As educators, we reach out to students, families, colleagues and communities to build partnerships that enhance learning. Our outreach activities and partnerships support relationships that increase the capacity of all who participate in them to address and understand educational issues, their impacts, and the possibilities for their resolution. Because educational outreach can involve the co-creation and application of research-based knowledge, it can affect our thinking, and change our thoughts and actions, leading to improved education systems.
From the Dean

It is so good to be back in touch with you, one of our more than 23,000 alumni, faculty, staff and friends of the school. We continue to write, design, print and mail an annual newsletter because we believe that it is an important and anticipated (that’s what you tell us!) part of our communications with the School community.

As you will read, our outreach and partnership efforts are the topic of this issue’s lead story. Identified as one of the School’s strengths in our strategic planning, outreach and partnership-building is part of our mission as a land-grant institution, and is a driving force behind our work today. Our focus on collaborative partnerships continues to take us into exciting territory—to countries where we are working with local education leaders to improve access to education and strengthen education systems; to Holyoke, Massachusetts, where we introduce students in under-performing schools to multimodal media as a means of increasing their interest in STEM; to membership in a partnership with more than 160 institutions of higher education in 24 states and the District of Columbia to develop and field test a new, nationally-accessible education assessment tool.

Speaking of our land grant heritage, it was 150 years ago that Massachusetts Agricultural College embarked on its mission to offer instruction to the state’s citizens in the “agricultural, mechanical, and military arts.” The college had a faculty of 4 and a student body of 56. This past year, UMass Amherst, with full-time faculty of nearly 1,200 and a combined undergraduate/graduate student population close to 28,000, announced plans for its Sesquicentennial. Celebrations will begin in spring 2013 with Founder’s Week, and will provide opportunities for alumni and friends to participate in the university’s 150th anniversary throughout the year. You will hear more about the celebrations in the next few months.

The Provost’s Office has conducted a review of all UMass Amherst doctoral programs and I am pleased to report that the productivity of our faculty compared very favorably to that of our counterparts in benchmark institutions. One piece of data we are especially proud of is the job placement of our doctoral students. You’ll find this data, which underscores our mission of preparing leaders in education, in the Report of the School that is included in this newsletter.

We hope to see you at one of the Sesquicentennial events. Please continue to reach out to us at goodnews@educ.umass.edu.

CHRISTINE B. MCCORMICK
Dean

**Welcome**

**NEW FACULTY**

**NUGENT, Professor Emeritus, RETIRES**

**J. Kevin Nugent**, professor emeritus, Department of Teacher Education and Curriculum Studies, retired after 26 years as a member of the School of Education faculty. Nugent was educated in Ireland, and received a Ph.D. in 1980 from Boston College. He conducted research on newborn behavior and early parent-infant relations at the Children’s Hospital in Boston beginning in 1978. Nugent is the founder and director of the Brazelton Institute in the Department of Developmental Medicine at Children’s Hospital in Boston and has a faculty appointment to the Harvard Medical School.

His areas of research include the effects of a range of prenatal teratogens on neonatal and developmental outcomes, the impact of melatonin on newborn behavior, the transition to parenthood and the role of fathers.

He is co-author of the “Neonatal Behavioral Assessment Scale,” third and fourth editions (1995 and 2011), and has been the director of training on the Neonatal Behavioral Assessment Scale since 1978. With colleagues, he developed the Newborn Behavioral Observations (NBO) system, which was published by Brookes in 2007. The NBO is intended for use by clinicians in pediatric and intervention settings as a way of sensitizing parents to the competencies and individuality of their infants. In 2011, with photographer Abelardo Morell, Nugent wrote Your Baby is Speaking to You: A Visual Guide to the Amazing Behaviors of Your Newborn and Growing Baby, a book designed to help parents interpret their baby’s communication cues.

**Darrell Earnest joins the faculty in the Department of Teacher Education and Curriculum Studies as assistant professor, elementary mathematics education. Earnest received a Ph.D. in education in 2012 and an M.A. in education in 2007 from the University of California, Berkeley. He earned an M.A. in child development from Tufts University in 2002. Earnest comes to UMass Amherst from Berkeley where he studied the development of mathematical reasoning in elementary and middle schools. His areas of specialization and interest include mathematical representations (especially graphs and algebraic symbolic notation), cognitive development, algebra, fractions, and the intersection of mathematical fluency and civil rights.**

**Soon Yeong Yu** joins us as assistant professor in the Department of Teacher Education and Curriculum Studies. Yu received a Ph.D. in special education from the University of Illinois at Urbana-Champaign in 2001 and a M.A. in special education from Ewha Women’s University, Seoul, Korea in 2000. She was an early childhood special education teacher in two schools in Seoul, and an inclusion facilitator at Ewha Women’s University Elementary School. Yu’s research interests are in the areas of social interaction skills of preschool children with and without disabilities and the effects of inclusive curricula in preschool classrooms.
Over the Years, SOE Alumni Lead at NCME

In the past six years, three SOE alumni, all participants in the Research and Evaluation Methods Program (newly renamed Psychometric Methods, Educational Statistics and Research Methods), have held the top leadership position of the National Council on Measurement in Education (NCME). And if we look back two decades, we’ll find that Distinguished Professor Ronald K. Hambleton served as the council’s president in 1989.

Dan Eignor (Ed.D. 1979) was a principal research scientist at Educational Testing Service. He served as president of NCME from 2006-2007. After graduating from UMass Amherst, Eignor worked in different capacities at the Educational Testing Service. He was a specialist in test score equating and language testing. Dan passed away in May 2012.

Anne Fitzpatrick (M.Ed. 1977, Ed.D. 1981), a senior researcher at Educational Testing Service, was president of NCME from 2007 to 2008. She has worked for three of the major testing companies in the United States: Harcourt Educational Measurement, CTB, and ETS. She is an expert in the areas of item response theory applications and large-scale assessment, and has had a long history of contributions to the NCME.

Linda Cook (Ed.D. 1979), who retired as principal research scientist in Research and Development at Educational Testing Service in Princeton, was the 2011-12 president of NCME. She served as Vice-President of Division D of the American Educational Research Association (AERA) from 2007-2008. Her primary research interests are test equating and scaling, cross-cultural issues in testing including adapting and linking tests given to examinees of different languages and cultures, and developing fair and valid assessments for students with disabilities.

The National Council on Measurement in Education serves to advance the science and practice of measurement in education. Among its goals are the encouragement of scholarly development in educational measurement, dissemination of knowledge about educational measurement, increasing NCME’s influence within the educational measurement community to ensure sound and ethical measurement practices, and influencing public policy and practice concerning educational measurement.

Gift Leads to New Name for CSCORE

The generous gift of an anonymous donor that provides operating support for the Center for School Counseling Outcome Research & Evaluation (CSCORE) also designates that the center shall be known as the Ronald H. Fredrickson Center for School Counseling Outcome Research & Evaluation in recognition of Emeritus Professor Ronald K. Fredrickson’s contributions to the field of school counseling. A member of the faculty for 29 years, Fredrickson was the founder of the School of Education’s school counseling program and taught in it for 25 years. During his service as the program coordinator, he designed and initiated the APA-approved school psychology program.

“We are very pleased to be able to name the Center for Ron Fredrickson,” said Jay Carey, professor, Department of Student Development, and one of the faculty who developed the concept of a national center devoted to school counseling outcome research. “The work of the Center was inspired by Ron’s efforts to make the best research information available to school counselors so that they can make sound professional decisions. Ron has been a strong supporter of our Center and a strong advocate for quality research in our profession.”

The gift to the center will strengthen its ability to disseminate its research to practitioners around the country and ultimately help improve the education of thousands of students whose counselors will have knowledge of best practices, Carey said.

The Center for School Counseling Outcome Research & Evaluation (CSCORE) was established in 2003 with the mission of providing leadership in improving the practice of school counseling by developing the research base that is necessary for responsible and effective practice.

The Center is committed to the development of effective, empirically-based school counseling practices in Massachusetts, and to supporting the adoption of evidence-based school counseling practices across the United States. Nationally, CSCORE has become the most prominent research facility supporting the school counseling professions and is a resource for consultation, training and technical assistance related to the creation and implementation of evidence-based school counseling programs.
Access to Critical Content and English Language Acquisition (ACCELA), under the direction of Jerri Willett, professor and chair, and Meg Gebhard, associate professor, both of the Department of Teacher Education and Curriculum Studies, and other SOE faculty, received the American Educational Research Association’s (AERA) DIVISION K award for "Innovations in Research on Diversity in Teacher Education."

Theresa Austin, professor, Department of Teacher Education and Curriculum Studies, was elected Secretary Treasurer of the International Society for Language Studies (ISLS) for a four-year term from 2012–2015.

Mary Lynn Boscardin, professor and chair, Department of Student Development, was elected President-Elect of the Council of Administrators of Special Education (CASE), an international professional educational organization which is one of the thirteen divisions of the International Council for Exceptional Children (CEC). Dr. Boscardin was editor of the CASE Journal of Special Education Leadership for 14 years.

Associate professor Sally Campbell Galman and assistant professor Laura Valdiviezo, both of the Department of Teacher Education and Curriculum Studies, were named co-editors of “Anthropology and Education Quarterly,” a peer-reviewed journal that draws on anthropological theories and methods to examine educational processes in and out of schools, in US and international contexts.

Galman was also elected to the executive board of the Gender and Education Association. Formally established in 2002 (though active from 1997 onwards), the association works to challenge and eradicate sexism and gender inequality within and through education.

Meg Gebhard received the 2011–12 College Outstanding Teaching Award. This award honors individual faculty members for their teaching accomplishments within their own colleges. The College Outstanding Teacher Award (COTA) program was instituted as a complement to the Distinguished Teaching Awards, and is administered by the Provost’s Office and the individual Colleges.

Linda Griffin, professor and associate dean of academic affairs, was named the 2012 Frostburg State University Wellner Scholar. The Wellner Scholar Program, which honors the late Lillian Wellner, a former FSU registrar and physical education instructor, was created from an endowment from the FSU Foundation, Inc.

Both Brenda Juarez, assistant professor, Department of Student Development, and Kysa Nygreen, assistant professor, Department of Teacher Education and Curriculum Studies, were awarded 2012 Faculty Research Grant/Healey Endowment Grants (FRG/HEG). The Healey grant is offered through the University of Massachusetts Amherst Vice Chancellor for Research and Engagement internal granting program, developed to encourage scholarly research and creative activities by pre-tenure members of the University faculty.

Denise Ives, assistant professor, Department of Teacher Education and Curriculum Studies, received a 2012–13 Mellon Mutual Mentoring Micro Grant through the Center for Teaching and Faculty Development.

Richard Lapan, professor, Department of Student Development, was named to the new Integrating College and Career Readiness Task Force formed by the Massachusetts Board of Elementary and Secondary Education to address career readiness.

Christine B. McCormick, Dean, was elected to the Executive Board of the Council of Academic Deans from Research Education Institutions (CASE), an assembly of deans of education from research and land grant institutions throughout North America.

Martina Nieswandt, associate professor, Department of Teacher Education and Curriculum Studies, received an American Educational Research Association research conference award.

Professor Emeritus Sonia Nieto assumed the post of Laureate Representative, Kappa Delta Pi Executive Council. The Laureate Chapter she represents was established in 1924 to honor those who made outstanding contributions to the development of professional education. Previous Laureate members included Albert Einstein, George Washington Carver, and Eleanor Roosevelt. Nieto was also selected as the Wits Claude-Leon Distinguished Visiting Professor at Witwatersrand University in Johannesburg, South Africa.

Kysa Nygreen, assistant professor, Department of Teacher Education and Curriculum Studies, received an Early Career Presidential Fellowship by the Council on Anthropology and Education (CAE), a section of the American Anthropological Association.

Professor Emeritus David Schimmel won the 2011 M. A. McGhehey award for outstanding contributions to the field of education law and service from the Education Law Association.

Stephen Sireci, professor, Department of Educational Policy, Research and Administration, and director of the Schoo’s Center for Educational Assessment, was named a recipient of the 2012–13 University of Massachusetts Amherst Samuel F. Conti Faculty Fellowship Awards. Awardees are selected on the basis of demonstrably outstanding accomplishment and potential for continued excellence and are granted a year’s leave of absence to concentrate on activities related to research, creative work and scholarship attainment.

Ryan Wells, assistant professor, Department of Educational Policy, Research and Administration, was selected to participate in the Institute for Higher Education Policy (IHEP) and the Lumina Foundation for Education’s Young Academic Fellows Program.
Connecting Scholarship to Teaching, Research and Service

For the School of Education, partnership-building and educational outreach activity is at its land-grant, institutional core. From its start in 1907 as the Massachusetts Agricultural College’s Department of Agricultural Education to its establishment as a School of Education in 1956, and up to the moment in which you read this, our faculty, students and staff have reached out deliberately and thoughtfully to foster reciprocal and mutually beneficial relationships between the University and the public schools and the many and varied sectors of the public interested in public education.

“Outreach activity and partnership-building is not only one of the School’s strengths,” said associate dean for academic affairs Linda Griffin, “but it is an integral part of our identity.”

Responding to Needs of Linguistically-Diverse Learners

This year, our acclaimed and honored outreach program, AcceLA—Academic Outreach in Critical Content and English Language Acquisition (ACCEL), received the American Educational Research Association’s (AERA) DIVISION K award for “Innovations in Research on Diversity in Teacher Education.”

Under the direction of School of Education professor Jerri Willett (Willett received the Distinguished Academic Outreach Award from the University of Massachusetts President’s office in 2008 in recognition of her leadership in ACCEL), the program’s graduates work in underserved populations and they serve as models of engaged scholarship and community collaboration across the country.

Partnering Internationally

For nearly half a century the School has been committed to promoting participatory education in global development settings while connecting students to global learning opportunities through programs in international education.

Teaching activity and partnership-building is not only one of the School’s strengths,” said associate dean for academic affairs Linda Griffin, “but it is an integral part of our identity.”

We—School of Education faculty and our doctoral students—take a look at how our tools to tools that think kids have and help teachers and students understand how language works in that text,” Gebhard explained. “We go into the school with teachers and look at those issues that shape their classrooms. ACCEL is anchored in their world, in the problems they confront every day. We don’t go in to fix. We provide them with the tools that think kids have and new ways of understanding and addressing them. We see teachers who are able to make small changes that give them a renewed sense of why they went into the classroom in the first place.”

Partnership Internationally

For nearly half a century the School has been committed to promoting participatory education in global development settings while connecting students to global learning opportunities through programs in international education.

Recently, we have worked with some of the issues that have been most challenging to our students and have been part of the international education community in Afghanistan.

Our current projects in Afghanistan exemplify our collaborative approach,” said Joseph B. Berger, professor, and Associate Dean for Research and Engagement. “We really value the expertise of our local partners in Afghanistan. Our Afghan colleagues understand how best to use the knowledge that is available in their own country. They aren’t just learning from us, we are also learning from them.”

Developing a National Teacher Performance Assessment

Faculty from the Department of Teacher Education and Curriculum Studies (TECS) partnered with Stanford University, the American Association of Colleges of Teacher Education (AACTE), the Council of Chief State Officers, and teacher educators and K-12 teachers from across the country in the development and field testing of the nationally-available Teacher Performance Assessment (recently re-named edTPA), an instrument for teacher candidate learning and program renewal.

The edTPA field testing took place in spring 2012 with more than 7,000 teacher candidates in 22 states, including Massachusetts. Exemplifying the legacy of UMass Amherst, some SOE faculty and graduate students from School of Education courses into tutoring situations in local schools. The project aims to improve school performance among K-12 students and increase knowledge of teaching as a career among our students.

“The project is current and ever-changing to meet the needs not only of the schools where we tutor but also to reflect the social changes that we see in the contexts of each of our tutors, which have continued on page 10
changed over the past 20-plus years,” said Robert Maloy, senior lecturer. “For example, as things have become more technologically-oriented, tutoring in schools has, too. It’s not just face-to-face in schools anymore. We also tutor virtually, as in our online math tutoring program for 4th and 5th grade students.”

“It is opportunities like this,” said Maloy, “that attract students to TEAMS. They are people who have a certain ethos, who want to work for social betterment, who have the capacity and desire to be uniquely involved with students in the school community. They know how to relate to the students, and they are natural role models for them.”

On the Frontlines of Urban Education
Kathleen Gagne, senior lecturer in the Department of Teacher Education and Curriculum Studies and coordinator of 180 Days in Springfield pathway, notes that “180 Days was one of the first of its kind”: a year-long immersion teaching experience in high-needs urban schools combined with an academic program of study that leads to a Master’s degree and teacher licensure.

Since 1996, “180 Days” has placed more than 200 graduate students as teaching interns in Springfield, MA, schools, where they work on the front lines of urban education, gaining an understanding of and experience in their chosen field while raising the level of learning in some of the most challenging schools in the region. At the same time, students develop the skills to become effective and caring urban educators, and are prepared and motivated to enter the field after graduation.

Building Bridges in Rural Communities
Like 180 Days in Springfield, Bridges to the Future, under the leadership of senior lecturer Ruth-Ellen Verock-O’Loughlin, Department of Teacher Education and Curriculum Studies, is an intensive, year-long teacher licensure pathway that includes a service learning component and leads to a master’s degree, but with a focus on rural schools. Established in 2004 with the encouragement of alumna, enterpreneur and educator Dr. William “Bill” Cosby, “Bridges” is a partnership with schools in Orange, Greenfield, Turners Falls, and the Gill-Montague School District in Massachusetts.

Collaborating with Regional Educators to Develop a STEM Pipeline
School of Education and UMass Amherst faculty are collaborating with mathematics and science administrators and educators from Springfield, Holyoke, Greenfield and Orange, MA, and staff from the Hitchcock Center for the Environment, to create a network of experts to help train and retain science and mathematics teachers for middle and high schools in western Massachusetts.

Called “Supporting STEM Teaching and Learning through Communities (STLC),” the multi-year program engages an interactive community of 20 master teachers and 20 teaching fellows in building a pipeline of STEM educators who explore deep content knowledge, inquiry-based and culturally-responsive practices, and the integration of technology in grades 6–12 mathematics and science classrooms.

The teaching fellows will work in high-needs public schools with their mentor master teachers for one year while earning a master’s degree, said principal investigator of the project, associate professor Kathleen Davis, Department of Teacher Education and Curriculum Studies. “Then the fellows will teach in selected schools, with access to STEM departments across the UMass Amherst campus, participation in extended communities of practice for support, and other benefits, creating an ongoing and sustainable collaboration that will improve student learning.”

Focusing on Educator Quality Throughout Massachusetts
The School of Education is one of four lead partners, with Westfield State College, Greenfield Community College, Holyoke Community College, Springfield Technical Community College, the Hampshire Educational Collaborative, and the Lower Pioneer Valley Educational Collaborative, in the Pioneer Valley Readiness Center, one of six centers established in Massachusetts by Governor Deval Patrick. The Centers’ purpose is to provide professional development and support services to educators and better align educational efforts at the early childhood, K-12 and higher education levels with focus on educator quality. In the past year, SOE co-facilitated professional development workshops for local educators on new standards, worked with other Readiness Center directors to foster communication between policymakers and educators, and provided outreach to education preparation programs, and organized a structure to serve as a clearinghouse of best practice resources, effective models and other useful resources, among other things, said Linda Griffin, who chairs the Center.

Preparing Community College Leaders Statewide
Professor Joseph B. Berger and associate professor Benita J. Barnes are two of the instructional team members of The Community College Leadership Academy (CCLA), a collaborative effort between the School of Education and 15 community colleges in Massachusetts. The Academy was established in 2002 by Berger, professor emeritus Patricia Crosson, and Greenfield Community College President Robert Pura, under the general supervision of the Presidents’ Council of Community Colleges, to help prepare senior administrators and faculty members for the many leadership positions available at community colleges throughout the state.

CCLA provides a year-long experience for a select group of Fellows drawn from senior and middle management and faculty positions from community colleges, and features: a series of monthly day-long seminars; a campus-based leadership project; extensive additional reading, writing, and activity expectations for Fellows to develop and hone leadership skills; and a week-long summer residency college. Academy fellows also have the opportunity to earn graduate credit from the School of Education.

180 DAYS IN SPRINGFIELD
A JOB HE LOVES TO GO TO EVERY DAY
Because of the rigor of the program and the teaching experience it provides, graduates who participate in 180 Days in Springfield are highly sought for educator positions upon graduation. Richard Malinoski (M.Ed. 2009) is one of those graduates.

Malinoski did not hesitate when he was offered a job as a mathematics teacher in Springfield’s Chestnut Accelerated Middle School where he had been placed as a “180 Days” student teacher. “My favorite thing about 180 Days was that it gave me a job that I love to go to every day,” said the former McDonald’s manager and trainer. “I like to think that my students will take a piece of me with them when they leave here and go on to high school and college. I love that they might think, ‘I had this guy in middle school and he was a pretty good guy. And he was a math teacher.’ That wouldn’t happen, and I wouldn’t be here, if it wasn’t for 180 Days in Springfield.”

10 11
Harry Morgan (Ed.D. 1971) notes the publication of his new book, “Early Childhood Education—History, Theory and Practice.” Morgan teaches child development, learning theory and research at the University of West Georgia. An early advocate of early childhood education, his experience includes teaching at Bank Street College in New York City and professors at Ohio University and Syracuse University.

Beverly Lindsay (M.Ed and Ed.D. 1974) professor and senior scientist, Pennsylvania State University, was elected as a fellow in the American Association for the Advancement of Science. She was inducted at the annual AAAS Conference in Vancouver in February 2012. In 2011, her co-authored volume, “Universities and Global Diversity,” was published by Routledge Press in London and New York.

John Robert Browne (Ed.D. 1975) wrote “Walking the Equity Talk, A guide for culturally courageous leadership in school communities.” It was published by Corwin Publishers in June, 2012. Browne is a former school district administrator living in San Diego, CA, and is the CEO and executive coach for Third Millennium Enterprises, his consultant firm. He works with aspiring and current leaders on successfully navigating the politics of equity transformation in urban schools that want to achieve equitable opportunities and outcomes for historically underserved students.

Kathy Podesky (R.S. 1975) emailed that she is "serving in my 7th year as principal of the Jordan/Jackson Elementary School, (grades 3–5, 1110 students) and as president of the Massachusetts Elementary School Principals Association. We have recently worked with a coalition of principals from Kuwait … on leadership and change. My work at the district level has focused on including more STEM … and robotics in the science curriculum."

Alexander Blount (Ed.D. 1976), is the director of the University of Massachusetts Medical School’s new Center for Integrated Primary Care. As part of its leading role as a trainer of primary care physicians and an innovator in primary care practice, the Center is affiliated with the Department of Family Medicine and Community Health with links to psychiatry, medicine, pediatrics and OB-GYN as well as with centers that address primary care practice, people with disabilities, health policy, distributed medical training and quantitative medicine. Blount is a professor of family medicine and psychiatry at UMass Medical School and director of behavioral science in the Department of Family Medicine and Community Health.

Garrett McAuliffe (Ed.D. 1985) was named the Outstanding Professor of the Year for 2011 at Old Dominion University. He also published his sixth book, the “Handbook of Counselor Preparation: Constructivist and Developmental Approaches.” His book, “Culturally Alert Counseling” is being released in its second edition in the fall of 2012, along with his six-part training video series “Key Practices in Culturally Alert Counseling: Working with Lesbian and Gay Youth, Latinos, African Americans, Asians, and Conservative Christian Clients.”

John C. Fischetti (Ed.D., 1986) completed his first term as Dean of the College of Education and Human Development at Southeastern Louisiana University in Hammond, Louisiana. The College of Education and Human Development hosts programs in teacher and leadership education, technology, counseling, social work and family sciences. Fischetti is also Professor in the Department of Educational Leadership. He says: “Thanks to UMass for helping me make a difference.”

Alvin Crawley (Ed.D. 1990), deputy chief of programming in the Office of Special Education for District of Columbia Public Schools, took the reins of the Prince George’s County school system as interim school superintendent in September. He has held top positions in Boston, Chicago, and Arlington, VA, public schools. He received a bachelor’s degree in communication disorders/education from Hampton University and a master’s degree in speech and language pathology from Northeastern University.

Mary Ann (Corbo) Connors (Ed.D. 1995), professor, Westfield State University, served as a Mathematics Grand Awards Judge at the INTEL International Science and Engineering Fair (ISEF) in Pittsburgh, PA in May 2012. Her most recent publication, “Exploring Fractal Dimension, Area, and Volume” appeared in a Mathematics Association of America (MAA) publication, “The Beauty of Fractals.”

Alumni News

Please send your news to:
goodnews@edu.umass.edu

Send your news and updates to:
GOODNEWS@EDUC.UMASS.EDU
2012 Scholarship Donor and Recipient Reception

More than 85 scholarship donors and recipients, faculty, staff and friends of the School attended this year’s reception in the Marrsitt Room of the Campus Center during which scholarship donors and recipients had a chance to meet.

Mrs. Casey Clark and Amanda Laughner, recipient of the 2012 Richard J. Clark Memorial Scholarship for Teacher Education.

Mr. and Mrs. Wise, donors of the Mary Margaret Whittaker-Webster Memorial Scholarship, and two of the three inaugural recipients of the scholarship: Rebecca Allen and Bethany Politylo.

Cheyne LaVasseur, one of three inaugural recipients of the Mary Margaret Whittaker-Webster Memorial Scholarship.

Grace Carney, third from left, and Mary Beth Carney, fifth from left, with recipients of the Grace Norton Carney scholarship: Kate Curtin, Maria DeRosa, Sadie Cora, and Nicole Crosby.
Dan Eignor (Ed.D. 1979) passed away in May, 2012. He graduated from Manhattan College with a Bachelor of Science in mathematics, with honors, in 1969. He continued his study of mathematics at SUNY, Albany, where he received a master’s degree in 1971. He was employed as a teacher of mathematics and science at Valley Central High School in Montgomery, N.Y., from 1971 to 1974. After teaching for three years, he entered the School of Education’s Research and Evaluation Methods Program receiving his Ed.D. in Measurement and Statistics in 1979.

Eignor joined Educational Testing Service (ETS) in the fall of 1978 as a Statistical Associate in the Center for Occupational and Professional Assessment. At ETS he had numerous roles, serving as a psychometrician for testing programs and as editor for the ETS Research Report Series.

Eignor was internationally known for his research in computer-based testing and the development of concordance tables. He played a critical role in the implementation of computer-based testing for a number of ETS testing programs, in particular for TOEFL. He also mentored many young professionals throughout his career.

He was active in professional organizations including the American Educational Research Association (AERA) and the National Council of Measurement in Education (NCME). He was President of NCME from 2006–2007. From 1992–1998, Eignor was the chair of the important NCME Standards and Test Use Committee, and served as the NCME liaison to the Joint Committee on Revising the Standards for Educational and Psychological Testing. Eignor received numerous awards, including the 2004 ETS Presidential Award and the ETS Psychometrician Award, which he received in 2010 as recognition of his contributions to ETS over a career of more than 30 years. As a special honor, the President of ETS created the Eignor Editorship to honor and acknowledge Eignor’s contributions to the quality of the research reports, articles, and books that have been disseminated during his tenure as editor.

Rahima Carol Wade (Ed.D. 1992), passed away in March, 2012. She graduated from the State University of New York College at Buffalo with degrees in elementary and special education in 1976. After moving to Oregon, she worked for 7 years as a puppeteer and artist-in-residence in schools. She later worked as a teacher of the gifted and talented in the Keene, N.H., elementary schools, completing her Master’s in Education degree at Keene State College.

A professor at The University of Iowa’s College of Education for 15 years, she wrote five books and edited the influential title “Community Service Learning.” In 2008, she moved to Greenfield, MA, and worked as a consultant in the service-learning field and as the coordinator of the volunteer program for the Greenfield Public Schools.

In 1997, the Corporation for National Service awarded a teacher education grant to the American Association of Colleges for Teacher Education (AACTE) and to Wade. Both grants combined in 2000 to form the current AACTE National Service-Learning in Teacher Education Partnership (NSLSTEP). NSLSTEP created the International Center for Service-Learning in Teacher Education in 2003, which recently named an award in Wade’s honor.

John “Jack” Waller Wideman, emeritus professor of counseling psychology, died in May 2012 in Agawam, Massachusetts. He attended Williams College in 1950, and earned an Ed.D. from Harvard University where he served as associate professor at Harvard’s School of Education and as a counselor at the Bureau of Study Council. He joined the faculty of the UMass Amherst School of Education in 1969 where he taught counseling psychology. He retired in 1996 and continued to pursue his interest in progressive politics and human growth potential.

“"We are a vibrant academic and scholarly community of faculty, staff and students built on a foundation of collaborative relationships.

"We bring a diversity of expertise and perspectives on major educational issues to this community.

"We are dedicated to enhancing the practice of education through scholarship that informs the preparation of educational professionals, the improvement of educational systems, and the development of educational policy.

"Our approach is shaped by our fundamental commitment to social justice and diversity and by our belief in the essential importance of national and international perspectives as we advance education in the Commonwealth of Massachusetts as a model for the nation.”
The academic year 2011–12 was a stimulating one for the School of Education. The following report is a snapshot that captures that energy and the activity of those who contributed through their teaching, research, study, administrative excellence, loyalty and generosity, to the School’s consistent ranking as one of the top graduate Schools of Education in the country. Although the report is brief, the commitment to our mission as a land grant institution of those it represents—our students, faculty, staff, alumni, and friends—is large, deep and strong.

My message, too, is brief, as I believe that the data this report succinctly presents supplant the need for lengthy commentary. The theme of the report is our ongoing dedication to excellence and equity in education, reflected in our work in the School and the university, in our communities of practice, and in the larger communities we serve. “Lengthy commentary” about that can be found on our website and in the other communications that we produce and share with you throughout the year.

It is clear that the School of Education is on the rise. The number of our tenure system faculty is increasing and we are currently conducting four faculty searches; our revenue, particularly our grant funding, is steadily increasing; the number of our new endowments is promising; and, we have the highest percentage of alumni donors of any school or college on campus—all this in a time when base funding is level at best.

While we are pleased with our current position and the growth that it foretells, we do not plan to stand still. With that in mind, we have every reason to believe that our trajectory will continue upward as we advance our reputation as a dynamic force in the improvement of public education in this country and around the world.
NEW ENDOWMENTS

The Marylin C. Haley School of Education Scholarship (2011)
Established through a bequest of Ms. Haley (B.S. 1966) who retired from a long career as a public school teacher in Massachusetts, this endowed scholarship supports students who show financial need, with preference given to graduate students majoring in secondary teacher education, early childhood and elementary teacher education, reading and writing, or special education.

The Mary Margaret Whittaker-Webster Memorial Endowment (2010)
Established by Richard A. and Geraldine C. Wise in memory of their niece, Mary Margaret Whittaker-Webster of Richmond, CA, (B.A. 1985), a psychiatric social worker. Through this endowment, deserving students in the school psychology program will receive financial assistance for expenses associated with their graduate studies.

The Richard J. Clark Memorial Scholarship for Teacher Education (2010)
Established at the request of Mrs. Casey Clark to honor her late husband, Dr. Richard J. Clark’s, three decades as an educator in the UMass Amherst School of Education, it provides support for graduate students in the Department of Teacher Education and Curriculum Studies who desire to become teachers, a profession Dr. Clark believed was of the highest calling.

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