Now more than ever before, in this country and around the world, there is a growing understanding that enhanced leadership is essential for improving education at all levels. With its long history of preparing educators and researchers, the School of Education is gaining ever-greater global recognition for its role in educational leadership development.

“Leadership in education is a growing priority of globally-focused agencies and organizations, and faculty members of the School of Education are highly sought experts in the field,” said Professor Joseph B. Berger, chair of the Department of Educational Policy, Research and Administration (EPRA). “We are responding to requests for assistance in improving education systems locally and globally. We are increasingly being sought for our expertise in organizational and leadership development, particularly in high-need international contexts. And our successes in educational leadership have enabled us to establish partnerships, projects, and programs in places ranging from a host of international sites to Springfield, Massachusetts.”

AN EXPANDING INTERNATIONAL PRESENCE

Two of the School’s newest initiatives involve helping to develop the first graduate programs and national standards for educational leadership in Chile and developing cutting-edge training for educational leaders in China. “All of our work involves culturally-specific adaptations of models and methods we have developed through ‘user-inspired’ research conducted collaboratively with our partners,” Berger said, adding that the School of Education is in conversation with partners in Northern Ireland, Tanzania, Cambodia, and Pakistan.

In Afghanistan, the School has been broadening its presence for almost 10 years. The School’s Center for International Education (CIE) is working with Kabul Education University and 17 other postsecondary institutions to provide educational and technical programs that train teachers and improve that country’s higher education system. As part of the program, seven Afghan students, all of whom are faculty members at universities in Afghanistan, recently completed their master’s degrees at the School of Education after a two-and-a-half year program of study in International Education on the UMass Amherst campus. In addition, last spring the academic program we established in cooperation with the Afghanistan Ministry of Higher Education congratulated its first graduating class at a commencement event in Kabul—22 students, including 11 women, who received master’s degrees in Education.

“This was an important event for Kabul Education University and drew a lot of attention in Afghanistan,” said Professor David Evans (EPRA) and director of CIE. “The U.S. ambassador and the Afghan minister for higher education were there and took part in this historic event.”

Based on the program’s successes, the U.S. Agency for International Development (USAID) has expanded its support, asking CIE and UMass Amherst’s Institute for Global Health to work with Kabul Medical University to help improve the quality of medical education and develop a school of public health that will offer a master’s degree program. “This is a truly collaborative effort,” said Evans. “It is important to remember that the success we have helped the Afghans achieve has been because our Afghan colleagues took responsibility for making things happen.”

Since the School’s initial involvement in Afghanistan, our programs and our reputation for preparing leaders in education has grown along with the network of connections within the country and on the Amherst campus. “It’s a beautiful example of starting small and building on each example,” Evans said.

In Senegal and The Gambia, Associate Professor Jacqueline Mosselson and Professor Gretchen Rossman, both of EPRA, and seven SOE graduate students, worked with educators and local communities to strengthen the local capacity to deliver and support quality multi-grade education in rural areas with low population densities. “As a result of the outstanding success of
Message from the Dean

Dear Alumni and Friends,

Leadership is the key word for this issue of our newsletter. From page one to the back cover, you’ll read about how we lead and how we prepare leaders, as an institution and as individuals.

Supporting our students while they navigate their academic and professional journeys toward becoming tomorrow’s leaders in education has, of course, always been part of our mission. So I am particularly pleased to tell you that in the past year the School has increased its endowed scholarship opportunities for our students.

Our efforts to memorialize our colleague and friend Dr. Richard “Dick” Clark with a dedicated scholarship fund met with enormous success. The School also received a gift to establish a memorial endowment to support students in the School Psychology program. Through this fund, students will receive financial assistance for expenses associated with their graduate studies such as textbooks, software and research-related travel. Our sincerest thanks to Richard A. and Geraldine C. Wise, whose donation in memory of their niece, Mary Margaret Whitaker-Webster, made this endowment possible.

On another note, we continue to be recognized at the national and international level for our research activity and the excellence of our faculty and academic programs, with external grants and contracts awards more than doubling this year and by our continued ranking by U.S. News and World Report as one of the Top 50 graduate schools of education in the nation. Widespread support of School of Education initiatives, increases in external funding, and moving up in the national rankings are just a few of the indicators of the outstanding research, teaching, and learning occurring here at the School every day.

Christine B. McCormick
Dean

Announcing the Richard J. Clark Memorial Scholarship for Teacher Education

We are pleased to announce the Richard J. Clark Memorial Scholarship for Teacher Education, an endowed fund established to honor Dr. Clark’s three decades as an educator in the UMass Amherst School of Education. Through his genuine friendship and steady leadership, Dr. Clark touched the lives of many students and faculty. Now, in his memory, this endowed fund will provide support for graduate students in the School’s Department of Teacher Education and Curriculum Studies who desire to become teachers, a profession Dr. Clark believed to be the highest of callings.

We thank you, the School’s alumni, faculty and friends, for the generous support that allowed us to establish this endowment. Continued support ensures the growth of this fund, and enables us to provide additional financial assistance to worthy students. If you are interested in making a contribution in honor of Dr. Clark, please contact the School of Education’s Director of Development Jera Jamison at jjamison@educ.umass.edu.
Thirty Years of Leadership Insights with Ken Blanchard

FEW PEOPLE HAVE influenced the day-to-day management of people and companies more than Ken Blanchard. He is considered one of the most influential leadership experts in the world. A prominent speaker and business consultant, Blanchard is a best-selling author of more than 30 books on leadership and management and is perhaps best known for co-authoring the classic *The One Minute Manager*. (Amazon.com named Ken one of its Top 25 Bestselling Authors of all time.) Additionally, Ken and his wife, Marjorie Blanchard, co-founded The Ken Blanchard Companies, a globally recognized consulting and training firm.

The School of Education is pleased to host Ken Blanchard, who served as a member of our faculty from 1970 to 1976, at two leadership events this fall.

Please join us at these two special events. Register for both and read more about them on our website: www.umass.edu/education.

LEADERSHIP (cont. from pg.1)

The Learning Initiatives for Rural Education Project (LIRE), funded by the World Bank-administered Bank-Netherlands Partnership program, the project has been adopted at the national level in The Gambia with the Ministry of Education signing a commitment to continue our work there,” Rossman said.

Craig Wells, associate professor in EPRA, and other faculty have been working to increase Indonesia’s capacity in educational assessment expertise as a part of that country’s national educational improvement efforts. Through a USAID-funded project, faculty and graduate students provide training in educational assessment to Indonesian assessment specialists here on campus, and have developed instructional modules on educational assessment for use in Indonesia.

ESTABLISHED, AND EXPANDING RECOGNITION IN THE U.S.

Helping to create leaders closer to home, Assistant Professor Benita Barnes, EPRA, and Joseph B. Berger coordinate and serve as instructors in the Community College Leadership Academy, a collaboration of 15 community colleges providing an avenue through which the institutions can prepare their future leaders while supporting existing talent. Barnes and Berger teach classes of approximately 30 Fellows, a select group of community college personnel identified as having potential for senior leadership positions. The academy developed as a result of discussion between Berger, Greenfield Community College president Robert Pura, and SOE Professor Emeritus Pat Crosson about the need to “grow our own leaders” in the community college system.

A benefit of the academy, said Barnes, is that “a sizable number of Fellows enroll in the School of Education’s doctoral programs in Educational Policy and Leadership, and Higher Education” This year, the academy expanded with the participation of Middlesex Community College in Connecticut and Community College of Rhode Island.

Professor Mary Lynn Boscardin, chair of the Department of Student Development, in collaboration with faculty from the School of Public Health’s Department of Communication Disorders is preparing the next generation of faculty with expertise in research and teaching in communication disorders as they affect the delivery of services to students with speech and language disabilities in the public schools. “The need for strong leaders and faculty in communication disorders with a public-school focus cannot be underscored enough,” said Boscardin, “particularly given that IDEA 2004 and No Child Left Behind emphasize the use of scientifically-based research practices and interventions to improve academic achievement for students with disabilities in general and special education settings.”

The School of Education’s collaborations with school systems in western Massachusetts to help improve educational opportunities for their students are well established. Since 2002, when the Springfield Public Schools received a grant to develop a leadership-training program in pursuit of high student achievement, we have been a partner in Springfield’s Project Lead, helping to improve educational leadership and increase the number of minority administrators within the school district. “We offer courses on-site and collaborate with the school system to develop its internal capacity to train administrators equipped to lead urban schools,” said Linda Driscoll, EPRA, coordinator of Project Lead. “Many of the Project LEAD graduates are currently administrators in the Springfield Schools. Over the course of this collaboration 108 Springfield teachers have successfully completed the program and 42 have completed advanced degrees.”

LOOKING AHEAD

As global needs for educational leadership continue to expand, we have responded in multiple ways, including launching an innovative Graduate Certificate in Higher Education Leadership and Management Studies (HELMS). It uses a blended approach combining face-to-face and on-line delivery methods to help the School of Education serve a wide range of audiences in the U.S. and internationally. We are preparing leaders not only in classrooms on campus in Amherst but globally, from public schools in Springfield to universities in Shanghai. In doing so, we are ensuring the preparation of a new cadre of professional educators with the organizational and leadership development expertise to improve education and education systems at all levels.

On November 19, Ken, Marjorie, and founding associates of the Ken Blanchard Companies will come to Amherst for a festive reception and dinner honoring their journey from their roots in the School of Education and UMass Amherst to their roles as renowned experts in servant leadership and people-centered management. The following day the Blanchards and some founding associates will present “Leading at a Higher Level,” a workshop that offers “30 years of breakthrough leadership insights” during several highly-energized sessions throughout the day.

Workshop presenters include Laurie Hawkins, Don Carew, Eunice Parisi-Carew, Alan Randolph, Ruth Anne Randolph, Drea Zigarmi, Susan Fowler, Mary Ellen Sailer, Jesse Stoner, and Ken and Marjorie Blanchard.
SOE Alumna Named Massachusetts Teacher of the Year

Floris Wilma Ortiz Marrera, M.Ed. 1997, Ed.D. 2009, was named 2010 Massachusetts Teacher of the Year. Ortiz—currently a clinical faculty member of the School of Education teaching a graduate course in language, literacy, and culture, and a teacher in the Amherst Regional Middle School—is the first ESL teacher to win the award. She was recognized for building the school’s ESL program, in which her students use their native languages in pre-writing exercises as a part of the thinking process.

Ortiz’s teaching is influenced by her personal knowledge of the situation facing English-language learners: when she arrived in the U.S. from Puerto Rico in 1985 with a bachelor’s degree in education and fluency in English from having studied it since the second grade, she enrolled in ESL classes to improve her English-language proficiency. Now she transfers her experience with language to that of her students and their families.

“I like to empower them by helping them understand,” Ortiz said. “The idea is for me to be a teacher in the classroom, and also to be a resource. My students and their parents don’t know how to navigate the system. I tell them the resources available to them, how to request a tutor, how to fill out a form, how to understand letters from the school. So, for me, it is always about helping them understand.”

Ortiz believes that effective teaching surpasses knowledge of the language in which a lesson is taught. “It is not about the language of instruction, not about teaching in English, but about the pedagogy you use in teaching the content,” she said.

As Teacher of the Year, Ortiz will speak for the teaching profession and represent the positive contributions of all teachers in Massachusetts. Ortiz has thought seriously about her role and the goals she would like to accomplish. “I would like to bring to light the work and sacrifice of my fellow teachers,” she said. “I want to continue to learn with them and from them, to discuss with them ideas about pedagogy and best practices. There is so much I want to do!”

Alumni Gather at Concord Museum

On a warm summer evening a convivial group of School of Education alumni from the Boston area gathered in the elegant rotunda of the Concord Museum in Concord, Mass. Featured guest Dr. Charles Desmond (Ed.D. 1992), chair of the Massachusetts Board of Higher Education, captivated the group with a recollection of his personal journey in education, then introduced Marcy Prager (B.A. 1973), a second-grade teacher at Driscoll School in Brookline, Mass., who was named “2009 Outstanding Social Studies Teacher of the Year” by the National Council of Social Studies. Prager’s presentation, “Integrating Hopi Culture into Second-Grade Curriculum,” demonstrated the award-winning creativity of her teaching strategies.

SOE at AERA Denver

More than 200 people attended the reception the School of Education co-hosted with American Institute of Certified Public Accountants (AICPA) at AERA in Denver in April. Some of the conversation at the reception centered on AERA’s Saturday-evening “Battle of the Bands” performance by our own “The Messickists”: Professor Stephen Sireci, Department of Educational Policy, Research and Administration, along with Assistant Professor Florence Sullivan and Assistant Professor Maria Jose Botelho, both in the Department of Teacher Education and Curriculum Studies.
THeresa AUSTin, professor (TECS), received the American Educational Research Association’s Bilingual Research Special Interest Group’s Certificate for Leadership and Service.

Kathleen Davis, associate professor (TECS), received a Public Service Endowment Award from UMass Amherst for “Energy Thinking, Energy Action: Teaching About Climate Change and Renewable Energy.”

Sally Campbell Galman, assistant professor (TECS), was awarded her second Interdisciplinary Seminar in the Humanities and Fine Arts (ISHA) fellowship for her project “Understanding the Experiences of Girls and Women in Evangelical and Fundamentalist Christian Contexts and the Mediating Effects/Collusion of Schooling.”

Distinguished Professor Ronald Hambleton (EPRA) received the prestigious Jacob Cohen Award for Distinguished Teaching and Mentoring from Division 5 of the American Psychological Association. The award recognizes demonstrated excellence in teaching and mentoring, positively influencing students in Division 5-based areas, and contributing through teaching and mentoring in public forums, as well as outstanding accomplishment in assessment, evaluation, measurement, research methods, and statistics.

Assistant Professors Lisa A. Keller and Jennifer Randall (both EPRA) were accepted into the American Educational Research Administration (AERA) Statistics Institute for Faculty held in July.

Robert W. Maloy, senior lecturer (TECS), received the 2010 UMass Amherst Distinguished Teaching Award, offered through the Provost’s Office and the Center for Teaching to honor exemplary teaching at the highest institutional level. The award is regarded as the campus’s most prestigious prize for classroom instruction.

Margy Pierce, assistant professor (SD), received the 2010 School of Education College Outstanding Teaching Award. The award honors individual faculty members for their teaching accomplishments within their own schools and colleges.

K-C Nat Turner, assistant professor (TECS), received a General Education Fellowship from UMass Amherst. These fellowships provide a forum for instructors in the University’s General Education program to discuss the special demands of teaching such classes.

Ryan Wells, assistant professor (EPRA), and SOE doctoral student Cathy Manly were awarded the 2009 Woollatt Distinguished Paper Award by Northeastern Educational Research Association (NERA) for their paper “Financial Planning for College: What Parents Do to Prepare.”

A study by Rebecca Woodland, associate professor (EPRA), published in the International Journal of Public Administration was that publication’s “most viewed article of the year.”

Retirements

Associate Professor Barbara J. Love retired this year, having been a faculty member since 1971. Love taught courses, advised graduate students, and participated in the governance of the School in many areas, including serving as chair of the Department of Student Development and Pupil Personnel Services. Her longtime focus has been on social justice education, with particular interest in self-awareness and multicultural organizational development and transformation. An alumna, Love received an Ed.D. in 1972, an M.A. in history and political science from the University of Arkansas in 1967, and a B.A., also in history and political science, from Arkansas AM&N College in 1965. She was awarded the 2004–05 School of Education Outstanding Teacher Award.

Stanley E. Scarpati, associate professor, retired after serving on the faculty since 1983. He earned a B.S. in 1968 from C.W. Post College, then taught students with learning disabilities until entering Northern Colorado University, where he earned his M.A. in 1978 and Ed.D. in 1980. Scarpati served as chair of the Department of Student Development and Pupil Personnel Services from 1993 to 1997. He was co-editor of “TEACHING Exceptional Children,” a national publication of the Council for Exceptional Children. Scarpati is a member of the board of directors of the New England Center for Families and Children in Easthampton, Mass.
Welcome Jason Travers

Jason Travers joins the faculty as assistant professor in the Department of Student Development. Travers recently was a visiting lecturer at the University of Nevada, Las Vegas, where he was awarded a doctoral degree in special education with emphasis on autism spectrum disorders and intellectual disabilities. He received both his M.Ed. and B.S. from UNLV. Travers is a Board Certified Behavior Analyst (BCBA-D) and certified special education teacher. He worked for five years as a public educator in a racially and ethnically diverse urban area as a teacher of students with autism.

Travers’s research interests include the utility of instructional technology to teach early literacy skills to young children with autism. He has had articles published on the topics of sexuality education, cultural diversity, and disproportionate representation as related to students with autism.

Travers said that he is excited to be at the School of Education, where energetic colleagues and supportive administration exemplify the value of lifelong learning.

Alumni News

1960s

RENA MIRKIN (B.A. 1965) tells us: “My entire career was spent in public education, including five years as principal of Reading Memorial High School, Reading, Mass., and 11 years as principal of Wellesley High School, Wellesley, Mass. I certainly was not interested in retirement. I am now beginning my third year as the high school principal at Western Academy of Beijing, China. The school is a vibrant, dynamic place with students from more than 50 different countries.”

1970s

RICHARD HOLZMAN (Ed.D. 1970) is dean of special academic projects at American International College, where in 2009 he was named an International Diplomat in Educational Leadership in recognition of his 32 years as a school superintendent in the U.S. and at the American International School in Caracas, Venezuela. Holzman was instrumental in bringing Archbishop Desmond Tutu to American International College in April 2010 for a special academic convocation to launch Archbishop Tutu’s Lecture Series in Public Health, Education, and the Humanities. Holzman is a member of the UMass Amherst School of Education’s Dean’s Leadership Council.

JOHN ROBINSON (Ed.D. 1972), clinical professor of psychiatry at Georgetown University and professor of psychiatry and behavioral sciences and professor of surgery at Howard University, was elected president of the American Board of Clinical Health Psychology (ABCHP). Robinson is the former chair of the Ethics Committee for the American Board of Professional Psychology (ABPP) and former president of the American Board of Clinical Psychology (ABCP).

The National Council for the Social Studies (NCSS) named MARCY PRAGER (B.A. 1973), a first and second grade teacher at Driscoll School in Brookline, Mass., as its Outstanding Elementary Social Studies Teacher of the Year.

ALAN L. MARVELLI (Ed.D. 1974), director of the Smith College/Clarke Graduate Program in Teacher Education and professor of education and child study at Smith College, has retired after a long career that focused on education and advocacy for children who are deaf and hard of hearing. The Clarke Schools for Hearing and Speech note that under Marvelli’s management the teacher education program has prepared more than 1500 teachers of children who are deaf or hard of hearing.

WENDY GEILICH CAPLAND (B.A. 1977) says: “UMass Amherst really prepared me to teach elementary school. After graduation I taught fifth grade in the Brockton (Mass.) Public School system. Although I no longer teach 12-year-olds I still have a passion for teaching, teaching, and coaching which I now do on the corporate level, having opened my own firm in 1987 which focuses on developing corporate leadership talent.”

JAMES A. SCRUGGS (Ed.D. 1979) sent the following: “Besides the degrees I have received and universities I have attended, my most gratifying personal energies were spent working for ‘human rights for people.’ My vocation was science and education leadership but my ‘advocation’ was, and still is, trying to make as much of a contribution to the well-being of the human condition as possible. My column, ‘Frankly Speaking,’’ has provided me with the tool to keep me involved even after being retired for 14 years. The University of Massachusetts gave me this opportunity! I am proud to say that ‘I am a product of the University of Massachusetts.’”

1980s

JEAN KIM (Ed.D. 1981) was named UMass Amherst vice chancellor for student affairs and campus life, assuming the post she had held on an interim basis. Kim launched her career in student affairs at UMass Amherst in the mid-1970s and has held key positions at seven universities.

FRANK POMATA (M.Ed. 1988) tells us: “I’ve been assistant director of a GEAR UP college access partnership serving students in Wyandanch, N.Y., since late 2005. With federal funding, we’ve been assisting a cohort of students who were in the seventh grade when the project began. They are now in the 11th grade and we’ve taken them on college and career exploration visits, brought in local college students as tutors to boost their academics, and helped their parents with financial literacy workshops, speakers, and after-school programming. This is one of the most rewarding educational positions I’ve held since I graduated from UMass Amherst.”

CLEVELAND J. C. SMITH (M.Ed. 1988) emailed the following: “I have been in education for 20 years serving as a teacher, assistant administrator, assistant principal, and principal. For the last 10 years I have been the principal of Blythewood Alternative School in Richland School District Two in Columbia, S.C. I serve as executive director of administrative services in Richland School District Two.”

1990s

LEO F. EGAN (Ed. D. 1991) retired as assistant superintendent of the Weymouth (Mass.) Public Schools. He taught English for 10 years in the Randolph Public Schools, spent 20 years as English and reading curriculum coordinator in the Silver Lake Regional Schools, and completed his final four years in Weymouth. After retiring, Egan assumed a part-time position as director of professional development at the South Shore Educational Collaborative in Hingham.

IRENE M. FOSTER (Ed. D. 1996), coordinator of the Fashion Design and Retailing major and full-tenured professor at Framingham State College, co-authored “Research Methods for the Fashion Industry.” Both a textbook and manual for undergraduate and graduate clothing and textiles, fashion design and retailing students studying research methods, it can also serve as a reference for industry professionals.

KATHLEEN (KATYA) MURRAY VIGIL (M.Ed. 1996) is working on her Ed.D. in Educational Technology at Boston University.

BEKISIZWE S. NDIMANDE (M.Ed. 1998; CAGS 1999) has earned a Ph.D. from the University of Wisconsin-Madison and is assistant professor of curriculum and instruction with the Center for African Studies at the University of Illinois at Urbana-Champaign. Ndimande’s research focuses on the politics of curriculum, especially policies and curriculum practices in post-apartheid desegregated public schools and the implications of school choice for disadvantaged communities in South Africa. He teaches undergraduate and graduate courses in curriculum, teacher education, and global multicultural education.

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**Ken Blanchard** and founding associates of The Ken Blanchard Companies

**PLEASE JOIN US** at these two very special events.

Friday, Nov. 19, 2010 – 6 p.m.

**RECEPTION AND DINNER**

with Ken Blanchard, Ph.D., School of Education faculty (1970-76); Marjorie Blanchard, UMass Amherst (Ph.D. 1976); and founding associates of The Ken Blanchard Companies.

*Keynote by Ken Blanchard – “Lead with Luv”*

Saturday, Nov. 20, 2010 – 9 a.m. to 3 p.m.

**LEADING AT A HIGHER LEVEL® Workshop**

with the Blanchards, founding associates, and presenters from the Ken Blanchard Companies.

*Workshop topics include:* The Four Keys to Leading at a Higher Level • Situational Leadership® I-The Core Model • Empowering Your Staff to Achieve Astonishing Results • Unleash the Power of Vision • Team Leadership • Self Leadership • Coaching Essentials for Leaders • Life Balance for Both Individual Well-Being and Organizational Retention • The Formation of Employee Work Passion: How Does It Happen

**RECEPTION AND DINNER**

Friday, Nov. 19

Registration $100

**LEADING AT A HIGHER LEVEL® Workshop**

Saturday, Nov. 20

(Fee includes lunch and refreshments)

Workshop registration $75

Sponsor a student at the workshop $75

Registration plus PDP activity $125

On-site registration $110 (includes late registration fee)

Late registration fee $35

(Rregistrations received after Nov. 4 will be assessed a late registration fee). Proceeds from these events benefit School of Education students and faculty.

For more details visit [www.umass.edu/education](http://www.umass.edu/education)

To register for events go to:

[http://www.umassconferenceservices.com/registration](http://www.umassconferenceservices.com/registration)