UMass Introduces Education Courses
In 1907, UMass Amherst (named Massachusetts Agricultural College at the time) organized a separate department of Agricultural Education and introduced courses for the preparation of teachers of agriculture. The first Department Head, William R. Hart, was a progressive powerhouse in agricultural education and a pioneer in applying educational psychology to the teaching of agriculture.

Department of Education becomes School of Education
In 1932, teacher preparation programs were organized into the Department of Education. In response to the urgent need for new teachers to educate the post-war baby boomers, the Department of Education expanded into a full-fledged School of Education in 1956. Albert W. Purvis, the first Dean (1956-1968), stressed teacher preparation as the main mission and the School established cooperative programs with schools and colleges on the Amherst campus, The Education Building (now Furcolo Hall) and the Mark’s Meadow Laboratory School opened in 1961, complete with observation classrooms that, at the time, were on the cutting edge in the field of teacher preparation.

The Dwight Allen Era and Beyond
The School (and the University) grew considerably in the late 1960s and early 1970s. By 1973, there were 90 full-time faculty members including a significant number of minority and women faculty. Dean Dwight W. Allen (1968-1975) brought the entire School to Colorado for a (now-mythical) retreat in 1968, which led to fundamental changes in the School’s curriculum, departmental structure, and governance procedures. Faculty and alumni from the Dwight Allen era recall a visionary, inspirational leader who recruited unprecedented numbers of minority students and who introduced the School of Education Marathon – a weeklong event where classes were suspended and faculty, students, and alumni presented on the most recent and innovative research in the field of education. Reminiscent of that era, we plan to host a Centennial Marathon. Several SOE faculty members served as interim dean during the transition period between Deans Allen and Fantini.

Under Mario D. Fantini (1976-1987), the School of Education positioned itself at the center of national discussions about education, hosting annual spring forums “in keeping with our role as a major school of education – to educate the public and educators.” The speaker schedule for the 1978 forum, Learning Tomorrows for Today’s Generation, included such nationally known figures as Ralph Nader, the Reverend Jesse Jackson, Dr. William H. Cosby, and renowned faculty from Stanford Medical Center and the University of Pittsburgh. In 1986, the School published the first issue of Equity & Excellence (now Equity & Excellence in Education) as a refereed journal.

Marilyn Haring-Hidore, who served as dean from 1988 to 1991, emphasized multiculturalism and educational technology. During her tenure, the School formed a university-wide council to recommend and implement policies and procedures related to educator preparation and program accreditation.

Under Dean Bailey Jackson (1991-2002), the SOE, Amherst campus, and entire University of Massachusetts system weathered a period of adaptation to declining resources and adjustment to changes in statewide educator licensure rooted in the Massachusetts Education Reform Act of 1993. Two interdisciplinary centers were established, the Center for Education Policy in 1999 and the Center for Educational Assessment in 2000, in response to the increasing use of educational tests and to educational reform movements. Also during this period, the SOE reorganized into three administrative departments: Educational Policy, Research and Administration (EPRA); Student Development and Pupil Personnel (continued on page 5)
Greetings from the Dean

Support from the School’s community is critical to our continuing growth as an exceptional, vibrant, and diverse School of Education ….

In the 2007-2008 academic year, we are very excited to be celebrating a number of milestones for the School of Education -100 years of preparing educators at the University of Massachusetts Amherst (starting in 1907), 75 years since the University established the Department of Education, our second 50 years as a School of Education, and the 40th year of the School’s Center for International Education and the Higher Education concentration.

I urge you to join us in this very special Centennial Celebration by participating in events planned throughout the 2007-08 academic year. Become a part of the excitement and support the research and teaching of our faculty and students through your gift to the School of Education Centennial Fund. Your gift is an investment in the aspirations and opportunities the next 100 years will bring. Support from the School’s community is critical to our continuing growth as an exceptional, vibrant, and diverse School of Education with a broad scope of academic, research, and outreach activities that prepare tomorrow’s leaders in the field of education.

The School is also in the midst of preparations for the National Council for Accreditation of Teacher Education (NCATE) accreditation visit, scheduled for May 2008, during which all of the University’s educator licensure programs will be evaluated. I am also pleased to report that the University’s Faculty Senate recently approved the reinstatement of the School’s doctoral concentration in Special Education, a significant step in our efforts to enhance educational opportunities for all learners. This year, John Clement, Professor in Teacher Education and Curriculum Studies (TECS) will be recognized at the University of Massachusetts Amherst Faculty Convocation with the Award for Outstanding Accomplishments in Research and Creative Activity. Stephen Sireci, Professor in Educational Policy, Research and Administration (EPRA), has been selected as a Distinguished Faculty Lecturer and will receive the Chancellor’s Medal, the highest honor bestowed on individuals for exemplary and extraordinary service to the University.

I look forward to seeing you at some of the Centennial Events coming up during the academic year, and I hope you will remember to keep in touch with the School by emailing us at goodnews@educ.umass.edu. Not only are we delighted to hear about your interests and accomplishments, we are also pleased to share your news with the School of Education community. The next issue will include updates from some of our former deans and recollections from you, our alumni and friends, and from current and emeritus faculty.

Christine B. McCormick
Dean
Faculty News

Benita Barnes, Assistant Professor in the Department of Educational Policy, Research and Administration, has been appointed for a three-year term (2007-2009) on the editorial board of the National Association of Student Personnel Administrators Journal.

Robert Maloy, Senior Lecturer in the Department of Teacher Education and Curriculum Studies, received a Public Service Grant to pilot a working prototype of an online intelligent tutoring system to help fourth graders with the Massachusetts Comprehensive Assessment System (MCAS) test. Ruth-Ellen Verock-O’Loughlin, Lecturer in TECS, will also participate in the project, to include the high-needs schools in several rural western Massachusetts school districts served by the Bridges to the Future program.

Sonia Nieto, Professor Emerita, delivered the keynote address and received an honorary degree, Doctorate of Humane Letters, at the DePaul University School of Education’s Class of 2007 Commencement ceremony on June 16.

Margaret (Margy) Pierce, Assistant Professor in the Department of Student Development and Pupil Personnel Services, received a Healey/Faculty Research Grant for a project starting in Fall 2007, entitled, When It Just Doesn’t Add Up: Examining the Manifestation of Math Difficulty Among Fifth and Sixth Graders with Learning Disabilities.

Nola Stephen, Senior Lecturer in the Department of Teacher Education and Curriculum Studies, was recognized as a University of Massachusetts Amherst Community Service Learning Fellow for 2007.

Ruth-Ellen Verock-O’Loughlin, Lecturer in the Department of Teacher Education and Curriculum Studies, received the 2007 School of Education Outstanding Teacher Award.

Ximena Zúñiga, Associate Professor in the Department of Student Development and Pupil Personnel Services, and Co-Principal Investigator Martha Stassen, Director of Assessment at UMass Amherst, hosted the sixth meeting of the Multiversity Intergroup Dialogue Research Consortium. The Consortium, a longitudinal study funded by the Ford Foundation and the William T. Grant Foundation, assesses the impact on college students of intergroup dialogue courses dealing with issues such as race, gender, ethnicity, and sexuality. Representatives from ten universities attended the meeting, held June 20-22 on the Amherst campus.

In Memoriam

Charles Dwayne Wilson, 65, an associate professor at the University of Utah School of Social Work and previously an assistant professor in the School of Education at the University of Massachusetts Amherst, died June 1, 2007. As a Fulbright Scholar, Dwayne worked closely with the University of Botswana to establish a faculty and student exchange program with the University of Utah. During his career, he also held positions at the Lansing School District, the Mott Foundation, and the University of Michigan.
To the uninitiated, the language of educator preparation accreditation can sound like a tangle of acronyms in a sea of jargon. “NCATE,” Conceptual Frameworks,” “SPA,” “Standards,” “Dispositions,” “Tk20”: What are they? What do they have to do with programs that prepare educators? The School of Education’s NCATE accreditation visit, conducted every seven years, is scheduled for May 2008. Data-based and performance driven, the visit is a major, multi-step process requiring intensive preparation. The unit self-study (by SOE on behalf of UMass Amherst) provides evidence of quality to a team of external examiners assigned by NCATE and the Massachusetts Department of Education, which conducts a concurrent state approval process.

Q: What is NCATE and what is the purpose of the NCATE Review?
A: Founded in 1954, The National Council for Accreditation of Teacher Education (NCATE) is an independent accrediting body that determines whether schools, colleges, and departments of education meet rigorous national standards in preparing teachers and other school professionals for the classroom. Currently, 632 schools and colleges of education, including the UMass School of Education, are accredited by NCATE, with nearly 100 more seeking accreditation.

Q: What are the Conceptual Frameworks of the School of Education Licensure Programs?
A: Five central concepts guide and give coherence to the work of the faculty, practitioners, and students in both initial and advanced preparation levels: Reflective Practice; Multiple Ways of Knowing; Access, Equity, and Fairness; Collaboration; and Evidence-Based Practice.

Q: What are the NCATE Standards for Accreditation?
A: There are six NCATE Standards: Candidate Knowledge, Skills, and Dispositions; Assessment System and Unit Evaluation; Field Experiences and Clinical Practice; Diversity; Faculty Qualifications, Performance, and Development; and Unit Governance and Resources. Institutions under review must demonstrate, with supporting data, that their licensure programs and the overall unit meet these six Standards.

Q: What are Dispositions?
A: NCATE defines Dispositions as “The attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities.”

Q: What is a SPA?
A: SPA is an acronym for Specialized Professional Associations (e.g. National Council of Teachers of English, National Council of Teachers of Mathematics, Council for Exceptional Children to name only a few.) In the fall, faculty from each concentration submit a report to the relevant SPA describing how each program meets specific professional guidelines and standards related to content, pedagogy, and professional knowledge and skills. We will use the responses from the SPAs in preparation of the SOE self-study.

Q: How is this visit different from the previous NCATE accreditation visit?
A. The SOE submitted its 2001 NCATE report and documentation in hard copy. These were totally focused on inputs, course content, syllabi, and the process we used to develop quality educators. For this visit, NCATE requires that all data and reports be submitted electronically through a website. The reports and visit now focus on assessments of outcomes evidenced by data collected through UMass-Tk20, an electronic assessment, accountability, and data management system. All licensure faculty use the system to deliver a variety of standards-based assessments at different transition points and use the results to make decisions about student progress through the program. Students create digital portfolios to document their experiences, knowledge, and skills and keep track of their progress online.

Q. What happens during the accreditation visit?
A. During the accreditation visit, the NCATE team will visit campus, interview university and SOE administrators, faculty, practitioners, and students, tour the facilities, examine material in the exhibit room, and observe classes. Events will include a poster session in which licensure students will present their portfolios.

Q. What happens next?
A. The NCATE visiting team will submit its report to NCATE’s Board of Examiners. The School will have the opportunity to prepare rejoinders and/or provide additional information, if necessary. NCATE’s Board will review the report and render a decision on UMass’s accreditation status during the 2008-2009 academic year.
Molly Mead (Ed.D. 1990) has been named the first Director of the new Center for Community Engagement at Amherst College. Established last year by a philanthropic investment of more than $13 million from the Argosy Foundation, the Center for Community Engagement aims to connect students to communities through public service so they can better understand life’s circumstances and act on their ability to bring about positive change. As the Center’s Founding Director, Molly will build on the college’s existing outreach and public service programs to make service opportunities available to all Amherst College students, expand the college’s partnerships with community-based organizations, and seek to create new partnerships at the regional, national, and international levels. Molly previously served as Professor of Urban Studies and Founding Director of the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University, first joining the faculty in 1990. She taught in the Center for Human Services at the University of Massachusetts Boston from 1984-89 and directed several community-based organizations in Massachusetts.

Richard B. Holzman (Ed.D. 1970) after more than 30 years as a school superintendent in New Jersey, New York, Massachusetts, including Schenectady, New York, Teamack, and Middletown New Jersey, and the American International School of Caracas, Venezuela, is now Executive Vice President of The Futures HealthCore, a company owned by Peter Bittel (Ed.D. 1981), with Headquarters in Springfield, MA providing special education management and special needs services to schools and hospitals in the United States and abroad. He is also Dean of Special Academic Projects and Director of the School Administration Program at American International College and serves on the Dean’s Leadership Council at UMass Amherst School of Education.

Peter J. Bittel (Ed.D. 1981) is co-founder and Chief Executive Officer of The Futures HealthCore. He has more than 30 years of clinical and executive leadership experience in the areas of special education, rehabilitation and developmental disabilities. He is an advocate for people with handicapping conditions and has served on several non-profit boards. He has held a number of faculty positions including one as adjunct faculty at the University of Massachusetts Amherst School of Public Health. He is a certified member of the American Speech and Hearing Association (ASHA) and continues to practice as a speech and language pathologist in addition to his management responsibilities. He is founder of Medical Knowledge Institute a non-profit foundation in Amsterdam, Holland that addresses the issues of disease prevention in Africa. 

Celebrating 100 Years (continued from page 1)

In 2007, as in 1907, UMass Education is led by someone with a background in educational psychology. Dean Christine McCormick joined the School in September 2005 after serving in faculty and administrative roles at the University of South Carolina and the University of New Mexico. Her expertise and experience match many of the strengths of the School: improving literacy, not only in language usage but also in mathematics and science; providing leadership in educational policies, practices, and assessment; creating effective and productive community partnerships; and exploring ways to optimize learning for all, including students with special needs and those from linguistically and culturally diverse populations.

Now primarily a graduate school, SOE has 65 full-time faculty members, and enrolls over 1,000 students in master’s, doctoral, or Certificate in Advanced Graduate Studies (CAGS) programs. SOE occupies two buildings (Furcolo Hall and Hills), more than one mile apart, making us one of the longest Schools of Education in the world! The School continues to recruit a diverse faculty and student population. Almost half of pre-tenure faculty hired since 2005 identify as being from underrepresented racial/ethnic groups and about 25% of the Graduate School ALANA students are enrolled in the School of Education. Almost 200 undergraduate Minors in Education completed their programs in 2007, and approximately half of them hope to continue their studies in our educator licensure programs.

Our interdisciplinary centers and other research programs are thriving, and sponsored research has grown tremendously with annual research expenditures reaching $8.2 million in 2006. We continue to build strong, collaborative relationships with surrounding communities, rural and urban, and our faculty garner national awards, receive major fellowships, and serve on editorial boards of professional journals. Dynamic and expanding, the SOE continues to be ranked in the Top 50 of Graduate Schools of Education by US News and World Report. Today, we are a renowned School of Education that continues to build on its legacy of supporting excellence and equity in education, in the Commonwealth and at the national and international levels. Through the research and teaching of our faculty, students, and graduates – numbering more than 23,000 – the SOE is making a difference.
1970s

Founded by Daniel Kennedy (M Ed 1973) in 1992, Daniel Kennedy Communications Services, a PR and marketing consultancy, has garnered numerous awards for the AfghanMark logo developed as an internationally registered certification trademark for carpets made by Afghan women. Daniel previously served as Director of media relations for the Simon & Schuster publishing company, as VP Marketing Communications for the Ruder Finn Public Relations agency, and as a Senior Communications Manager for the JC Penney Company.

1980s

Jeffrey Zoul (BA 1982) earned his doctoral degree in 2006 from the University of Alabama. Jeff is now a middle school principal in Cumming, Georgia, and serves as an adjunct professor at North Georgia College and State University. He is the author of Improving Your School One Week at a Time: Building the Foundation for Professional Teaching and Learning, published by Eye on Education in Larchmont, New York.


Garrett McAuliffe (EdD 1985) published Culturally Alert Counseling: A Comprehensive Introduction and a related video entitled Key Practices in Culturally Alert Counseling. The book is his fifth, and the video is his second. Garrett was mentored by Ron Fredrickson and Allen Ivey, among others, and draws inspiration from them. He is professor of counseling and admissions coordinator for the new PhD program in counseling at Old Dominion University in Norfolk, Virginia, where he is a colleague of Dwight Allen, former Dean of the School of Education.

1990s

Susan Homrok (MEd 1998) has been appointed as principal of Henry James Memorial School in Simsbury, Connecticut. For the past two years, she was an assistant principal at Simsbury High School, and for two years prior to that, she served as assistant principal at Wamogo Regional High School in Litchfield, Conn. Sue also was a special education teacher for five years at Northwestern Regional High School in Winsted, Conn.

2000s

Michael Simsik (EdD 2003) became the Programming and Training Officer for the U.S. Peace Corps in Bamako, Mali (West Africa) in July 2006.
Interdisciplinary Research Centers

- **The Center for Educational Assessment (CEA)** applies the School’s nationally recognized strengths in psychometric theory, assessment, and educational statistics to the solution of critical problems in public education. Since its establishment in 2000, the Center has received more than $4 million in grants and contracts providing research opportunities for faculty and support and research experience for graduate students. Co-Directors: Distinguished Professor Ronald K. Hambleton and Professor Stephen Sireci
  413-545-0262
  www.umass.edu/education/cea/index.htm

- **The Center for Education Policy (CEP)** provides research expertise to develop, recommend, and evaluate educational policies and programs and provides a forum for faculty and students to engage in discussions of important issues in education. The Center has received more than $1 million in grants and contracts since 2001.
  Director: Distinguished Professor Sharon Rallis
  413-545-0958
  www.umass.edu/education/cep/index.htm

- **The Center for International Education (CIE)** is closely integrated with the academic program in International Education. Together they offer graduate level professional training, service, and research opportunities in International Development Education, Education Policy and Leadership, Nonformal/Popular Adult Education, and Internationalizing U.S. Education. Awarded more than $40 million in grants and contracts since its founding in 1968, the Center is planning its 40th reunion June 12-15, 2008.
  Director: Professor David R. Evans
  413-545-0465
  www.umass.edu/cie/index.html

- **The Center for School Counseling Outcome Research (CSCOR)** is a national model, addressing a crucial gap that has existed for several decades in the field of school counselor interventions and activities by developing the research base that is necessary for responsible and effective practice and providing a forum and process for evaluating evidence-based interventions. Awarded more than $300,000 in grants and contracts since its founding in 2003, CSCOR has hosted five School Counselor Summer Leadership Institutes.
  Director: Professor John Carey
  413-545-3619
  www.umass.edu/schoolcounseling

Our interdisciplinary research centers provide faculty and students with the resources and opportunities to pursue their research endeavors. For more information about the centers and how you can support faculty and student research, please contact the Center Director or Jera Jamison, Director of Development at 413 545-2705 or jjamison@educ.umass.edu.
UMass Educational TV Enters University Archives

On May 3, 2007, UMass Educational Television (UMass Ed TV) shows and related materials were donated formally to the University Archives of the W.E. B. Du Bois Library. Founded in 1993, UMass Educational Television was a media outreach project that aimed to provide the public with innovative, original, educational programming using the resources of the School of Education and the Amherst campus, and to serve as a hands-on learning laboratory for students and teachers. In its ten years of operation, UMass Ed TV trained close to 100 undergraduate interns and 15 graduate teaching assistants, and its productions also involved many community members in western Massachusetts.

Directed by Liane Brandon, now Professor Emerita, and John C. Carey, Professor in the Department of Student Development and Pupil Personnel Services, in collaboration with Associate Director Scott Perry, UMass Ed TV produced 12 original award-winning series featuring faculty and students, local residents, and area institutions.

UMass Ed TV productions were featured on local and regional cable stations and were seen in more than 40 cities and towns in Massachusetts and Connecticut. “UMass Amherst was home to the only school of education in the country to produce original educational programming for cable and home audiences,” according to Brandon.

Christine B. McCormick, Liane Brandon, Robert Cox, Director of University Archives and Jay Carey.
Yes—I would like to make a gift to the UMass Amherst School of Education Centennial Fund today.

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Please make your check payable to: School of Education Centennial Fund, and send to Dean’s Office, 124 Furolo Hall, School of Education, 813 N. Pleasant St., Amherst, MA 01003.

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