s as a Peace Corps volunteer.

Arlene Avakian (EdD 1985) was on sabbatical leave in fall 2005 from her position as Director of the Women’s Studies Program at UMass Amherst. During that time, she worked on a project investigating the intersection of race, gender, and class in the anti-busing movement in Boston. Last spring, in Canada, she was part of a panel, “Translated Memory and the Language of Genocide: (Gendered) Responses to Traumatic Histories and Silences,” in which she looked at her own grandmother’s genocide narrative. Arlene had two books out in fall 2005: From Betty Crocker to Feminist Food Studies, published by UMass Press and Through the Kitchen Window, a reprint by Berg Publishers.

1990s

Heriberto Flores (BA 1973; MEd 1991) has been appointed Chairman of the Latino-American Advisory Commission along with 11 other new members. The statewide Massachusetts panel will issue recommendations on how to attract more Latinos to careers in government. The commission is also charged with finding ways for improving the economic and social positions of Hispanics. Heriberto is an Army veteran who served as a gunner aboard a helicopter gunship during a year in the Vietnam War. He is chairman of Partners for Community in Springfield, which provides management and oversight of social programs for affiliate agencies and other groups, and is also president of Brightwood Development Corp. in Springfield, which provides housing and economic development.

Dan French (EdD 1991) is the Executive Director of the Center for Collaborative Education, where he has been since 1997. Dan is the former Director of Instruction and Curriculum for the Massachusetts Department of Education, special educator, and author of a 1998 Phi Delta Kappan article, “The State’s Role in Shaping a Progressive Vision of Public Education.”

Felice Yeskel (EdD 1991) recently left her position as the founding Director of the UMass Amherst Stonewall Center after 20 years. She has gone on to establish a new non-profit organization, called Class Action, whose mission is to raise consciousness about the issues of classism, class and money, and their powerful impact on individual lives, relationships, organizations, institutions, and culture. She has been leading support groups for “Straddlers,” folks who grew up poor or working-class, were the first in their families to go to college, and now live in a largely middle class world. (More information about Class Action can be found at <http://www.classism.org>). In addition, the second edition of Economic Apartheid in America: A Primer on Economic Inequality and Insecurity, which Felice co-authored with Chuck Collins, was published in October 2005 by the New Press, New York. Felice will be on book tour promoting the need for a movement for economic fairness and conducting workshops on class.

Evangelina Holvino (EdD 1993), President of Chaos Management, Ltd. of Brattleboro, Vermont, was a 2005 recipient of the Anna Maria Arias Memorial Business Fund Award at the 26th national convention of the U.S. Hispanic Chamber of Commerce in Milwaukee on September 15. Wells Fargo, LATINAStyle Magazine, and the U.S. Hispanic Chamber of Commerce established the award in 2002 as a tribute to Anna Maria Arias, founding publisher of LATINAStyle Magazine and a champion of Latina empowerment. The award is given annually to ten outstanding Latina entrepreneurs in the United States who exemplify and support the principles that
Anna Maria championed. Evangelina and her partner, James Cumming, founded Chaos Management in 1992, to do research, consulting, and training on diversity and change strategies to improve organizations. Her particular interest is career development with a focus on Hispanics, particularly Latinas.

Rachel Brown-Chidsey (PhD School Psychology 2000) was recently awarded tenure and promoted to Associate Professor of School Psychology at the University of Southern Maine. Her research focuses on applications of problem-solving assessment for intervention. Rachel was the editor of Assessment for Intervention: A Problem-Solving Approach (Guilford, 2005) and has a new book, Response to Intervention: Principles and Strategies for Effective Practice, published in September 2005. She has written several research articles based on her studies of silent reading fluency, with one that appeared in the Fall 2005 volume of School Psychology Review. She is the coordinator of the MS and PsyD programs as the University of Southern Maine. Rachel lives with her husband, David Chidsey (MEd 2000), and daughter, Eleanor, in Gorham, Maine.

Heyda M. Martinez Tirado (EdD 2002) was appointed Assistant Vice-Chancellor for Faculty Development and Evaluation at Universidad Metropolitana, one of the three universities within the Sistema Universitario Ana G. Méndez (SUAGM) in San Juan, Puerto Rico, in March 2004. She is also a member of the System’s Advisory Committee for Faculty Development, under the President’s Office and in August 2005 chaired the program committee for the 3rd SUAGM Educational Congress. In addition to her administrative position, she teaches graduate courses at the School of Education at UMET and supervises master’s students’ theses. Under her initiative, in collaboration with the Office of Information Systems, the University recently opened the Center for Excellence in Teaching. She writes: “Coming back to Puerto Rico has been exciting, but I keep connected to my good people at UMass Amherst, in particular Dr. Maurianne Adams, Dr. Ernest Washington, and many friends at the School of Education.”

Patty Bode (EdD 2005) is the recipient of the 2005 National Multicultural Educator Award, which was sponsored by the National Association for Multicultural Education (NAME) and presented at the national NAME conference in Atlanta. In presenting the award, NAME commended Patty for her commitment to teaching, to addressing diversity in her work, and to serving as a community role model. She is the first K-12 teacher to be given this highly prestigious award, which recognizes and celebrates her work in many realms—as a public school teacher and a researcher, as an academic, an artist, and a writer. Patty has taught in the Amherst, Mass., public schools for the past 15 years, as an art teacher in the Wildwood Elementary School and in the Amherst Regional Middle School. She started a new position as the Director of Art Education at Tufts University in January 2006.

OBITUARY
William “Bill” Burgess, of Manchester, Mass., died on June 20, 2005, after an 11-year battle with cancer. Bill was 47 years old. He was the father of Ellen, Joe, and Will; the husband of Maria, all of Manchester; the son of Marion and the late Donald Burgess; and brother to Marie, Gail, Sue, Don, Ken, and Dean Burgess.

He earned a BS from UMass Amherst in Professional Preparation in Physical Education in 1979, and went on to receive an MS and PhD from the University of South Carolina. Bill loved to teach, and he taught Anatomy, Physiology, and Biology at Suffolk University in Boston. He received Suffolk University’s 2005 Unsung Hero Faculty Award in recognition of his outstanding dedication to his students.

Bill was an active citizen in Manchester, beloved for coaching and cheering his children’s soccer, basketball, softball, and baseball teams.

Calling all Alumnae/ni: Keep in Touch!
Please send news to Laura Holland
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813 N. Pleasant St.
Amherst, MA 01003
Jack Ryan Award Honors New Teachers from 180 Days in Springfield Program

When Jack Ryan died unexpectedly in October 2004, his family designated the School of Education teacher preparation program 180 Days in Springfield as one of the organizations to receive memorial gifts in Jack’s name. Jack’s wife, Martha (MEd 2000), had been involved in the 180 Days in Springfield program from its very beginnings, at Springfield’s Central High School and Chestnut Middle School, where she taught Social Studies. In addition to being a member of the program’s planning team, Martha served as a mentor teacher for many student teachers over the years, and she also worked as a program supervisor and offered workshops for students in 180 Days.

But Martha’s long-term involvement with 180 Days was not the family’s only tie to the program. Martha and Jack’s daughter, Amy (MEd 1998), enrolled in the second cohort of 180 Days, and after continuing to work with the program and teaching in Springfield, Amy is now a doctoral candidate at Boston College. And, as Martha pointed out, Jack himself always had been a passionate believer in the value of education.

The family established the Jack Ryan Award to honor young teachers and help give them support in the classroom—to buy books, acquire materials and supplies, and attend professional workshops or conferences. Martha hoped that the recipient of the award would share some of the same traits she had valued so highly in Jack: a sense of vision; a spirit of enterprise; commitment to the community; and a sense of humor. As it turned out, it was an additional bonus that Connell Clark (MEd 2004), the award’s first recipient, came from the city of Springfield, the community towards which Jack had directed much of his own philanthropy.

Kathleen D. Gagne (MEd 1983; EdD 1992), 180 Days Program Coordinator, stated that Connell was an outstanding student who “typified the kind of student we look for in 180 Days.” He comes from a family of teachers, she noted, and after graduating from UMass Amherst, shifted his focus from an undergraduate major in sports management to teach math. Commenting on his professionalism, energy, and skill in the classroom, Dr. Gagne said, “Connell made every student feel that he or she was THE ONE that Connell came to Chestnut to teach.” He also amply displayed the qualities of leadership, community involvement, enterprising spirit, and humor that Martha had so particularly treasured in Jack. Connell now holds a position teaching mathematics at the Kennedy Middle School in Enfield.

Martha retired from the Springfield public school system in June 2004, but has continued to work with 180 Days and also has served as a program supervisor for the School of Education’s Secondary Teacher Education Program (STEP). Amy, coming full circle, is teaching a course for 180 Days in Spring Semester, 2006. And now, with the establishment of the Jack Ryan Award, Jack’s generosity, insight, and enterprising spirit becomes a legacy that joins his wife and daughter in ongoing support for 180 Days.

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School of Education
Business Office, 126 Furcolo Hall
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Amherst, MA 01003
Introducing
Dean Christine B. McCormick

After a national search, Dr. Christine B. McCormick was selected as Dean of the School of Education. Dean McCormick succeeds Andrew Effrat, who served as Interim Dean from May 2002 through August 2005.

In announcing McCormick’s appointment, Provost and Senior Vice Chancellor for Academic Affairs Charlena Seymour noted, “Christine McCormick brings the right combination of teaching experience, leadership, and a solid background in research that will make her an excellent Dean for the UMass Amherst School of Education.”

Dr. McCormick comes to the Amherst campus from the University of New Mexico, where she was a Professor of Educational Psychology in the College of Education and where she served as Chair of the Department of Individual, Family and Community Education (1999-2004). At the University of South Carolina, where she was a member of the faculty for ten years, Dr. McCormick was honored with both the Outstanding Teacher (1992) and the Outstanding Researcher (1989) Awards. She has authored and co-authored textbooks and scholarly books in the areas of child and adolescent development and in cognition, learning, and assessment. In addition to publishing numerous articles in refereed journals, she has made more than 40 peer-reviewed presentations, primarily at national meetings. Currently, Dr. McCormick is a research associate on a $1.3 million project for the National Science Foundation (NSF) titled, “Assessing cognitive diversity: Implications for Hispanic, Native American, and White children’s mathematics learning.”

She earned her bachelor’s degree in Psychology from Purdue University, and a master’s degree and a doctorate in Educational Psychology from the University of Wisconsin-Madison, with a major in Learning and Cognition and a minor in Statistics and Research Design.