Evaluating What We Do

In education, as in other fields, we reflect on, assess and evaluate what we do. We ask: Are our plans on target? Did we meet established goals? How could we improve outcomes?

At all levels of education, assessment and evaluation are important parts of the teaching-learning process. Educators use assessment to determine if academic goals are being met and if they are not, to interpret evidence to inform curricular revision, and to inform policy-makers who assist in the building of our strong and flexible systems of public education.

The belief that evidence provided by systematic assessment positively affects student outcomes forms the foundation of our approach to educational research.

Our School has been a pioneering leader in assessment and evaluation and the positive impact of our work is becoming more important at all levels given that educational quality and improvement are increasingly vital in our knowledge-driven society.”

Joseph B. Berger, Associate Dean for Research and Engagement, School of Education

Center for Educational Assessment (CEA) faculty (from left): Distinguished professor Ronald Hambleton, professor Stephen Sireci, senior research fellow April Zenisky, assistant professor Jennifer Randall, associate professor Craig Wells, and associate professor Lisa Keller.

and evaluation across the school. The work of faculty in all three of our academic departments contributes to the depth and breadth of our collective expertise in assessment and evaluation, and has led to the school’s recognition as a leader in the use of measurement tools, both qualitative and quantitative, to identify and disseminate models of success and progress.

Assessment Experts

In the Department of Educational Policy, Research and Administration (EPRA), faculty who participate in the Center for Educational Assessment (CEA) have developed a national identity as assessment and evaluation experts. They are called on by national and international organizations and agencies to design and interpret systems that affect education practice and policy.

Under the direction of Distinguished Professor Ronald Hambleton and professor Stephen Sireci, CEA set the standard in evaluating and measuring the validity and fairness of tests such as the National Assessment of Educational Progress, often called “The Nation’s Report Card.” And for more than a decade, CEA has conducted quality control analyses of the test items and scoring of the Massachusetts Comprehensive Assessment System.

(cont. on pg. 8)
Midway into our fall 2011 semester things still feel new. Newly hired faculty are adjusting to their new environments, new students find their way through the hallways of Hills South and Furcolo Hall, and new ideas, formed in the more reflective months of summer, are emerging and filling the air with the excitement of possibility. Reflecting on what we have done and planning what we will do is a part of the human process. As educators, evaluating and assessing data and using such data to reach targeted outcomes is an essential part of our professional activity. This issue of our newsletter takes a look at some of the work in assessment and evaluation undertaken by faculty across the School - work that has the potential to influence education practice and policy locally, nationally and around the world.

We’ve been busy this past year implementing some of the suggestions resulting from our strategic planning process. Two programs instituted to support faculty initiatives met with resounding success: the Innovative Instruction Fellows (IIF) and the Research Fellowship Program (RFP). More than 20 IIF fellows designed rigorous and sustainable online and blended courses, many of which are being taught this year.

The RFP was designed to build our internal capacity and strengthen our position for external funding opportunities. It encourages our full-time faculty to seek external funding for research projects by providing seed money for promising research initiatives. In fact, through a National Science Foundation planning grant supplemented by a funded RFP proposal, faculty in the Department of Teacher Education and Curriculum Studies in collaboration with colleagues from the Colleges of Natural Sciences and Engineering were recently awarded a $3 million grant from the National Science Foundation for a NOYCE Teaching Fellowship that supports STEM teacher development.

You will read more about our research and grant-related activity in this issue.

Kind regards,

Christine B. McCormick
Dean

P.S. Also this year (and in keeping with this newsletter’s theme of evaluation), the School was once again named one of the Top 50 Graduate Schools of Education by U.S. News and World Report - a ranking we have received consistently. We appreciate this national recognition of the quality of our faculty and students.
Welcome our New Faculty

We welcomed four new tenure-track faculty members this fall

**BRENDA G. JUÁREZ** joins us as assistant professor in the Department of Student Development, social justice education concentration, from the College of Education at the University of South Alabama where she was assistant professor, Department of Teacher Education, from 2004-2007. Juárez was awarded a Ph.D. in 2006 and M.Ed. in 1997 from the University of Utah and a B.A. in elementary education from Brigham Young University. Her research interests include democratic education and social justice pedagogy, multicultural teacher preparation, and transracial adoption as a microcosm of race relations in the U.S. Juárez’s teaching and research draw on the collective knowledge and histories of social groups historically disenfranchised.

**ELIZABETH McEANEY** joins the faculty as assistant professor in the Department of Teacher Education and Curriculum Studies from California State University-Long Beach where she was associate professor in the Department of Sociology from 2007-2011. During that time she was also a visiting associate professor, Department of Mathematics and Science Education, at Illinois Institute of Technology. McEaneany earned both a Ph.D. and M.A. in sociology from Stanford, an M.A. in mathematics education from Western Governors University, and a B.A. in mathematics from Carleton College. Among her research interests are the sociology of education, program evaluation, educational policy, and sociology of science, particularly in urban schools.

**MARTINA NIESWANDT** has been appointed associate professor in the Department of Teacher Education and Curriculum Studies, secondary science education. Nieswandt, who was an associate professor at Illinois Institute of Technology from 2007-2011, was a visiting scholar at Stanford University, and served as assistant professor at both the University of Nevada and Ontario Institute for Studies in Education of the University of Toronto. She was awarded a Ph.D. in 1996 from University of Kiel, Germany, and a Magistra Artium (M.A.) from Ruhr University of Bochum, Germany. Her research focuses on classroom-based learning processes utilizing mixed-methods approaches, centering on the interaction between motivation, affect, and cognition with respect to learning science in urban, multicultural settings, and on how high school science teachers’ identities, motivation and epistemological beliefs toward science teaching influence their instruction and their students’ meaningful learning of science concepts.

**BJORN NORDTVEIT** joins the faculty as associate professor, Department of Educational Policy, Research and Administration, international education concentration, from the University of Hong Kong, where he was a research assistant professor in the Division of Policy, Administration and Social Sciences Education. Nordveit received a Ph.D. from the University of Maryland in 2005, a Master of Philosophy degree from Sorbonne, a bachelor's degree in oriental languages and civilization from the Institut National des Langues et Civilisations Orientales, and a bachelor’s degree in history, Panteon-Sorbonne. Nordtveit is a former education specialist and consultant for the World Bank, international education observer for the UN Security Council’s Oil-for-Food Program, and technical adviser for UNESCO. His research interest is in international development education.

Announcing the Marylin C. Haley School of Education Scholarship

We are pleased to announce the establishment of the Marylin C. Haley School of Education Scholarship. Marylin Haley received her Bachelor of Science degree in education from the School of Education in 1966. She retired from a career as a public school teacher at Lincoln-Sudbury Regional High School (MA) and subsequently worked in elder care services as an activities director in Watertown, MA. She passed away in December 2009. This endowed scholarship, established through her bequest, will support students who show financial need, with preference given to eligible graduate students majoring in secondary teacher education, early childhood and elementary teacher education, reading and writing, or special education.
BAILEY W. JACKSON III, former dean of the School of Education, and professor, Department of Student Development, (M.Ed. 1972 and Ed.D. 1976, University of Massachusetts Amherst) retired, having been a member of the School of Education faculty since 1974. During that time, he served as dean of the School for 11 years, associate dean for Academic Affairs, and director of Teacher Education, returning to his faculty position after 14 years in administration. He directed the School’s Human Services Graduate Program and Juvenile Justice Program; served as the director of the U.S.O.E. Commissioner’s Initiative Project, Office of the President, UMass Amherst; and was a founding member and chair of the Commonwealth Education Deans Council. His numerous professional activities also include having served on the Council of Deans of Education of New England Land-Grant Colleges and the Massachusetts Association of Colleges for Teacher Education Executive Board.

Social justice education has been the primary focus of Jackson’s teaching, scholarship, research and service. He was the initiator of the school’s social justice education program, and was influential in its growth over its 20 year history. Many of the school’s current programs and initiatives in social justice education are outgrowths of Jackson’s work in this field, and reflect his enduring interest in and commitment to equity in education.

Prior to coming to UMass Amherst, Jackson served as associate director of the Center for Humanistic Education, State University of New York at Albany. He continues to consult with public agencies, education organizations and private industry in areas of teacher and counselor training, multi-cultural organization development, racial identity development and psychological education.

WILLIAM J. MATTHEWS, professor, Department of Student Development, (B.A., Psychology, University of Massachusetts Amherst, 1974; Ph.D., Clinical Psychology, University of Connecticut, 1980) announced his retirement after having been a member of the School of Education faculty for 31 years.

In the initial part of his career, Matthews achieved international recognition for his research on hypnotic phenomena and their applications to the clinical setting. Over the past decade, Matthews has turned his academic interests to the area of school psychology, conducting research on aspects of curriculum-based measurement and behavioral observations. Currently, he is working with several local school districts to help school staffs develop effective school-based intervention teams to improve both academic and behavioral outcomes for elementary school children.

CLEMENT A. SELDIN, professor, Department of Teacher Education and Curriculum Studies, (B.A., Adelphi University, 1970; M.Ed., Boston University, 1971; Ed.D., University of Massachusetts Amherst, 1976) retired after 34 years at the School of Education. He has served as Faculty Advisor for Kappa Delta Pi International Honor Society in Education for more than 20 years. He was on the research team for The Schools of Education Project, a comprehensive multi-year research study of the nation’s 1200 schools of education, directed by Dr. Arthur Levine, Columbia University.

His awards and honors include the Order of Omega Teaching Award; the College Outstanding Teacher Award; Mortar Board Award for Outstanding Teaching; the Kappa Delta Pi International Honor Society Award for Leadership, and the prestigious University of Massachusetts Distinguished Teaching Award.

CHARLES DESMOND (Ed.D. 1992) was presented the 2011 Distinguished Alumni Award at the Massachusetts State House in April. This is the most prestigious award conferred by the UMass Amherst Alumni Association upon its alumni, faculty, staff and friends. It is presented to individuals who have translated their UMass Amherst experience into distinguished achievement in their field of endeavor, and whose accomplishments reflect admirably on or bring honor to the university.

Desmond was appointed chair of the Massachusetts Board of Higher Education in 2008 by Governor Deval Patrick. The Board oversees the goals, needs and requirements of delivering higher education programs, as well as oversight of spending plans and a statewide tuition program. Prior to this role, 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. He also worked for 30 years at UMass Boston, his final role as associate chancellor for school/community collaboration.

From left: Alumni Association President Sean LeBlanc presents the Distinguished Alumni Award to Charles Desmond.
DIMMITT WINS PRESTIGIOUS DISTINGUISHED TEACHING AWARD

CAREY DIMMITT, associate professor, Department of Student Development, was named a recipient of the 2011 Distinguished Teaching Award for exemplary teaching at the highest institutional level by the UMass Amherst Provost’s Office and the Center for Teaching and Faculty Development. For more than 30 years UMass Amherst has conferred this teaching award that recognizes and honors individual excellence. It is the campus’s most prestigious prize for classroom instruction.

Student input is key as only current students and alumni may nominate faculty for this award. It is a highly competitive award with well over 100 nominees submitted each year to faculty, graduate and undergraduate committees for review. Only three faculty and two teaching assistant awardees are selected annually.

GRIFFIN RECEIVES R. TAIT MCKENZIE AWARD

PATRICIA GRIFFIN, professor emerita, School of Education, has been awarded the R. Tait McKenzie Award from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The award recognizes significant contributions of its members made outside the framework of the Alliance, but which reflect prestige, honor, and dignity on the Alliance. Named after the distinguished Canadian physician, sculptor and physical educator, Dr. R. Tait McKenzie, it epitomizes McKenzie’s professional ideals, his service to humanity, and his dedication to the advancement of knowledge and understanding of physical and health education, recreation and dance.

HAMBLETON RECEIVES LINN L. AWARD

Distinguished Professor RONALD HAMBLETON, Department of Educational Policy, Research and Administration, received the Robert L. Linn Award from the American Educational Research Association (AERA) for his outstanding contributions to measurement and educational policy including his work in the areas of test adaptation methodology, international assessment, item response theory, score reporting, and setting performance standards. As the recipient of the award, he has been invited to address the AERA's 2012 annual meeting in Vancouver.

KELLER NAMED 2011 COLLEGE OUTSTANDING TEACHER

LISA KELLER, associate professor, Department of Educational Policy, Research and Administration, was named this year’s recipient of the School of Education’s College Outstanding Teaching Award. This award honors individual faculty members for their teaching accomplishments within their own schools or colleges.

MATOS AND VALDIVIEZO AWARDED PSEGs

LAURA VALDIVIEZO, assistant professor, and NELIDA MATOS, lecturer, both of the Department of Teacher Education and Curriculum Studies, have been awarded Public Service Endowment Grants by the University’s Office of the Vice Chancellor for Research and Engagement. The awards are intended to enhance the public service mission of the campus through support of projects that deliver public services with an emphasis on converting knowledge into readily usable forms for immediate applications. Matos will use the grant for a project aimed at narrowing the achievement gap in Springfield’s middle schools. Valdiviezo intends to provide teachers with research strategies to develop knowledge of the linguistic and cultural backgrounds of English language learners.

NIETO NAMED LAUREATE OF KAPPA DELTA PI

Professor emerita SONIA NIETO joined the ranks of Margaret Mead, Albert Einstein, Jean Piaget and other distinguished individuals as a Laureate of Kappa Delta Pi, the international education honor society. Membership in the KDP Laureate chapter is limited to 60 people who, by their lives and work, exemplify the highest ideals of education. Earlier this year, Nieto was named a fellow of the American Educational Research Association in recognition of her exceptional scholarly contribution to education research in the field of multicultural and bilingual education.

SIRECI WINS MENTORING AWARD FROM NERA

STEPHEN SIRECI, professor, Department of Educational Policy, Research and Administration, received the 2010 Thomas F. Donlon Memorial Award for Distinguished Mentoring from the Northeastern Educational Research Association (NERA). The award is given in recognition of Donlon’s long and valued contributions to NERA, particularly as a mentor, and is awarded to an individual identified for distinguished mentoring.

WELLS AND WHITCOMB NAMED 2011-12 FAMILY RESEARCH SCHOLARS

The Center for Research on Families named six UMass Amherst faculty members, including two members of the School of Education faculty, 2011-12 Family Research Scholars on the basis of their promising work in family-related research. The SOE scholars are assistant professors RYAN WELLS, Department of Educational Policy, Research and Administration, and SARA WHITCOMB, Department of Student Development. Wells’s research interests examine the transition from secondary school to postsecondary education. During his scholar year, Wells will work on a grant proposal to study “The work-to-college transition: Investigating pathways to degree attainment for working adults.” Whitcomb’s research interests include implementation of mental health promotion and positive behavior support efforts in schools, and behavioral and instructional consultation. During her CRF Scholar year, Whitcomb will develop a proposal to research “The Impact of Implementation of a Social-Emotional Curriculum and Parent Training Program on Preschool Children Identified as Behaviorally At-Risk.”
A FORUM on Social Justice Education

IN A 2009 REPORT, the School’s Diversity Committee relayed the faculty’s desire to explore and debate the school’s current vision of the issues of diversity and social justice, and to embed this vision in our strategic planning process. At the same time, faculty-conducted analyses of their concentrations and school-wide discussions indicated that reaffirming our core values, especially our commitment to social justice education and diversity in education, was a priority. These faculty-led initiatives generated the idea to hold a forum on social justice in education.

This past spring, the Amherst Room of the Campus Center served as the location of our “Social Justice Initiative: a forum on social justice in education.” An untimely snowstorm forced the planning committee to postpone the event from April 1 (yes, April Fool’s Day) to May 19.

More than 60 faculty, staff and students participated in the forum at roundtable and poster sessions on topics ranging from “The Impact of Gendered Talk on Collaborative Problem Solving in STEM-based, Online, Synchronous Communication” to “Digital Literacies and School Reading and Writing Practices: A Critical Examination.” More than a dozen graduate students presented lunchtime poster sessions in the lobby area, leading to animated hallway discussions.

Mary Lynn Boscardin, chair of the Department of Student Development, and chair of the forum’s planning committee said, “Because of the thoughtful planning by the members of the planning committee, the support of the dean and her staff, and the engaged participation of SOE faculty and graduate students, the forum was a terrific success and created a platform from which to launch related events.”

USA Today noted the School of Education’s social justice education program in its June 15, 2011 listing of the Top 20 Colleges most committed to community service. The article says, “Education graduate students here at UMass Amherst have the option of specializing in social justice causes, not just taking up volunteer opportunities the school offers. Such a degree plan keeps issues of poverty, discrimination, and Civil Rights more constantly at the forefront, inspiring the enrolled to devote their entire careers to such laudable causes.” The USA Today article also cites Commonwealth Honors College community service learning courses and a major offered in civic engagement as additional reasons for the ranking.

Grants HIGHLIGHTS

OVERSEEING REHABILITATION OF EDUCATION SYSTEM IN AFGHANISTAN

David Evans and Joseph Berger (EPRA) were awarded a one-year, $9.9-million grant from the U.S. Agency for International Development to continue its work to improve access to higher education in Afghanistan. The School of Education’s Center for International Education (CIE) will assume primary responsibility for overseeing the entire project which is part of an overall program to rehabilitate and strengthen the education system throughout Afghanistan. Since 2006, CIE has worked as a partner in a consortium with the Ministry of Higher Education (MoHE) and education faculty who offer four-year teacher education programs in Afghanistan. The Higher Education Project (HEP) built on initial successes with education faculty and worked with Kabul Medical University and six other medical institutions to enhance medical education.

BUILDING EDUCATION FACULTY CAPACITY IN PALESTINE

Through the School’s Center for International Education (CIE), Cristine Smith and Kate Hudson (EPRA) received funding from the World Bank to build the capacity of education faculty in three universities in Gaza, Palestine with the goal of increasing Palestinian student achievement through better preparation of teachers. As a part of this work, SOE will host a team of Palestinian education faculty to visit UMass Amherst to observe classes here and at local K-12 schools.

UNDERSTANDING GALAXIES

Supported by a grant from the Space Telescope Science Institute/National Aero and Space Administration, Kathleen Davis, associate professor, Department of Teacher Education and Curriculum Studies, collaborating with Stephen Schneider, Department of Astronomy, are investigating non-science major college students’ understanding of the concepts of galaxies and extragalactic spectroscopy using images and illustrations from the Hubble space telescope. Findings will be disseminated on the Web to help instructors and teachers of astronomy understand students’ thinking about these concepts in order to enhance constructivist learning in astronomy.

COLLABORATIVE INQUIRY INTO IMPROVING INSTRUCTION

Through a grant from the Amherst-Pelham (MA) Regional Schools, Rebecca Woodland, associate professor, Department of Educational Policy, Research and Administration, is working to implement the Teacher Collaboration and Instructional Improvement Project (TCIIP) which seeks to engage all collaborators — teachers and administrators in the school district and SOE faculty — in an ongoing cycle of high-quality inquiry focused on the examination and improvement of instructional practice.
ON SEPTEMBER 17, School of Education Professor Emerita Masha Kabikow Rudman’s collection of more than 8000 volumes of juvenile literature and scholarly references was accepted into the University of Massachusetts Amherst’s W.E.B. Du Bois Library, the largest publicly supported library in New England.

Dr. Rudman was one of the first scholars to study children’s literature from an issues approach. Her collection includes books on topics such as gender, heritage, war and peace, adoption, aging, bullying, death, divorce, and more.

The Library celebrated Rudman’s generous donation of her collection with a program featuring a multimedia introduction to the collection by Rudman and views on the collection from authors Jane Yolen and Jacqueline Woodson, and Massachusetts Teacher of the Year Wilma Ortiz, a former student of Rudman’s. Special guests included the Dean of the School of Education Christine McCormick, Director of Libraries Jay Schafer, and Charles Desmond, Ed.D. 1992, chair, Massachusetts Board of Higher Education.

This important gift to the Library is an inspired and ingeniously conceived collection. What makes it especially valuable, aside from its size, breadth, and depth, is the unique way in which Rudman organized it in a subject fashion related to her issues approach to the literature. In recognition of the collection’s integrity and reliance on her classification system, the University Libraries have maintained her taxonomy and shelved the books in the same manner Rudman had when they were a part of her professional library, continuing the organic and logical approaches to research and investigation that were her intent from the beginning.

Research Fellowship Program - A Springboard

A sharpened focus on increasing research grant activity was identified as a priority in the School’s strategic planning initiative begun two years ago. Last summer, we instituted the School of Education Research Fellowship Program (RFP) to build our internal capacity and strengthen our position for external funding opportunities. The successful 2010 round resulted in the funding of 20 proposals from 25 faculty; this year’s call generated 21 funded proposals from 25 faculty.

“The Research Fellowship Program is an investment in our research profile,” said Dean Christine B. McCormick. “It encourages all of our full-time faculty to seek external funding for research projects by providing ‘seed money’ for promising research initiatives.”

Another aspect of strategic planning relating to research activity was the appointment by Dean McCormick of Joseph B. Berger, professor in the Department of Educational Policy, Research and Administration (EPRA), to a new position as Associate Dean of Research and Engagement.

“The RFP was designed as a springboard to increased external funding. It is a good opportunity to collaborate in our own departments and across departments,” Berger said. “The idea is not how to just create better individual researchers, but also to improve our approach to grant funding collectively.”

In Memoriam

PATRICIA A. (NORTON) DONOVAN (Ed.D. 2006) died Friday, Feb. 4, 2011, in Boston. She was a newspaper reporter for the Patriot Ledger before moving to western Massachusetts. In the late 1980s, Tricia became a GED instructor for the Franklin Hampshire Employment Training Consortium (FHETC). In 2005 she began working for World Education in Boston as a professional development specialist.

Professor emeritus WILLIAM G. KORNEGAY, a member of the School of Education faculty from 1958 until 1989, died Feb. 5 in Northampton. Born in 1929, in Warsaw, N.C., he received a bachelor’s degree in history from the University of North Carolina, Chapel Hill, in 1949 and taught in public school in Gastonia, N.C., until entering the Air Force during the Korean War, where he taught Air Force history. He earned a doctorate in the history of American education in 1959.

MARJORIE PEACE LENN (M.Ed. 1975, Ed.D. 1978), founding president of the Center for Quality Assurance in International Education and leader of the global quality assurance movement in higher education, died October 16, 2010 in Alexandria, VA. Lenn had expertise working with intergovernmental organizations in the area of quality assurance including The World Bank, UNESCO, OECD, Organization of American States, United Nations Development Program, and the Asia Development Bank. She served as the official advisor to the U.S. government on trade in education services as a member of the International Trade Advisory Commission, and on many boards. While at UMass Amherst, she was named Director of Residential Life.

BILLY TAYLOR (Ed.D. 1975), an internationally known jazz pianist, composer and music educator who co-founded UMass Amherst’s Jazz in July program, died Dec. 28, 2010 in Manhattan at the age of 89. Taylor earned a doctorate in music education in 1975. In 1987, he was appointed a Wilmer D. Barrett Professor in the department of music and dance. Taylor retired in 2009 from Jazz in July, which he helped start in 1982 with fellow faculty members Fred Tillis and the late Max Roach.

FELICE YESKEL (Ed.D. 1991), a founder of the Stonewall Center, a UMass Amherst center dedicated to support, advocacy, and programming for lesbian, gay, bisexual and transgendered people on campus and beyond, and who served as its director for much of its 25-year history, died Jan. 11, 2011. With Jennifer Ladd, Yeskel founded the Hadley-based nonprofit organization Class Action. She also taught as a School of Education social justice education adjunct faculty member.
Other Examples of the School of Education’s Work in Evaluation and Assessment

IDENTIFYING CHARACTERISTICS OF SUCCESS
Stephen Sireci, professor, EPRA, received a grant from The College Board for the identification of key characteristics of public post-secondary institutions fostering success for under-represented students.

ANALYZING CHARTER SCHOOLS AND STUDENTS AT RISK
Sharon Rallis, Dwight W. Allen Distinguished Professor, EPRA, with support from the Massachusetts Charter School Association, identified and analyzed high-quality charter schools serving high-need communities and students at risk for academic failure.

STANDARDS FOR PRINCIPALS AND SUPERINTENDENTS
Rebecca Woodland, associate professor, EPRA, received a grant from the Massachusetts Department of Education for the development of a set of Professional Standards and Indicators for the Principal and Superintendent roles.

IMPROVE CHEMISTRY EXAMS
April Zenisky, senior research fellow, EPRA, is continuing work conducted in partnership with the Center for Educational Software Development to improve the standardized chemistry exams delivered by the American Chemical Society (ACS) Examinations Institute and to develop and maintain an online testing system for the ACS exams.

EVALUATE PILOT SCHOOL COUNSELING PROGRAM
Catherine Dimmitt, associate professor, SD, received a grant from the Massachusetts Department of Education to evaluate the pilot implementation of the Massachusetts Model for comprehensive school counseling programs.

INTELLIGENT SOFTWARE TUTORS
Robert Maloy, senior lecturer, TECS, in conjunction with the Center for Applied Special Technology (CAST), received a grant from the Institute of Education Sciences Education Technology Research Program/US Department of Education to develop and evaluate adaptive intelligent tutors that track both student cognition and affect.

ALTERNATIVE TEACHER SALARY STRUCTURE
Sharon Rallis, Dwight W. Allen Distinguished Professor, EPRA, received a grant from the National Education Association to analyze the impact of the negotiated professional Learning-based Salary System, an alternative teacher salary structure that has received national attention and interest on teachers’ salaries, professional practice, and student learning in the Portland (Maine) public schools.

TRAINING INDONESIAN ASSESSMENT SPECIALISTS
Craig Wells, associate professor, EPRA, and James “Mike” Royer, psychology, received a grant from the Education Development Center Inc. to provide training experience in educational assessment at UMass Amherst to Indonesian assessment specialists and to develop a series of instructional modules on educational assessment that can be utilized throughout Indonesia.

EVALUATING (cont. from pg. 1)

(MCAS) tests with the goal of improving the documentation of student learning.

In addition to serving as an independent overseer and training ground for the burgeoning testing and assessment industry, CEA is recognized as a leader in test development. For example, the Massachusetts Adult Proficiency Test for Math and Reading, developed by CEA in cooperation with state education officials, was approved by the federal Office of Vocational and Adult Education for use in the National Reporting System for Adult Education, an outcome-based system for state-administered, federally funded adult education programs. It is the only test used in such adult education programs nationally.

ASSESSING THE POSSIBILITIES OF SUCCESS
For almost five years, associate professor Cristine Smith, together with other faculty and graduate student research assistants in EPRA, has been directing the Adult Transitions Longitudinal Study (ATLAS), which follows adult students who participated in the New England ABE (Adult Basic Education)-to-College Transition Project. This project provides 15-week courses which assist non-traditional college aspirants to prepare for, enter and succeed in post-secondary education. Funded by the Nellie Mae Education Foundation, ATLAS interviews adult students for the five-year period following their completion of the College Transitions project, trying to identify those factors that support them to enroll and persist in college.

“We know that many high-school dropouts or immigrants to the U.S. get their GED equivalency diploma specifically so that they can go on to college, but only a small percentage actually succeed in completing,” said Smith. “We hope that ATLAS will help those who run and fund college transition programs understand better what helps these adult students to be successful in college.”

FOCUS ON COUNSELING PROGRAMS IN SCHOOLS
The School’s Center for School Counseling Outcome Research (CSCOR) in the Department of Student Development (SD) is the nation’s only research center focused on evidence-based and supported practices to deliver effective developmental and preventative counseling programs in schools.

Recently, John “Jay” Carey, professor in SD and director of CSCOR, along with Craig Wells, associate professor in EPRA and assistant director of CEA, and senior research fellow Karen Harrington, were awarded a subcontract with Florida State University as part of a four-year, $2.7 million grant from the Institute of Educational Sciences (IES) to conduct and evaluate the outcomes of a research study of whole classroom participation in Student Success Skills (SSS). SSS is a fully developed program widely used in schools across the country to improve students’ fundamental learning, social studies and self-management skills that have been demonstrated to lead to improved academic achievement.

Receiving the IES grant underscores the research center’s
TPA provided summative evaluation for our teacher candidates and formative evaluation for program candidates and formative evaluation for program

**INFLUENCING EDUCATIONAL POLICY**

Exploring the policy implications of education research, and sharing perspectives with policy leaders, legislators, researchers, foundations and other education stakeholders is part of the focus of our Center for Education Policy (CEP), which is led by Sharon Rallis, Dwight W. Allen Distinguished Professor in Education Policy and Reform.

Currently, Kathryn McDermott, associate professor, EPRA, and associate director of CEP, working through a Spencer Foundation grant, is studying the effects of federal grants to school districts that are trying to maintain socioeconomically and racially integrated schools. The districts are using the federal funds to analyze their demographics and/or conduct public discussion of alternative policies for assigning students to schools. McDermott's research, in partnership with Elizabeth DeBray at the University of Georgia and Erica Frankenberg at Pennsylvania State University, will focus on how the federal grants affect local political debate and civic engagement.

McDermott says, "We're hoping to learn about how people understand issues related to diversity and integration, and the extent to which they see diversity and integration as related to school success and effectiveness."

**EVALUATING TEACHER PERFORMANCE**

Faculty from the Department of Teacher Education and Curriculum Studies (TECS) are part of the design team comprising leading measurement experts and researchers from approximately 20 states who are developing a nationally available Teacher Performance Assessment (TPA) that will assist school districts in the analysis of teachers’ abilities to support and advance student achievement.

Created in partnership with the American Association of Colleges of Teacher Education, the Council of Chief State School Officers, and Stanford University, the assessment instrument will be available to states and federal programs that wish to improve the consistency with which teacher licensure and accreditation decisions, including “alternative routes” to licensure, are made, as well as how states and school districts evaluate and inform continuation-of-employment decisions about teachers.

School of Education faculty participated in the piloting of the assessment instrument this past spring with 96 candidates in our elementary and secondary education programs.

“TPA provided summative evaluation for our teacher candidates and formative evaluation for program improvement,” said Linda Griffin, Associate Dean for Academic Affairs.

Jerri Willett, professor and department chair, added that faculty and students in TECS framed their work with the pilot as inquiry and engaged in lively debates around an assessment that could have profound impact on teacher education.

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**Re-investing in Our Undergraduate Program in Early Childhood Education**

MASSACHUSETTS IS A RECOGNIZED leader in education and in 2010 earned the top score in the nation for federal Race to the Top education funds. Paul Reville, the Massachusetts Secretary of Education, announced in May 2011 that the state will compete for federal Race to the Top Early Learning Challenge grants this year.

The School of Education is joining the state effort to support early education, as well as responding to demands in Massachusetts and nationally for early childhood education educators who have earned a bachelor's degree, by once again admitting undergraduates into the Early Childhood Education B.A. program that leads to the preparation of high quality early childhood education teachers.

“Many of us can still remember our first grade teacher,” said Claire Hamilton, associate professor, Department of Teacher Education and Curriculum Studies. “Early childhood teachers make such a difference in the lives of children and their families. I’m very excited to be involved in the reinvestment in and redesign of this program which provides our students with more experiences in schools and early childhood settings.”

“I’ve spent much of my professional career teaching in the early grades,” added Camille Cammack, coordinator, early childhood and elementary education licensure programs. “Our undergraduate program gives students the hands-on experiences, as well as the academic foundation they’ll need to become successful teachers.”

Students, who are accepted into the program as sophomores, complete a double major in Education and in a related major in the liberal arts. As juniors they begin education core courses and field experiences. “In the redesign of the ECE program, we are now able to give students multiple supervised teaching experiences in preschool through second grade as well as course work in reading, mathematics, special education, curriculum and planning and working with families,” Hamilton said. “Our students will become teachers who will help Massachusetts continue to race to the top.”
Scholarship Donors and Recipients Meet

THE SCHOOL AWARDED SCHOLARSHIPS to 16 outstanding students this year. Many of them, as well as scholarship recipients from 2009 and 2010, attended a reception held at the Campus Center where they had opportunities to meet with the donors of their scholarships. The reception also marked the awarding of the inaugural Richard J. Clark Memorial Scholarship for Teacher Education. The 2011 scholarship recipients are:

KAYLA BLAKE, Helen Eaton Timson Scholarship
DEBORAH L. CARLISLE, Joseph W. Keilty Memorial Scholarship
COLLEEN CHALMERS, Meline Kasparian Scholarship
DARYL B. ESSENSA, C. Lynn Vendien Professional Prize Award
MAIRIN GULLIVER, Early Childhood Education Graduate Student Fund
CASEY HALE, Richard J. Clark Memorial Scholarship for Teacher Education
AYESHA KHAN, Janice Camby Endowed Scholarship
KATHLEEN LAZDOWSKI, Joseph W. Keilty Memorial Scholarship
STEPHANIE MILLER, Meline Kasparian Scholarship
BRITTANY REGAN, Grace Norton Carney Scholarship
CHRISTINA ROY, Paul J. Carney Reasons to Give Scholarship
JUAN M. RUIZ-HAU, C. Lynn Vendien Endowed Scholarship
MEGAN L. SHULDA, Joseph W. Keilty Memorial Scholarship
SHERRENE ST. PETERS, Grace Norton Carney Scholarship
DYLAN TARR, Meline Kasparian Scholarship
ROSS ZUCKERMAN, Meline Kasparian Scholarship

Student News

BATCHelor REACHES TEACHER OF YEAR SEMI-FINALS
Turners Falls High School (Turners Falls, MA) teacher and School of Education doctoral student Heather Batchelor was a semi-finalist for the 2011 Massachusetts Teacher of the Year. Batchelor, a TEACH Bridges to the Future cooperative teacher who teaches social studies and classes that focus on community service projects, was nominated in part because of her ability to engage students, said TFHS principal Donna Fitzpatrick. Bachelor was awarded a Certificate of Advanced Graduate Study in 2010 and an M.Ed. in 2000.

KODYS IS STATE’S HISTORY TEACHER OF THE YEAR
Jessica Kodys, a 2005 SOE education minor, was named Massachusetts History Teacher of the Year for 2011. Kodys teaches history at Stacy Middle School in Milford, MA.

KRAYUSHKINA AWARDED MUSKIE GRADUATE FELLOWSHIP
Tatiana Krayushkina, a master’s student in the Department of Educational Policy, Research and Administration, has been awarded an Edmund S. Muskie Graduate Fellowship by the U.S. Department of State. Established by the U.S. Congress in 1992 to encourage economic and democratic growth in Eurasia, the Edmund S. Muskie Graduate Fellowship Program is a program of the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State. Krayushkina is from Tajikistan.

NYONGANI AWARDED AAUW INTERNATIONAL FELLOWSHIP
Martha Nyongani, a doctoral candidate in the Department of Educational Policy, Research and Administration, has been awarded a 2010-11 International Fellowship from the AAUW. Nyongani intends to use the award to facilitate her work “mitigating negative externalities that affect access and equity of education in low-resource countries.” Her research focuses on exploring social marketing as an alternative strategy for planning school food programs in Malawi.

1970s

JIM CIULLO (M.Ed. 1974) tells us that both his second novel, “Maricaibo”, and his first novel, “Orinico,” were based on his Peace Corps experience in Venezuela with story lines woven around contemporary political issues. Ciullo did not begin writing novels until he retired from his full-time career as a senior manager with the Massachusetts Department of Developmental Services. He lives in Pittsfield, MA.
FRED BEMAK (Ed.D. 1975), professor in the College of Education and Human Development at George Mason University, received the American Counseling Association’s Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person. The award honors an ACA member who gives to others without fanfare or expectation of reward other than the personal satisfaction of seeing other people made happier. Bemak is the founder and director of the Diversity Research Action Center. He has directed human services programs and has provided consultation, training, and research with culturally diverse populations and public and private organizations locally, nationally, and internationally. He coauthored “Social Justice Counseling: The Next Steps Beyond Multiculturalism in Application, Theory and Practice and “Counseling Refugees: A Psychosocial Approach to Innovative Multicultural Interventions.”

Yusef A. Lateef (Ed.D. 1975) received a Distinguished Achievement Award at UMass Amherst Graduate Commencement 2011. Lateef, a multi-instrumentalist, educator, composer and author has a career that has “defied categories.” Lateef says that his music “comes from one’s physical, mental and spiritual self” and combines theoretical knowledge and a direct expression of life experience. He is a master of the alto and tenor saxophone, flute, oboe and bassoon as well as the bamboo flute, rehad, shehnai, shofar, arghul, sarewa and koto.

JAMES FRANK (B.A. 1975) tells us that he is “slinging fish at a local fish market in Panama City Beach, Florida, while living with my wife, Jill, at the beach” and is currently writing Assertive Selling after 35 years in the insurance and pharmaceutical business.

MICHAEL FIORENTINO JR. (Ed.D. 1978) will serve as the next president of Lock Haven University in Pennsylvania. He earned his Bachelor of Science degree in special education from Fitchburg State College in 1971 and a Master of Education degree in special education from Boston University. He was a special education teacher in the Needham, MA, public schools before joining the faculty of Fitchburg State College as an assistant professor of special education in 1974. He spent five years as associate dean and principal of the McKay Campus School/Teacher Education Center at Fitchburg before being named associate vice president for academic affairs in 1987. He also served as associate vice president and executive assistant to the president and chair of the Special Education Department. Fiorentino served as a consultant to the Association of American Schools of Central America and the Bermuda Ministry of Education, among others.

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, NY 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 (MA) 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 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.

Send your news and updates to goodnews@educ.umass.edu
An Opportunity to Acknowledge Two Iconic SOE Faculty

Scholarship Honors Professors Emerita SONIA NIETO AND MASHA RUDMAN

Help us launch an initiative to recognize two of our most respected faculty through a gift to the Nieto/Rudman Scholarship Fund.

School of Education Professors Emerita Sonia Nieto (Ed.D. 1979) and Masha K. Rudman (Ed.D. 1970) have honored UMass Amherst and the School of Education with a combined 70 years of dedicated and exemplary leadership as they blazed paths to national prominence in their respective fields of multicultural education and children’s literature.

Building on funds already donated to the School at the time of their retirements, we are initiating an effort to create an endowed scholarship that will jointly acknowledge the achievements of Drs. Nieto and Rudman. Once established, the Nieto/Rudman Scholarship will be awarded annually to a School of Education student in the Department of Teacher Education and Curriculum Studies, with special consideration to students in the Language, Literacy, and Culture concentration.

Join us as contributors to this endowment fund by making a donation now. If you have already sent a gift in acknowledgement of Dr. Rudman or Dr. Nieto, we thank you and hope that you will continue to support this lasting tribute to two of the school’s most beloved scholars, mentors and friends.

To make a contribution online, please go to our website http://www.umass.edu/education/development/how.shtml. Be sure to select the Nieto/Rudman Scholarship Fund as your allocation. Or send your check to: UMass Amherst School of Education, Nieto/Rudman Scholarship Fund, 813 N. Pleasant Street, Amherst MA 01003. To find out more about this effort, please contact us at 413-545-2705. Thank you very much.

From left: Professors Emerita Sonia Nieto and Masha Rudman