COLLEGE of EDUCATION

ONE

ONE COLLEGE, ONE BUILDING, ONE LEARNING COMMUNITY
MESSAGE FROM THE DEAN

Dear Colleagues:

The theme of this year’s newsletter is “One.” The College of Education at UMass Amherst is at last “One college, one building, one learning community.” The phrase captures the synergy, excitement, and promise of our renewed physical space. As you will read from the students, staff, and faculty members who offered their thoughts about the renovation, being together in one building after struggling to maintain connections from opposite ends of campus is highly valued. I often hear conversations about how being together in one space facilitates collaboration, and as I walk through the building I see many forms of collaboration taking place—in the meeting rooms and open spaces and, of course, in the long-awaited food service area that we’ve named The Hub.

Although many people were involved in the vision and planning processes for the college’s renovation, I must take a moment to thank Associate Dean for Academic Affairs Linda L. Griffin and Director of Finances and Facilities Susan Young for a job well done. Linda and Sue led the way with determination, graciousness, and good humor. Our educator licensure programs undergo national accreditation review and a state approval process every seven years, and the college has been accredited since 1963. Recently the National Council for the Accreditation of Teacher Education (NCATE) announced continued accreditation for the college for the maximum term of seven years, from 2015 to 2022. I am very proud that the college’s educator preparation programs have once again achieved this distinction. Let me offer a sincere thank-you to the members of the college community, particularly faculty and staff from the Department of Teacher Education and Curriculum Studies, on this accomplishment.

We have other good news to share as well. The college continued to be highly productive in generating sponsored research. Last year we submitted 38 research proposals, with 18 grants and contracts being awarded. In the first six months of this year the college is very close to exceeding that number, with 36 proposals submitted. And our philanthropy continues to grow. Thanks to the ongoing generosity of our donors, we’ve added 11 scholarships and awards—including the Fredrickson Staff Award, our first recognizing the contributions of our staff—since I joined the college in 2005. You’ll read more about our research activity and philanthropy in the following pages.

Best wishes, and keep in touch,

Christine B. McCormick, Dean

Furcolo Hall’s renovation heralds a new beginning for the College of Education as it becomes ...
One college, one building, one learning community

Furcolo Hall, always vibrant and bustling with the day-to-day activity of the dynamic and storied College of Education, these days buzzes with a new energy fueled by a long-awaited renovation that has merged and transformed the original Furcolo Hall and the former Marks Meadow Elementary School. The result: a bright, welcoming, comfortable education complex, one designed for today’s university while keeping an eye to the future.

The renovation began in 2013, when the elementary school was allocated by the university to the College of Education. The Department of Educational Policy, Research and Administration and the Department of Student Development moved from Hills House South, a mile away, into Furcolo Hall in early January 2016. For the first time in memory, the entire College of Education now inhabits one building, realizing a key objective of the college’s strategic plan.

To create a vision for the completed building, the college hosted stakeholder meetings throughout 2013–14 and planned an aesthetically inspiring, visually pleasing physical structure reflecting and embodying the college’s mission and core values: access, excellence, collaboration, transformation, equity, community, and openness.

“We looked at the renovation as an opportunity to change the status quo, to rethink how we work together and how our programs are delivered,” said Dean Christine B. McCormick. “We envisioned an attention-grabbing, bright, colorful, open design. It was important to create flexible spaces conducive to research and scholarship—collaborative and individual, formal and informal. It was also crucial that the building be fully accessible, with places for studying, socializing, and gathering. I think anyone who comes to the college now will agree that we succeeded on all counts.”

“I never thought I’d see this; I feel so proud of it,” said Associate Dean for Academic Affairs Linda L. Griffin, who with Director of Finance and Facilities Susan Young co-led the college’s renovation team. “I think my skills as a coach came in handy during this process,” Griffin said in describing the logistics of the renovation. In the spring of 2015 faculty in the Department of Teacher Education and Curriculum Studies and administrative staff moved into temporary spaces in Furcolo North and South so that work in the spaces they vacated in the “old” Furcolo Hall (now Furcolo West) could begin. In early January, as the final touches to the complex were completed, all College of Education faculty and staff were working in their permanent spaces in the expanded Furcolo Hall.

On a walking tour of the complex starting in the

“Research shows that the physical environment and overall climate influence well-being, engagement, and relationships, and I’m hopeful that our new space will promote positive growth in all of these important areas.”

– Sarah Fefer, assistant professor, Department of Student Development
areas now known as Furcolo North and South, Griffin pointed to graduate students working at sleek white tables in open, airy workspaces with light pouring in through wall-sized windows. These workspaces are located throughout the building between groupings of faculty offices and meeting rooms.

“There are many places to work and study,” Griffin said. “Classrooms were designed to accommodate many purposes, with tables and chairs that can be arranged in clusters or rows. And there are mini-kitchen areas in North, South, and West, with microwaves, sinks, and refrigerators.”

The central area, where Furcolo North and South meet, showcases a signature architectural feature: a textured, sustainably harvested bamboo wall. Behind the wall, in the former entrance to the Mark’s Meadow gymnasium, are three classrooms with banks of desks and chalkboards. A large atrium, where students gather for lunch or just to visit, was created between the old gym and the new addition.

The open, colorful design of Furcolo North and South is repeated in Furcolo West, with the addition of bright seating and collaborative-work areas and renewed classrooms, hallways, and offices. With a new elevator and restrooms, ramping between levels, and automated doors at each entrance, Furcolo West is now fully accessible. We are looking to have the entire complex achieve LEED (Leadership in Energy and Environmental Design) certification, the recognized standard for green buildings.

The welcome desk is at what used to be the junction between the elementary school and Furcolo Hall. “It’s almost unrecognizable, isn’t it?” Griffin asked. The former brick-walled, narrow lobby is now open and bright, with expansive glass windows and covering gray walls that complement the cheerful blue and yellow of the north, south, and west wings. Some of the complex’s interior improvements can be seen from here: new sidewalks, classic lampposts, bike racks, and ornamental plantings. The college hopes to restore the courtyard to create a welcoming space for receptions and informal meetings.

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We envisioned an attention-grabbing, bright, and colorful open design

HOW TWO BUILDINGS HAVE BECOME ONE

FURCOLO NORTH
(Department of Educational Policy, Research, and Administration)

FURCOLO SOUTH
(Department of Student Development)

FURCOLO WEST
(Department of Teacher Education and Curriculum Studies)

1.

Graduate students work at sleek white tables with light pouring in through wall-sized windows.

2.

Classrooms were designed to accommodate many purposes, with tables and chairs that can be arranged in clusters or rows.

3.

Mini-kitchen areas in North, South, and West, with microwaves, sinks, and refrigerators.

4.

The central area, where Furcolo North and South meet, showcases a signature architectural feature: a textured, sustainably harvested bamboo wall.

5.

Nearby is The Hub, a food-service area offering an array of salads, sandwiches, pastries, and beverages.

6.

Faculty, staff, and students gather in the café, on “soft seating,” or at kiosk computer stations in various open areas throughout the building. Pointing to a filtered-water station, Griffin said, “We love this feature: it’s green, it’s easy to use, and since the semester started this one station—there are more in West—has saved thousands of drink cups from going into landfill.”

7.

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8.

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9.

It’s great to have the kitchenette near my workspace, but being together in one building is a much more important result of the renovation.

– Carter McClintock, student in the dual-degree master’s in higher education / public policy program

10.

Behind the signature bamboo wall, where the former elementary school’s gymnasium was located, are three bright classrooms, including the computer classroom shown here.
"I love the new Furcolo. I see people when I head to the water cooler, to the fridge. Perhaps most importantly, the many open spaces offer the opportunity to build a genuine community."

– Sharon Rallis, Dwight W. Allen Distinguished Professor of Education Policy and Reform

"As a new person in the college, I’ve enjoyed being on the ground floor of the college’s new chapter."

– Judy Hine, administrative assistant

"Being happy to show up at work because you like the environment is important. Our work environment affects how creative we are."

– Gabriel Rodriguez, TK20 data specialist

"Renovation is a good idea for attracting students to the college. When people see new things, it’s like a light that draws them in. And I’m glad that the campus is open!"

– Jason M. Liao, distinguished professor of educational leadership and innovation

"Bringing us all together in one place has been a long time coming, and this occurred during Dean McCormick’s tenure, under her leadership. With all the new dirt on campus, she got attention for us and made this happen. Now look at what we have: a place where you want to be. It’s where I want to be."

– William “Bill” J. Matthews, emeritus professor

"This college would like to thank the following for their service and expertise during the renovation:

- UMass Amherst Facilities & Campus Services:
  - Division of FF&P-Plants—Building Maintenance, Buildings & Grounds, Utilities, Allocations
  - Division of Design & Construction Management
  - Division of Campus Planning—Planning, Space Management, Parking + MRT
  - Consigli Construction
  - STV/DPM
  - Perkins + Will

- Campus Services:
  - Division of Physical Plant—Planning, Buildings & Grounds, Utilities, Allocations
  - Division of Design & Construction Management
  - Division of Campus Planning—Planning, Space Management, Parking + MRT
  - Consigli Construction
  - STV/DPM

- and all of the faculty, staff, and students who participated in the visioning and other sessions and otherwise contributed to the project’s success.

Thank you!

Thank you!
College adds new faculty

Three new faculty members were appointed to the College of Education this year: John L. Hosp, Michelle Hosp, and Scott L. Monroe.

John L. Hosp joins the faculty as professor of special education in the Department of Student Development. He previously served as a professor in and chair of the Department of Teaching and Learning in the College of Education at the University of Iowa, where he also served as co-director of the Center for Disability Research and Education. Hosp received a B.A. in psychology from Hobart College in 1992, an M.S./CAGS in school psychology from Rochester Institute of Technology in 1995, and a Ph.D. in education and human development from Vanderbilt University in 2002. His research focuses on aspects of implementing response to intervention, including disproportionate representation of minority students in special education and aligning assessment and instruction, particularly in the areas of curriculum-based measurement and evaluation. He was inducted into the Iowa Academy of Education in 2013.


Michelle Hosp was the director of the Iowa Reading Research Center in Cedar Rapids, Iowa, prior to accepting the position of assistant professor in special education in the Department of Student Development at the College of Education. She received a B.S. from Syracuse University in 1989, an M.S./CAGS from Rochester Institute of Technology in 2002, and a Ph.D. from Vanderbilt University in 2002. Hosp has a background in school psychology and special education. Her research is in the areas of assessment and reading, on which she has written two books: The ABC’s of Curriculum-Based Evaluation: A Practical Guide to Effective Decision Making and The ABC’s of CBM: A Practical Guide to Curriculum-Based Measurement, Designing and Conducting Research in Education.

Hosp has worked as a trainer for the National Center on Progress Monitoring and the National Center on Response to Intervention. She is currently on the Technical Review Committee for the National Center on Intensive Intervention.

Scott L. Monroe joins the faculty as assistant professor of research, educational measurement, and psychometrics in the Department of Educational Policy, Research and Administration. He received a B.A. in political science and the J.D. from the University of California San Diego, an M.S. in mathematics education from Brooklyn College in 2007, and an M.S. in statistics in 2013 and a Ph.D. in 2014 from the University of California Los Angeles. Monroe was a lecturer at UCLA’s Graduate School of Education until accepting a position at UMass Amherst.

Monroe taught mathematics in Brooklyn, N.Y., and high school trigonometry and geometry in Culver City, Calif. His research interests are in multidimensional item response theory, teacher evaluation, statistical computing, and model fit evaluation.

“We are excited to welcome to the college these talented educators who bring their expertise and scholarship in priority areas of special education and psychometrics,” said Dean Christine B. McCormick.

FACULTY RETIREMENTS

Kathleen Davis, associate professor, Department of Teacher Education and Curriculum Studies, retired after working at the College of Education for more than 17 years. Davis received a B.S. in education from Eastern Illinois University in 1971, an M.S. in education from National-Louis University in 1991, and a Ph.D. in education from the University of Colorado at Boulder in 1996.

Davis was assistant professor at University of Las Vegas from 1996 to 1998 and served as research assistant and instructor at the University of Colorado from 1991 to 2001. She was a middle school science and mathematics teacher and girls’ softball, volleyball, and basketball coach in Illinois public schools for many years. Her research interests are in issues of equity, teacher education, and policy and reform in science education.

Davis was the coordinator, in collaboration with faculty in the College of Natural Sciences, of Science Education Online, the College’s fully online graduate degree program in science education for elementary and middle school teachers, which was established in 2003. Originally funded by a $1.2 million National Science Foundation grant, Science Education Online was approved by the Massachusetts Department of Education for professional licensure in five areas. Science Education Online placed 70th in the nation in U.S. News and World Report’s “2015 Best Online Graduate Education Programs for Veterans.”

“Kathy was truly devoted to supporting teachers in becoming even better science educators and she worked closely with preservice and in-service teachers,” said Claire E. Hamilton, chair of the Department of Teacher Education and Curriculum Studies. “She developed the nationally recognized Science Education Online degree program through a grant funded by the National Science Foundation. Students truly valued the integration of science content and science pedagogy available in this program, which combines classes in education with specific disciplinary courses in various science content areas.

“Her students valued Kathy’s well-organized classes and her commitment to their success in the classroom.”

Alfred L. Karlson, associate professor, Department of Teacher Education and Curriculum Studies, retired after 43 years of service to the College of Education. Karlson received a B.A. in psychology from Antioch College in 1964, an Ed.D. in counseling from Tufts University in 1966, and a Ph.D. in psychology from the University of Chicago in 1972.

Prior to coming to UMass Amherst, Karlson was a lecturer and assistant professor in the Department of Educational Psychology, State University of New York at Buffalo. He was a participant in the Faculty Exchange Program, Beijing Teacher’s College, People’s Republic of China, and attended Language School, Mandarin Training Center, Taiwan. He is fluent in Mandarin.

In the College of Education, Karlson served as undergraduate program coordinator from 1974 to 1980 and graduate program director from 1981 to 1986. His professional interests are in early childhood education and human development.

“I truly began to appreciate how much students valued Professor Karlson when I attended the undergraduate commencement ceremony with him several years ago,” said Claire E. Hamilton, chair of the Department of Teacher Education and Curriculum Studies. “As the students passed by there were endless calls of ‘Hey, Alfred’ and ‘Way to go, Professor K,’ all accompanied by high fives and vigorous handshakes. Professor Karlson treated all of his students as individuals. He talked with them after class, asked them what they were interested in, and even ate meals with them in the dining commons. He will be fondly remembered by his students and he will be missed.”

Michelle Hosp

Kathleen Davis

Scott L. Monroe

“Teaching in an aesthetically pleasing space is wonderful. I appreciate the natural light and the open spaces.”

— Sally Campbell Galman, associate professor
FACULTY AWARDS AND HONORS

Seon Yeong Yu, assistant professor, was named one of six 2015–16 Institute for Social Science Research (ISSR) scholars. ISSR scholars participate in a yearlong seminar that helps them develop strong research-grant proposals and consult about them with nationally recognized experts.

Associate Professor Laura Valdiviezo’s article “Something That Test Scores Do Not Show: Engaging in Community Diversity as a Local Response to Global Education Trends,” published in The Educational Forum, was that journal’s most-read article of 2014. Routledge/Taylor & Francis took the most-read article of 2014. Routledge/Educational Forum was named to the board of directors of the New England Public Radio Foundation, an independent nonprofit that raises funds for the station.

Robert Maloy, associate professor, was awarded a Fellowship for Innovative Teaching from the Center for Teaching and Faculty Development.

Sonia Nieto, professor emerita, was one of six recipients of UMass Amherst 2015 Distinguished Alumni Awards. She also received honorary doctorates from Duquesne and Syracuse universities. Nieto’s memoir, Brooklyn Dreams: My Life in Public Education, was recently published.

Kathryn A. McDermott, professor, education policy, joined David A. Gamson of Pennsylvania State University and Douglas S. Reed of Georgetown University in co-editing an issue of RSF: The Russell Sage Foundation Journal of the Social Sciences, “The Elementary and Secondary Education Act of 1965 at Fifty and Beyond.” The 1965 act, a key component of President Johnson’s War on Poverty, was designed to aid low-income students and combat racial segregation in schools.

Senior Lecturer II Robert Maloy’s “Resources for History Teachers” wiki was peer reviewed and published in MERLOT, an international initiative enabling faculty to integrate technology into higher education. MERLOT is supported by 27 systems and institutions of higher education and the National Science Foundation, and is endorsed by the Educational Learning Initiative of EDUCAUSE. “Resources for History Teachers” has had more than 936,000 visitors since March 2012.

Ezekiel Kimball, assistant professor, was one of six national recipients of the 2015 Emerging Scholars Award by College Student Educators, International (ACPA). The Emerging Scholars Program supports, encourages, and honors early-career individuals who are emerging as contributors to student affairs and higher education scholarship and who are pursuing research initiatives congruent with ACPA’s mission, interests, and strategic goals.

Denise Ives, associate professor, received the 2015 College Outstanding Teaching Award, which honors individual faculty members for teaching accomplishments within their colleges.

Keisha L. Green, assistant professor, was named to the board of directors of the Russell Sage Foundation, and is endorsed by the Educational Learning Initiative of EDUCAUSE. “Resources for History Teachers” supports, encourages, and honors early-career individuals who are emerging as contributors to student affairs and higher education scholarship and who are pursuing research initiatives congruent with ACPA’s mission, interests, and strategic goals.

Professor Carey Dimmitt was invited to serve as a content advisor on a systemic review of evidence on career counseling interventions by the What Works Clearinghouse and the U.S. Office of Career, Technical, and Adult Education.

Maria José Botelho, associate professor, is a founding member of “Doors to the World: Global Children’s Literature for Critical Multicultural Literacies,” a five-college collaborative project to help children in grades pre-K to 3 build cultural and linguistic knowledge. Doors to the World is a multimodal resource website that uses global picture books as entry points for deepening children’s understanding of the world and of themselves. It is supported by the Longview Foundation.

Joseph B. Berger, professor and associate dean for research and engagement, was appointed chair of the Global Higher Education & Research Global Challenge, an initiative of the Worldwide Universities Network (WUN), which comprises 18 universities and spans 11 countries on five continents. WUN works to drive international research collaboration and address issues of global significance. Its initiatives are supported by such partners as the United Nations Foundation, the World Bank, the Organisation for Economic Co-operation and Development, and the World Health Organization.
The yearlong Dean’s Leadership Fellows Program provides faculty with opportunities to develop individual leadership capacity, cultivates enhanced leadership throughout the college, and increases faculty knowledge of and participation in the administration of the college. Under the mentorship of the dean and associate deans, fellows observe and participate in key leadership meetings, take part in leadership development activities, and develop, in conjunction with a mentor, a leadership project to benefit the college community.

“I am thankful for the opportunity the Dean’s Leadership Fellowship provides, and am looking forward to working with faculty across our college,” said Nieswandt. “The fellowship will allow me to increase my academic leadership capacity and attitudes through a variety of activities. "One of my qualifications for the fellowship," Nieswandt added, "is the ability to identify faculty needs and develop and facilitate support systems for research and program development, all of which I’ve learned through my academic research achievements and previous experiences in academic administration. Working with the Office of Research and Engagement, we will address such questions as: What support systems are necessary to bolster our research activities (e.g., resources, well-designed implementation processes)? How can such support systems be institutionalized within our college (e.g., exploring options for collaborative grant coordination systems)? How will being ‘One college, one building, one learning community’ promote collaboration, and what research and engagement challenges may arise from being one community in one building? I am also involved in providing regular drop-in hours for faculty to ask pre-award and post-award questions, and in presenting workshops on topics related to writing grant proposals.”

Woodland said that she was excited to receive the fellowship. “My fellowship project will help create conditions for collaboration across the college through which we can collectively examine and re-envision our graduate curriculum,” she said. “As my professional expertise is situated in systems leadership for equity and excellence in curriculum, instruction, and assessment, I am also looking forward to working with Dean McCormick and the associate deans to gain a clearer understanding of the opportunities and demands of college-level administration.”

The College of Education has continued to be extremely productive in generating sponsored research. During FY15, 38 proposals were submitted to a wide range of external sponsors. In addition, 18 grants and contracts were awarded, with the total value of $13,087,384. The college had 40 active grants during the year, with 26 different faculty members serving as principal investigators.

Michael Krezmien and Martina Nieswandt were awarded nearly $3 million from the National Science Foundation (NSF) for the Reclaiming Access to Inquiry-based Science Education (RAISE) project, designed to study and develop an innovative new model for teaching science to young people who are incarcerated.

Mary Lynn Boscardin was awarded a five-year, $1.25-million Leadership Personnel Preparation Grant by the U.S. Department of Education, Special Education Programs, to prepare administrators of special education. Stephen Sireci was awarded $1.6 million from the Education Testing Service (ETS) for improving educational assessment through psychometric research.

Ash Hartwell was awarded a five-year, $1.6-million subcontract with Education Development Center Inc. (EDC) to help boost equitable access to education in places where crisis and conflict have come to dominate the landscape. The U.S. Agency for International Development (USAID) is funding the project, aimed at building capacity and working with up to 60 field projects in 18 countries to increase educational access for 15 million learners in the world’s crisis and conflict zones.
Six awarded College of Education/Graduate School 2015 Fellowships

In its second year, the College of Education/Graduate School Graduate Fellowship program awarded fellowships to six students. The awards, made possible by the college with matching funds from the Graduate School, include financial assistance for each student’s first year of study, and, in the following year, a graduate assistantship of 10 hours per week or more from the student’s academic department. This year’s recipients are: Joel Arce (Korina Jocson, advisor), Emma Britton (Theresa Austin, advisor), Hyun Joo Jung (Jennifer Randall, advisor), Jessica Kemp (Amanda Marcotte, advisor), Xia Mao Tai (Gretchen Rossman, advisor), and Yooyoung Park (Stephen Sireci, advisor).

Here’s what they had to say about having been selected for the fellowships.

JOEL ARCE
“As a first-generation doctoral student, I view this fellowship as an avenue towards a new legacy in my family. The fellowship is less about me and more about those who built me up—me and other youths in the communities where I grew up. I’m thankful that it allows me to balance my academics with my personal and home life. Ultimately, I’d like to play a role in the development and implementation of critical forms of pedagogy as a teacher educator, writer, and youth advocate. I hope to leverage my research as a tool for other educators and youth to be social change agents within their communities and beyond.”

EMMA BRITTON
“This fellowship means a great deal to me. With it, I am fulfilling my dream of returning to graduate school and being a full-time doctoral student. Over the course of my career, I would like to further the learning of immigrants and the field of adult basic education. I see myself as a faculty member in a university, community college, or research institution conducting research, consulting with agencies, and training students, future educators, and administrators.”

HYUN JOO JUNG
“I am truly proud to have been a part of this cohort and awarded this fellowship, which I see as a considerable opportunity to explore diverse research interests for my first year. For prospective psychometrists like me, the research, educational measurement, and psychometrics concentration at UMass Amherst is the best place to be. It emphasizes empirical research and statistical methods that are necessary for the improvement of academic research competency and broader experiences. It offers numerous chances to work with great faculties and colleagues and other advantageous opportunities for my future career in many educational fields. After graduation, I want to contribute to the development and implementation of education policies as a psychometrician in the U.S. and Korea.”

XIA MAO TAI (SHAMO THAR)
“The fellowship meant more than having financial support. It was a major factor in my choosing UMass Amherst. It showed trust in me and that someone saw my potential for success as a doctoral student. The fellowship will give me more time in adjusting, studying, and transitioning to an academic profession. Coming from many thousands of miles away on the Tibet Plateau, I received numerous fellowships, grants, and awards there. In return, I built a school, established a nonprofit organization, and published illustrated books to provide a high-quality, culturally relevant education for Tibetan children. I am pursuing a doctoral program and working with the college’s Center for International Education to explore a possible new role in researching and teaching.”

YOYOYOUNG PARK
“After I finished my bachelor’s degree in elementary education, I was seeking an opportunity for further study in educational measurement. With this fellowship award, for which I am deeply grateful, such a path is now open to me: an opportunity to grow in the field that I am passionate about, without financial constraint. Receiving this fellowship greatly encourages and motivates me in my effort to achieve my academic goals.”

JESSICA KEMP
“Receiving this fellowship is an incredible start to my experience as a doctoral student at UMass Amherst. It implies that the school invests not only in furthering education but in its students. I am passionate about pursuing a career as a licensed school psychologist to promote positive climate change in schools and throughout communities. I plan to devote my postdoctoral experience to exploring work in private or other independent practice.”
STUDENT NEWS

Kathryn Accurso, a doctoral student in the teacher education and school improvement concentration, received a 2015 Excellence in Teaching Award from Bay Path University. She was an adjunct at Bay Path and a special education supervisor for the Holyoke, Mass., public schools. Currently, Bonanno-Sotiropoulos teaches undergraduate- and graduate-level special education courses at Springfield College.

Christina Bosch, a doctoral student in the special education concentration, received a prestigious CADRE Fellowship, a competitive fellowship designed for early-career researchers and developers. Bosch is a fellow on Project Boscov, a doctoral student in the special education concentration, was awarded an international fellowship from the American Association of University Women for 2015–16. Changamire, who is from Zimbabwe, also received the 2014-15 Graduate School/College of Education Fellowship and the college’s C. L. Vendien Endowed scholarship. Her proposal for the fellowship focused on her research interests in exploring how education programs in refugee camps contribute to restoring normalcy for women and girls displaced by conflict or natural or human-made disasters. Changamire hopes that the research will contribute to the better provision of services relevant to women and girls in emergency settings. Upon graduation, she intends to pursue a career as a university professor and a development practitioner.

Cara Crandall, doctoral student in the language, literacy, and culture concentration, received a Pioneer Valley Graduate School Dissertation Research Grant to assist students in completing their dissertation and to recognize their research and accomplishments to date.

Kristen Bonanno-Sotiropoulos, a doctoral student in the special education concentration, received a 2015–16 Professorship from the American Association of University Women for 2015–16. Bonanno-Sotiropoulos, who is from Pittsburgh, received a 2014–15 Graduate School/College of Education Fellowship and the college’s C. L. Vendien Endowed scholarship. Her proposal for the fellowship focused on her research interests in exploring how education programs in refugee camps contribute to restoring normalcy for women and girls displaced by conflict or natural or human-made disasters. Changamire hopes that the research will contribute to the better provision of services relevant to women and girls in emergency settings. Upon graduation, she intends to pursue a career as a university professor and a development practitioner.

Brenda Muzeta, a doctoral student in the teacher education and school improvement concentration, received a 2015–16 Boscov Fellowship. The UMass Amherst Graduate School administers the Joseph L. Boscov Fellowship, awarded annually to a woman 35 or older, in financial need, and pursuing studies which “will equip her for increased service to the needs of people and/or the environment.”

Razia Karim, a master’s student in the Holocaust Educators Network, was also invited to write a chapter for a forthcoming book, Opportunities and Challenges in Holocaust and Social Justice Education: Lessons from Teachers in the Memorial Library Summer Seminars. It will offer best practices for teaching about the Holocaust, with an emphasis on writing and inquiry.

Jasmine Robinson, a doctoral student in the language, literacy, and culture concentration and a third-grade teacher at Crocker Farm School in Amherst, received the 2015 Roger L. Wallace Excellence in Teaching Award. It recognizes elementary school teachers in Amherst and Pelham, Mass., who design community-centered curricula that are relevant and equitable to all children and foster children’s local, regional, or national participation in society. The award acknowledges teachers’ commitments to lifelong learning and collaboration, and honors Roger L. Wallace, an outstanding teacher who retired in 2012 after serving in the Amherst public schools for 39 years.
“This event is a highlight for the whole College of Education, as well as for the families and friends of the graduating students that we honor,” said Dean Christine B. McCormick as she welcomed more than 300 celebrants to the Campus Center Auditorium for what has become the college’s largest on-campus party. “Today we see one of the results of the time you have spent with us,” McCormick said. “We feel pride in your accomplishments and in the knowledgeable educators you have become.” McCormick noted that this is a “great College of Education, with a strong legacy of championing excellence and equity in education. All of you are now a part of that legacy, ready to take your places in the world. It was a pleasure to have had you with us as students, but after commencement we will take pleasure in knowing you as some of the 23,000 alumni in our College of Education community. We know that you will do good work and we want to hear about all of the wonderful things you accomplish in your careers and in your lives.”

Here are some photos from the event.

Graduation Celebration 2015

Early childhood education grads prepare to take on the world

Our Senior Recognition Ceremony brings our graduating seniors in early childhood education together with their families, friends, and faculty for a short but sweet send-off. This year’s event began with a formal procession of graduates filing into the stately Bernie Dallas Room in Goodell Hall. As their proud and enthusiastic families and friends held cameras and phones aloft to capture the moment, the graduates took their places at the front of the room, where Dean Christine B. McCormick began the official program with welcoming remarks. Academic Program Coordinator J. Camille Cammack then spoke about each student’s skills and qualities that will contribute to his or her future success as an educator. Throughout the event, the room filled with shouts of approval and applause for the graduates, an indication of appreciation for their hard work over the course of their studies and an acknowledgement of the important work that they will do as teachers of our very youngest learners.

“This is a special group of students,” said Cammack. “They share a strong bond and I feel lucky to have worked with them. They are ready to take on the world and will make wonderful teachers.”

Our 2015 graduates in early childhood education were Adedolapo Oluwafunke Abioye, Meghan Kathryn Andersen, Sara Apple, Nicole Blackwood, Sara Apple, Dr. Yu, Jasmine Myers, Anessa Roth, Samantha Cotter, Nicole Blackwood, Sara Apple, Dr. Cammack.

This year’s graduating class, listed left to right. Back row: Aled Abioye, Lindsay Entwistle, Sheila Mahesh, Michael DeSalvo, Katie Osback, Jessica Colten. Middle row: Dr. Yu, Jasmine Myers, Anessa Roth, Samantha Cotter, Nicole Blackwood, Sara Apple, Dr. Cammack. Front row: Samantha Guerra, Caylee Clarke, Kathryn Anderson, Tina Weng, Krisy Smith.

“Very inviting place to do your own work. The classrooms are comfortable and the technology works smoothly. And it’s exciting to have so much activity here in this building.”

– Abbey Nachman, school psychology doctoral candidate

Dean for Academic Affairs Linda Griffin presented each graduate with a University of Massachusetts medal.

One
Scholarship Celebration 2015

This year’s festive scholarship celebration, always one of the College of Education’s most anticipated events, took place in the Amherst Room of the Campus Center. It was attended by more than 70 scholarship donors; scholarship recipients and their families and friends; and faculty, staff, and friends of the college.

Dean Christine B. McCormick opened the evening’s program by noting that she was especially proud that the college’s philanthropy had increased over the years. “Philanthropy strengthens our programs, supports our students, and provides resources to our faculty members as they engage in research,” she said.

Director of Development Julie Stubbs addressed the audience, saying that students who receive scholarships tell her that the financial support is vital. “Students also say that they feel validated, encouraged, and inspired by donor support,” said Stubbs. “Donors tell me that they experience a sense of joy and peace through giving to the next generation. Through philanthropy they become part of something bigger than themselves and have the satisfaction of seeing their values carried forward by the next generation of educators.”

Stubbs noted that support from generous alumni, faculty, and friends enabled the college to provide approximately $60,000 in student scholarships and awards this year. “It is an honor to work with you to increase philanthropy in the College of Education,” she said before introducing scholarship donors Gregory L. Katz, Grace Norton Carney, and Dean McCormick, and scholarship recipients Brittany Macri, Sarah Hoke, and Cheryl Brooks.

On behalf of his family, Gregory L. Katz gave a warm tribute to his mother, beloved educator Betty Katz, for whom the Betty Katz Memorial Scholarship in Early Childhood Education, the college’s first scholarship designated for undergraduate students, is named. Brittany Macri, the inaugural recipient of this award, said that she had had her heart set on being a teacher since she was a little girl inspired by the pre-school her mother ran in her home. Now she has a goal of becoming an early intervention specialist. “Helping others has always been a main focus of mine,” she said. “So through my college journey I discovered I wanted to go into early intervention, which is why I chose sociology as a second part of my major. I believe it will help me understand the individuals and families I hope to work with. This scholarship will help significantly while pursuing this career. I cannot even explain how much I appreciate this award. It means the world to me.”

Grace Norton Carney engaged the audience by describing the origin of the scholarship bearing her name. She noted that her son and UMass Amherst alumnus Paul Carney created the award in 2004 in her honor. By that time, Paul had had a successful career with a newly hatched company called Google. “Back then,” Carney recalled, “people would ask us ‘What’s Google?’ and ‘What does Paul do there?’ We didn’t know!” She laughed and added, “We do now!”

The Grace Norton Carney Scholarship provides support to high-achieving students in the College of Education who are active in their communities. Sarah Hoke, a master’s student in the Collaborative Teacher Education Pathway (CTEP) and one of this year’s Grace Norton Carney Scholarship recipients, said that she identifies with some of the pupils she works with in her student teaching. “I work with a passionate, challenging group of students,” she said. “Some are struggling in many areas. I always ask myself how each child’s school performance affects his or her future.”

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The inaugural recipient of the Jerome and Florence McCormick Doctoral Award was Cheryl Brooks, a doctoral student in higher education. The former director of career planning and student development in the College of Engineering and its current assistant dean for experiential learning and corporate relations, Brooks spoke about how the College of Education classes she attends have brought her to consider how to approach student learning in the STEM fields. “My doctoral research,” she noted, “focuses on understanding how early-career STEM professionals learned the skills and competencies needed to be successful engineers and scientists. It is my hope that the results of this research will help STEM educators better prepare students to solve some of our most pressing societal problems, especially in areas such as health care, energy, cybersecurity, and the environment. I believe strongly in the transformational power of education and in an educator’s ability to develop learning environments that engage students. The McCormick Award has helped validate the importance of this research and has enabled me to expand the scope to broader STEM participants.”

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Desmond honored at 2015 Salute to Service

Charles F. Desmond ’92EdD was selected as one of two university public-service honorees for the 2015 UMass Amherst "Salute to Service" gala. This marks the second year that one of the honorees has been chosen from College of Education alumni.

Desmond received his Ed.D. in 1992 instructional leadership from the College of Education after having received his undergraduate degree from Northeastern University. He is the recipient of three honorary doctorates.

Desmond was appointed by Governor Deval Patrick in September 2008 to the Board of Higher Education and became its chair in December 2008. Prior to that he served for seven years as executive vice president of the Trefler Foundation, a nonprofit organization dedicated to improving educational opportunities and success for Boston’s urban youth. Desmond also worked for 30 years at UMass Boston in many capacities, including vice chancellor for student affairs, project director for Upward Bound, director of pre-freshman programs, and associate chancellor for school/community collaboration. He is a member of the Dean’s Leadership Council in the College of Education and serves as vice chair of the UMass Boston Board of Visitors.

A U.S. Army veteran, Desmond was awarded Silver and Bronze stars. He credits his military service for turning his life in a new direction. “Being in Viet Nam during the Tet offensive in 1968 was a dividing point in my life,” he said. “I made a promise. I said, ‘God, if I get out of here alive, I want to do something constructive in my life. I want to try to move in a different direction.’”

In 1972, Desmond accepted a position as director of Upward Bound at UMass Boston. “I went out to the neighborhoods, talked to kids, and visited schools,” he said. His fundamental message was that “higher education is a way out of this neighborhood that you’re in right now.” He specifically remembers telling one high school student that he was recruiting for Upward Bound: “I said, ‘It’s right over there on Boston Harbor, footsteps from the Atlantic Ocean.’ And he said, ‘There’s an ocean over there?’ Opening up windows and those doors of opportunity is part of what I did at Upward Bound.”

Throughout his distinguished career of service, Desmond has continued to champion higher education as a provider of opportunity, citing his own story as an example. “I wouldn’t have done the things that I’ve done, I wouldn’t have accomplished the things I accomplished, had it not been for UMass Amherst,” he said. “It provides a sense of civic engagement, a sense of social responsibility, and an awareness of the world around you. Horace Mann had a very simple quote,” Desmond added. “He said, ‘Refuse to die until you’ve made some contribution to humanity.’ I really feel I have an obligation. This life means something. We are all entrusted to do something with it. So for me, if I can make a difference, I want to try to make that difference.”

NEW GIFTS OF NOTE

Betty Katz Memorial Scholarship in Early Childhood Education

Created in memory of College of Education alumna Betty Katz, who died in 2014. It was endowed in spring 2015 by her family and a group of her close friends, and first awarded in the fall of 2015. Beginning in 2016, a junior and a senior will be awarded a scholarship each year.

Betty Ann Spigel Katz received her bachelor’s degree in elementary education in 1972 from the College of Education. She spent many years as an elementary school teacher and later as a reading specialist in Framingham, Mass., and teaching second and third grades in Concord, Mass. She took a leave to raise her children to school age, then returned to teaching, eventually serving as a Reading Recovery teacher at Barbieri School in Framingham for 15 years. She retired in December 2010 but continued working part-time in the literacy centers at the Barbieri and Brophy schools. The Brophy Elementary School literacy center is named in her honor. The scholarship is the college’s first designated for undergraduates.

The Marjorie R. Harrison International Impact Fund

Provides support for College of Education doctoral students whose programs of study would be enriched by international research or fieldwork. To be awarded beginning in 2020.

Marjorie R. Harrison earned a B.A. from Brandeis University in 1969, and an M.Ed in 1972 and an Ed.D. in 1981 from the College of Education. She joined the Peace Corps in 1974 and served in Malaysia as an English as a Second Language advisor, returned to the U.S. and taught English to international students, and served as a learning resources specialist for an Armenian/English bilingual program. Harrison helped start the Boston-Area Returned Peace Corps Volunteers in 1977. She served as assistant dean of students at Colgate University and as dean of students at Chatham University, Pittsburgh. Harrison joined the U.S. Foreign Service in 1992 and served in U.S. embassies in the Dominican Republic, Venezuela, Benin, India, Mauritius, and Malaysia. She retired in 2010 and is involved with volunteer activities of the National Peace Corps Association and the American Field Service student exchange program.

Planned gift to benefit the Nieto-Rudman Endowed Scholarship

Sonia Nieto, professor emerita, distinguished alumna, and member of the National Academy of Education, has arranged an estate gift to benefit the Nieto-Rudman Endowed Scholarship. The scholarship was endowed in 2012 through the generosity of alumni, colleagues, and family and friends of Nieto and Professor Emerita Masha Rudman to acknowledge the women’s combined 70 years of dedicated service to the College of Education and their impact in their respective fields of education.

To explore how you can make an estate gift, please contact Julie Stubb, director of development in the College of Education, at 413-545-1112.

Allan Speaker Series

An annual lecture series, sponsored by alumni and Dean’s Leadership Council member Dr. Richard G. Allan ’73EdD, will bring innovative thought-leaders in education to the college to explore the future of education. In addition to a public talk, the speaker will meet with graduate students and faculty members. The first Allan Speaker will be Katherine Bassett, executive director and CEO of the National Network of State Teachers of the Year. The inaugural talk in the series will take place March 25, 2016, in Furcolo Hall.

“One of the things that I really believe is that the things you learn at college—what you learn in the classroom, what you learn in the laboratory, what you learn from your professors—are really important. But what’s even more important is the things that you learn beyond the classroom, the things that you learn from your professors, the things that you learn from your peers, the things that you learn from your experiences. And I think that’s really what we’re trying to do here at College of Education is to provide those opportunities for our students. And that’s what I really enjoy about being here.”

– Charles F. Desmond, professor

“The shift from two buildings to one may offer increased opportunities to cultivate community, highlight the interconnectedness of our academic programs, and facilitate a collective reinvestment in our fundamental commitment to social justice and diversity.”

– Keisha L. Green, professor
was appointed commissioner of education for the state of Connecticut by Governor Dannel P. Malloy in April 2015 after having served as interim commissioner. Wentzell served as the state Department of Education’s chief academic officer, overseeing the Bureau of Curriculum, Instruction, and Assessment and the Standards Implementation Division. She previously served as assistant superintendent of schools in Hartford and in district leadership positions in both South Windsor and the Capitol Region Education Council magnet schools. Wentzell has a bachelor’s degree in Russian studies from Mount Holyoke College, a master’s degree in educational leadership from the College of Education, and a doctorate in educational leadership from the University of Hartford.

Jo-Anne Wilson-Keenan ‘88ED’s new book, From Small Places: Toward the Realization of Literacy as a Human Right, has been published by Sense Publishers. The publisher’s website says that the book “brings together history, theory, research, and practices that can contribute to the realization of this right, both in itself and as a means of achieving other rights.”

Sara DeTurk ‘92ED recently had her Activism, Alliance Building, and the Esperanza Peace and Justice Center published by Lexington Books. The book is an ethnography exploring the tactics of a multi-issue social-change organization that deploys artistic expression as a central organizing mechanism.

Elizabeth A. Dale ‘96ED was named executive vice president of Institutional Advancement for Thomas Jefferson University and Jefferson Health System. Dale leads all initiatives related to the enterprise’s Philanthropy Pillar and is charged with modernizing Jefferson’s development program. Previously, she was vice chancellor for advancement and the founding executive director of the University of Massachusetts Amherst Foundation.

Keith Wright ‘07MED, a chemistry teacher at Springfield Renaissance High School and a master teaching fellow for the National Science Foundation’s Robert Noyce 52TC project at UMass Amherst’s College of Education, was selected as one of seven participants nationally in the American Association for the Advancement of Science’s Voices from the Field video series. The project includes video interviews of the award recipients, which will be featured online; a compilation video of interviews highlighting the Noyce Program and its impact on STEM teachers; and a guide for high school districts; and recruitment and promotional videos for use in school, government, peer, and community programs.

Don Glickstein ‘73 has written After Yorktown (Westholme Publishing, 2015), which brings to life the Loyalists who found refuge on after the British surrendered to Washington at Yorktown. “Although I didn’t pursue a career in teaching, the then School of Education at Victoria was co-winner of the 2014 Striving for Students of Color. Muss’ awareness campaign for independent schools and private high schools was co-winner of the 2014 Striving for Students of Color. Muss’ awareness campaign for independent schools and private high schools. In 2015, he was named an Honorary Fellow of the American Educational Research Association and the University of Massachusetts Amherst.”


In 1967 Coopee joined the staff of UMass Amherst, where he served as personnel administrator and associate director of human resources, retiring in 2002. He leaves his wife, Patricia Coopee, three sons, and many family members.

Educator and foundation executive John Cushing Esty, Jr., who taught at the College of Education, died in October 2015 in Concord, Mass. He was educated in the Philippines for the American Baptist Association of University Women, North Carolina. She is currently a member of the graduate faculty in the Educational Leadership and Management Program at Capella University, where she directs doctoral dissertation research. Wilson was also appointed a lead graduate-faculty dissertation chair at Capella’s School of Education.

Jesus Jara ‘10EDD is deputy superintendent of schools in Orange County, Fla. The Orange County Public School District, the tenth largest in the country, currently serves nearly 200,000 students. It and the Gwinnett County (Ga.) Public Schools were co-winners of the 2014 Broad Prize for Urban Education. Jara previously served as superintendent of schools in Monroe County, Fla.

Esty was a grant-maker and educational program officer at the Rockefeller Brothers Fund in New York. He also worked closely with Boston’s Fenway High School, a pilot school with more than 90 percent minority enrollment. The school’s endowed John C. Esty Jr. College Advisory Fund provides skilled college counseling for Fenway students, usually the first in their families to aspire to college. Esty served as a trustee of or advisor to dozens of school and foundation boards. He is survived by his wife of 60 years, Katharine Esty, and their four sons.

Former College of Education faculty member Louis “Lou” Fischer died in July 2015 after a short illness. He was born in 1924 to Hungarian Jewish parents. In 1939, Fischer, his two older brothers, and their mother fled Hungary and moved to Lorain, Ohio, where he completed a K-12 American education in two years. After high school, Fischer enlisted in the U.S. Army. He served in Papua, New Guinea, and participated in the landing in the Philipines. He was wounded and spent 11 months recovering.

Fischer attended Ohio State University and Stanford University Law School, where he met Barbara Bree, his wife of 63 years. He practiced law in Monterey, Calif., and went on to earn a Ph.D. in education from Stanford. Fischer was professor of education at the University of California, Northridge, and served as president of the John Dewey Society. At UMass Amherst he taught at the College of Education, served as its acting dean, and for several years was assistant to the chancellor.

Fischer’s scholarship focused on the rights of teachers, students, parents, and counselors, and he co-wrote numerous books. After retiring from UMass, Fischer served as a consultant for Georgetown University’s Street Law Project and USAID, designing and conducting workshops on democracy, human rights, and the rule of law in Eastern Europe and the newly independent Soviet states. Fischer was a professor of education at the University of California, Northridge, and served as president of the John Dewey Society. At UMass Amherst he taught at the College of Education, served as its acting dean, and for several years was assistant to the chancellor.

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COMING SOON ...

AERA 2016 Annual Meeting
Friday, April 8 – Tuesday, April 12, Washington, D.C.
College of Education Reception at AERA, Monday, April 11

Allan Speaker Series
Thursday, March 24, Furcolo Hall
Featuring Katherine Basset, executive director and CEO of the National Network of State Teachers of the Year (NNSTOY). The inaugural presentation of the college’s annual lecture series sponsored by Dean’s Leadership Council member Dr. Richard G. Allan ’73EdD.

Graduate Student Research Gallery Walk
Thursday, March 24, Furcolo Hall
(following the Allan Speaker Series)
Our college-wide poster session enables graduate students to share their research with peers.

College of Education Furcolo Hall Ribbon-Cutting
Friday, April 29

180 Days in Springfield 20th-year Celebration
June 2016