A Farewell from Dr. Joseph Check

At the end of the Fall 2013 semester, after 36 years at UMass Boston, I will retire. Retirement is a transition, not an end. It’s about looking back while looking forward. I look forward to spending more time with my granddaughters, traveling with my wife Angela, catching up on my reading, and pursuing projects I haven’t had enough time for. At the same time, I hope to stay involved with the LIUS program through post-retirement teaching and other activities.

But I also look back. When I came to UMass Boston as a new Ph.D. in 1977 there was no college of education. The campus had a small teacher preparation program and a new, innovative urban education outreach program, the Institute for Learning and Teaching. Boston was a city torn in half by desegregation. “White flight” from the public school system was a huge issue, and “multicultural education” was the new buzzword. In 1982 Boston State College, the city’s public teacher preparation institution, merged with UMass Boston. Suddenly, we were a College of Education.

In 1995 I became the founding director of the LIUS Doctoral Program. Today, 18 years later, LIUS is flourishing. We have a fast-growing number of successful graduates, 65 current doctoral students, a strong local influence on education, and a growing international dimension. Our outstanding faculty combines school-based experience and student-centered teaching with excellent scholarship. A recent external review (2012) confirmed our own positive assessment. I am retiring from a LIUS program that is well-established, thriving, and in remarkably good hands.
Letter from the LIUS Program Director

After six years of coming to know LIUS students and UMass Boston, it is my great pleasure to begin to serve in a leadership capacity as the program director for the LIUS Ed.D. program. I extend my sincere gratitude to Dr. Joseph Check for his many years of service to LIUS and to guiding all of us toward this moment of transition. Thank you, Joe for the leadership and guidance you have provided over the years.

As many of you know, during my time at UMass, LIUS has gone through several years of renewal. I am proud to say that over the past two years, our program has also begun to grow. Our faculty base has expanded to include new faculty members, including Dr. Anita Brown, Dr. Francine Menashy and Dr. Zeena Zakharia, who are now in their second year and are making their mark in UMass and in the field of education in the U.S. and internationally. Drs. Krueger-Henney, Leonard, Yan and I continue to be active scholars in the area of social justice leadership for education by developing and maintaining strong partnerships with local and international educational communities, procuring grants and fellowships, publishing research in prominent places, and developing research institutes to cultivate scholarly communities focused on social justice work. Amidst all this activity, we remain profoundly committed to supporting LIUS students in their professional goals and their doctoral research.

LIUS prides itself on a rigorous program of scholarship that is committed to preparing scholar-practitioners to be change agents in urban education. I would like to congratulate current students and alumni who continue to maintain this tradition by acquiring leadership positions in state and district offices, K-12 schools, universities, community agencies and the private sector. I likewise wish to congratulate our soon to be graduates; since June, seven students have already defended their dissertations, and we expect that there will be several more in time for the June 2014 commencement.

For those of you who continue on your path toward your dissertations I offer you encouragement and support. We believe in you and the importance of your work and are deeply honored to work with you. To the incoming 2013 cohort—welcome. We’re so glad to have you with us so we can begin to learn and lead together. We look forward to our upcoming Day of Scholarship events where we can begin to know each other better as we explore research and our future trajectories in urban education, research and leadership.

In the remainder of this school year and in years to follow, I anticipate these positive trends will continue. On the horizon, there will be a forthcoming proposal for a Ph.D. program to accompany our Ed.D. There will be new faculty and students to bring more energy and additional perspectives to what we do here. There will be milestones, collaborations, and, of course, difficult but passionate and joyful work ahead. I look forward to sharing these moments with all of you.

Sincerely,
Tricia Kress
Associate Professor, Graduate Program Director
News from the Education Administration Program

This fall, we accepted 30 new students into our graduate programs in Educational Administration, which was double the enrollment of previous years. So, we’ve been busy! For the first time, we can offer separate classes to a cohort of Masters students and another cohort in the Certificate of Advanced Graduate Studies program.

More classes mean more instructors. We continue to appreciate the teaching and experience of Ray Shurtleff, Michael Contompasis, Carroll Blake, Bill Lupini and Peter Rowe. We added Casel Walker, who was an award-winning BPS principal, to supervise Practicum students. John Phelan, Assistant Superintendent for Milton PS, will join us in the spring to teach a section of ADMG610 Research Design and soon-to-graduate Dr. Christina Porter, Revere PS Director of Humanities, will teach a section of ADMG622 Curriculum: Status, Issues and Trends.

A second surprise was the number of new students who want to pursue licensure as Special Education Directors. In six years, the ratio of SPED Directors to aspiring Principals has steadily increased.

When I came to UMass Boston in 2008, I was the only full-time faculty member in the Ed. Admin. program. Now, with Anita Brown and Patricia Krueger-Henney, we are a great team. Anita handles the application and academic advising for the Masters students, while I carry the CAGS students. We three meet regularly to address state requirements and to plan the future.

This past year, we completely re-designed the Ed. Admin. program to address the new leadership standards from the MA Department of Elementary and Secondary Education. With positive feedback from DESE, we will submit revisions this fall. We are also working on the new requirements for RETELL authorization (Rethinking Equity and Teaching for English Language Learners) for school administrators. Our 30 new students began the 21-month program with two classes and an immediate leap into the new expanded practicum, which is linked to all our courses through field-based assignments.

Meanwhile, Anita is working closely with Wenfan Yan on a future Masters program in Educational Administration for aspiring school leaders from China. One challenge has been how to place graduate Chinese students, with little or no experience with American education, in public schools for the practicum requirement. Thanks to our current LIUS doctoral students, who include many school administrators, we may have found a solution!

LIUS EVENT: A DAY OF SCHOLARSHIP

On Saturday, May 4th the LIUS program held its “Day of Scholarship” where the theme was studying conceptual frameworks. Katherine Petta of cohort 2009 presented on “Working to sustain school improvement: An examination of teacher leadership in turnaround schools” and Alan Cron of cohort 2008 presented on “From legislation to implementation: Distributing leadership in response to the Massachusetts Anti-Bullying Law of 2010.” Their excellent presentations were followed by group activities on designing conceptual frameworks. Please join us for the next Day of Scholarship, which will be held on Saturday, December 7th, when we will be discussing “Being Practitioner-Scholars.”
In Memory of Lovie Elam

This past summer our program suffered a terrible loss with the sudden death of Lovie Elam, aged 54, and a member of the 2012 LIUS cohort.

During Lovie’s short time in the LIUS program, she made a deep and significant impact. Her sensibility, wittiness, and commitment to social justice in education were very unique and energizing. In classes, Lovie was always eloquent, the class's chosen reader, a fluent writer and passionate educator. Her work was ambitious, deeply impassioned and wide-ranging, which reflected her many interests and the child-like curiosity and enthusiasm she retained for life.

As both an educator and researcher, her loss to the field of education, and to those of us here at UMass Boston, is tremendous.

Lovie will be missed by all of us.
This past summer I was fortunate enough to participate in the comparative study, offered as part of the Leadership in Urban Schools program, between the United States and Chinese educational systems. Our group, comprised of various UMass Boston faculty and students, visited the Chinese cities of Beijing, Nanjing, and Hangzhou. From the moment we stepped off of our plane to the moment we departed for home, we felt nothing but welcome—in the streets, shops, and particularly in the Chinese schools and educational conferences. This cultural and professional journey was a life-changing experience for each of us, exceeding even our greatest expectations.

The educational conferences, visits to schools, and conversations with educators, parents, and students exemplified the prominent place that education holds in China. Many of the schools that we visited had a museum, highlighting each institution’s rich history while outlining the future vision of the school. The students and parents we spoke with were incredibly engaging and dedicated to the educational process being set forth. During our conversations with staff, the teachers shared personal stories in education and outlined their daily schedules. We were particularly fascinated by the concept of “Teacher Offices,” personal spaces designated for teacher planning and collaboration. As teachers who often teach close to five hours each day, many of us were amazed to find out that China’s teachers, on average, taught just two forty minute classes per day. Yet, the Chinese educators actually have a longer work day than teachers in the U.S.! The additional hours during their school day are reserved for the planning, revising, and perfecting of lessons. In addition, this time gives Chinese teachers the opportunity to conduct academic research, a means of continuously improving the art of teaching. As part of the opening presentations of the new educational reform conference, Chinese teachers explained how that they often work late into the night, beyond their normal hours. These exemplary teachers’ stories conveyed a love and passion for the profession, as well as the continuous pursuit of perfection in their lesson design. One teacher explained that she had revised a single lesson over the course of two days and two nights, continuously perfecting it before she delivered it to her students. This additional work outside of the school day served as further proof of these teachers’ incredible dedication to providing the very best education possible for their students on a daily basis, something that we as American educators could certainly relate to.

As amazing as the professional exchanges were, the cultural experience of this trip was perhaps even more incredible. The walk up the Great Wall is an experience that will resonate with me the rest of my life. The Summer Palace was one of many fascinating pieces of historical architecture preserved by the Chinese society. The most interesting feature of this landmark (other than the cool breeze that skimmed off the manmade body of water) was the concept of Feng shui, with a mountain populating the north and water inhabiting the south. The careful consideration that was given to each piece of the Summer Palace was extraordinary: the emperor’s room positioned so that it received the most sun in the winter and the least sun in the summer, the covered walkway to protect people from inclement weather, the meditation room placed in the east for early morning routines (sunrise) and bedroom placed in the west for evening rest (sunset). These intricacies were indicative of all the ancient relics that we were fortunate enough to experience. The aspects of each of these sites were so carefully planned and coordinated, with an incredible attention to detail. In addition to these cultural landmarks, we also were fortunate enough to visit the Forbidden City, the Olympic Village, and other historical relics in the city of Beijing. The History of Kung Fu show was spectacular and the interaction with the characters after the show was
further enlightening. In Nanjing, we visited the Nanjing memorial museum that pays tribute to the Nanjing massacre that took place in 1937, the City Wall of Nanjing, as well as the mausoleum at the base of the Purple Mountain. Hangzhou offered a visit to the West Lake, a beautiful landscape with lined with lush greenery and a peaceful breeze. In addition, we visited Hu Xue Yan’s residence, a tea plantation, and a silk factory. It is difficult to find words that adequately capture the astonishing cultural experience that this comparative study offers, other than to say that this interaction with China’s rich history will be forever engrained in our memories.

The trip to China would not have been possible without the tireless work of Dr. Wenfan Yan, University of Massachusetts Boston and Baifeng Sun, Confucius Institute and University of Massachusetts Boston. I am forever grateful to them for providing the opportunity to participate in such an amazing experience. The sights, conversations, and observations from this trip will forever be ingrained in our hearts, both as fellow people and educators. I would encourage everyone to take advantage of this opportunity, not only for the six graduate credits, but for the experience of a lifetime.

**China: A Whole New World**

by Patty Chouinard, Cohort 2011

I spent two incredible weeks in China this past summer. The sights, the sounds and the food were unforgettable, as was the opportunity to visit schools in three different cities. China is not as far away as you think! It is a mere 13+-hour flight over the pole, and an easy-to-calculate 12 hours ahead of the United States. The cost of goods (such as beverages) is reasonable once you are there, as long as you drink beer (!) and not coffee. Beer is cheaper than water, which is cheaper than coffee.

I teach Spanish and I love to travel. I have been to a number of countries over the course of my lifetime, with my family as well as with BPS students, and hope to visit many others; but never had I thought very much about going to China. And then I became a student at UMass Boston. Did you know that teachers in China teach two 45-minute classes a day, and spend the rest of their time planning for their courses and meeting with students in their professional offices? Have you ever wondered what it would be like to have 56 students in a language (English) class?

China is making efforts to decentralize its curriculum, while in the United States we are moving toward the Common Core. A trip such as the one that I took through UMass Boston provided those of us who went with access to a number of schools in Beijing, Nanjing and HangZhou. We met Chinese teachers and administrators and were able to exchange ideas with them. The trip provided us with the opportunity to reflect on our practices in the United States, as we were learning of the practices in China. And finally, we gave presentations on student-centered, progressive methods of teaching to Chinese school principals.

The trip also provided us with ample cultural exposure. We climbed the Wall of China, toured the Forbidden City, saw a Kung Fu show, and ate at a variety of ethnic restaurants. Asking for silverware was a challenge, so we had no choice but to learn how to eat with chopsticks! None of us starved.

I extend my gratitude for a professionally enlightening, and life-altering trip to Dr. Wenfan Yan, University of Massachusetts Boston, and to Baifeng Sun, Confucius Institute, University of Massachusetts Boston. The trip was partially funded by a grant and was made possible by enrolling in the course, Comparative Study Tour, Educational Change in China. I encourage you to get 6 graduate-level credits next summer by going to China.
Updates from LIUS Faculty Members

ANITA R. BROWN
I will be attending and presenting at the Oxford Women’s Leadership Symposium in England on December 5th and 6th 2013. My presentation will be on “The Recruitment and Retention of African American Women as Public School Superintendents. During the summer it was my pleasure and honor to teach the 2013 doctoral cohort. They were my first class of Ed.D. students here at UMass Boston and I found them to be quite committed, energetic, thoughtful, and open-minded. I look forward to seeing each one of them succeed and graduate with their Educational Doctorates. I am working with WenFan Yan, Department Chair and Purnima Vadhera, graduate assistant, to create a Leadership in Education program for 20 students from China. As many know, the fall of 2012 was the beginning of my 1st year here at UMass Boston and I can honestly say that I have been well received by all. There were definitely some learning challenges (like driving to schools and finding parking) but after 1 year I am finding that less of a challenge. This year I have almost 17 schools that I will have visited by the time this newsletter is published. I will have driven as far as Taunton, Scituate, Wellesley, Quincy, Medford, Arlington, West Roxbury, Newton, Maynard, Winthrop and all around Boston. Visiting the schools in these different areas has given me a deeper appreciation for those who commute regularly to classes. However, the best part has been going into the schools and meeting with the principals and interns. No matter where I go I find that it is all about the business of teaching our future generations.

TRICIA KRESS
This past spring, I was promoted to Associate Professor with tenure and have begun serving as graduate program director for the Leadership in Urban Schools Ed.D. program. This year my co-edited volume Paulo Freire’s Intellectual Roots: Toward Historicity in Praxis was published by Bloomsbury Press. It features the works of several prominent scholars of critical pedagogy including Stanley Aronowitz, Nel Noddings, Sandy Grande, and Peter McLaren, among others. Also included in this text is a chapter I co-authored with LIUS graduate Melissa Winchell. In October of this year I served as the co-chair of the organizing committee for the 2nd Annual Meeting of the International Institute for Critical Pedagogy and Transformative Leadership, which took place in Valletta, Malta. The meeting was attended by approximately 50 Institute members representing numerous universities and K-12 schools in the U.S., Canada, Mexico, Spain, Italy, Malta, the U.K., The Netherlands, and Australia.

PATRICIA KRUEGER-HENNEY
I have recently presented my work at academic conferences, including the Critical Ethnic Studies Association (CESA) Conference in Chicago, IL. The theme for the conference was “Decolonizing Future Intellectual Legacies and Activist Practices.” With my panel presentation “Mapping as A Decolonizing Method?” I examined to what extent cognitive mapping can reconnect bodies to land in education research to interrupt surviving narratives of settler colonialism in public education. I also presented some of my ongoing participatory action research during the 2013 Conference of the American Educational Studies Association (AESA) in Baltimore, MD. My presentation highlighted “Young People’s Visual(ized) Understandings of Unequal Spaces, Policies, and Practices in Education.” On November 8-10, 2013, I lead a weekend-long Participatory Action Research (PAR) Institute at UMB to introduce the theory, methods, and ethical dimensions of PAR to students, faculty, and members of community-based organizations. Twenty-six Institute participants engaged in roundtable discussions and interactive workshops with experienced PAR researchers, and strengthened skills and knowledge to integrate a PAR approach into their own scholarship, research, and community work. And most recently, on November 21, 2013, I participated in the Mel King Institute Innovation Forum. I joined a panel consisting of members of different Community Development Corporations in Massachusetts and academic researchers to offer a public reflection on the different types of impact community-university partnerships have had on community building. The event was held at the Amilcar Cabral Center at Northeastern University.
JACK LEONARD
Each year seems to get busier here at UMass Boston. I continue to work with Northern Essex Community College on the Amesbury and Haverhill High School early college programs as part of my own interest in school-community partnerships. The Amesbury program has sent under-achieving students on to college for two years now, while the newer Haverhill program took off this year with a huge increase in enrollments. For me, the programs have opened up numerous avenues for investigation on teacher practice, parental engagement and inter-organizational partnering. [Lists pubs] The greatest surprise was the discovery of the entrepreneurial leaders who helped get these programs off the ground. Their story led to a new book: Leonard, J. (2013) Innovation in the schoolhouse: Entrepreneurial leadership in education. Lanham MD: Rowman & Littlefield Education. I will also be attending the UCEA convention as the university representative to the governing board for the third year. The convention offers me an opportunity to present recent work on entrepreneurial leadership (an Ignite session on social entrepreneurship and a paper session exploring the suitability of entrepreneurial leadership in the American democratic educational tradition). This spring, I’ll be driving down to Wesleyan University in Middletown CT one day each week. Much to my surprise, I was chosen as the resident scholar for the Harber Fellowship in Education and Entrepreneurship at the Albritton Center for the Study of Public Life. This new position, which is only two years old, was filled last year by Deborah Meier, who is well-known for her work with small schools in New York City and Boston. This is my sixth year at UMass Boston. My tenure portfolio is under review. Fingers crossed for a positive outcome next spring! And finally, many of you know that I spend my time in Nova Scotia when I’m not teaching. Lee and I are doubling the size of our seaside cabin in hopes that our three boys and their families, including four grandchildren, will visit us more often.
LinkedIn: jack.leonard@umb.edu. Twitter: @jackleonard14

FRANCINE MENASHY
Since the summer, I have been busy launching new research projects and engaging in activities that relate to my interests in international financing of education, private sector engagement in education, and global-level policy-making processes. First, much to my surprise and honor, I was selected to be a 2013 National Academy of Education/Spencer Postdoctoral Fellow. This fellowship is supporting a project on international financing to private education, where I am studying the often interrelated policies of the World Bank, UNICEF and the Global Partnership for Education. On a related note, this past October I attended a meeting of the National Academy of Education in Washington DC, where I took part in some wonderful professional development activities and saw excellent research presented. I am also embarking on another study, funded by a Joseph P. Healey Research Grant through UMass Boston, which explores the roles of non-state actors in international education policy-making, examining civil society organizations and private philanthropies. As well, I have been continuing my research and writing on the World Bank and education. This work was presented at the Comparative, International Education Society meeting in New Orleans last spring. Finally, reflecting a huge learning curve, I managed to design my own professional website: www.francinenenashey.com.

ZEENA ZAKHARIA
I have been engaged in several activities that reflect some of my key interests in educational policy and leadership. This summer I presented findings of a USDA funded study on literacy education in contexts of conflict and crisis to international education staff convened at the USAID Education Summit in Washington, D.C. The study’s findings were used to produce guidance notes for field missions (with Lesley Bartlett). In a second project, I developed high school curricular materials based on an extensive interdisciplinary and transnational study that investigated how U.S. world history textbooks portray the Middle East. Funded by the Social Science Research Council and British Council, this project is a collaboration between education and history faculty at several universities in the U.S. and Middle East. The team will launch the website containing the resources for high school teachers in the coming months, followed by dissemination to practitioner and scholarly audiences. I also continue to develop my research on education, conflict, and peacebuilding. This summer I gave talks in four world regions and served as a consultant at the two-day United Nations Expert Meeting on an Accountability Framework for Conflict, Violence, and Disaster in the Post-2015 Development Agenda.
FIELD RESEARCH REPORT:
By Nick Fitzgerald

Tricia Kress wrote on the board, “What is the purpose of education?” and gave my classmates and me, in the 2010 cohort, five minutes to jot an answer. Six years into a teaching career, and sadly unsure of the actual purpose of education, I offered a facile response: to prepare young Americans for the workforce. With that limited, uninformed answer, I began my LIUS experience.

I suppose, at some fundamental level, I am now writing a dissertation to answer that same question. What is the purpose of education, particularly in our country, one at least rhetorically governed by, and for the people? To find the answer, I chose not to experiment with a quantitative, qualitative, or mixed-methods approach. The methodologies encompassed by these research paradigms didn’t feel real to me. They still don’t. I worried that the “enthusiasm for scientific procedure” required by these methods would misdirect my research, that I would somehow lose sight of my goal in the process of defining a precise methodology. Instead, I chose to conduct historical research, an approach equally concerned with issues of objectivity and validity, but probably less concerned with explicit methodology. I hoped that the past had answers to offer. It did.

Initially motivated by nothing more than a curiosity about my particular profession – I am a high school English teacher – and the desire to find a topic for the final paper in Jack Leonard’s history class, I began casually reading some of the primary sources cited in our history textbooks, those related to the history of the high school. I also visited several local archives. I made trips to the Mass Historical Society in Kenmore Square, scanned decades-worth of microfiche at the Boston Public Library, and perused every Boston Public Schools Superintendents’ Report between 1890 and 1940. I enjoyed the process – some might say too much. I knew, with the approval of the LIUS faculty, that I would write a historical dissertation. Fortunately for me, the faculty enthusiastically encouraged historical research.

I am currently writing my dissertation. It explores the history of teaching high school English in the early decades of the 20th century, referred to in histories of education as the “progressive era.” From contemporaneous philosophies of education, particularly those of John Dewey, I am developing a theory of democratic teaching and using this theory to evaluate the teaching practices of the era. I want to determine the extent to which the objectives of high school English instruction evolved to meet the objectives of the increasingly popular American public high school. “The Cardinal Principles of Secondary Education” (1918), a short but influential treatise published by the NEA as a statement of
purpose for all public high schools, explicitly linked the American high school with our nation’s
democratic ideals. The comprehensive public high school was to be “the prototype of a democracy.”
I want to determine how instruction in English, the most highly enrolled subject in the high school
curriculum, similarly adopted or reflected democratic values, or evolved to support a democratic high
school.

This has not been an easy task. No doubt, each research method presents unique challenges. Historical
research is no exception. Conducting a history of teaching has been especially challenging, because few
aspects of our profession are more difficult to objectify, evaluate, or even observe, than actual teaching
practices. Naturally, historical teaching practices are more difficult to observe and evaluate. The success
or failure of my particular history will rest, in large part, on my ability to find examples of historical
teaching practices. To find examples, I have visited the National Council of Teachers of English (NCTE)
archives at the University of Illinois; read thirty years’ worth of articles from the English Journal, the
primary publication of the NCTE; run-up a tuition-sized bill on Amazon.com buying old textbooks and
teaching manuals; and worn out my welcome at the Healey Interlibrary Loan office, tracking down
progressive-era state and city level curriculum guides.

I applied for a doctoral program because I wanted the academic challenge of writing a dissertation. The
process has been a challenge indeed, but one I have actually enjoyed. I was a bit depressed and
embarrassed that I did not have a better answer for Tricia’s question at our first meeting in 2010. However,
the dissertation process, and the historical research that has driven it, has allowed me to formulate a better
answer to the infinitely debatable question about the purpose of education. It has given me, at the very
least, a better sense of the historical purpose of the public high school and the English instruction that
scaffolds much of its program of studies. Regardless of the research methods we choose, ideally they all
provide us with some avenue of inquiry for answering more than mere “research questions.” For me, the
dissertation process has revealed a broader purpose of education.

Honestly, it leaves me wondering whether, after a program of EDLDRS classes, final papers, and
Powerpoint presentations, the best and most important thing we can extract from our time in the LIUS
program is not simply an answer to Tricia’s introductory question. What is the purpose of education, or at
least, what is our purpose as educators? I surmise that my cohort-mates have developed a similar sense of
purpose regarding their particular topics. Purpose is essential for a leader, especially in public education,
where purpose, ever malleable, fluctuates with the social, political, and cultural trends that drive the
education agenda. Without a sense of purpose, as leaders we are likely to be anchorless ships, easily
swayed by tides of public opinion, transient fads, and uninformed policy. I contend, of course, perhaps
selfishly, that we will never fully grasp the contemporary purpose of education until we understand the
history that informs it. The dissertation process has given me the opportunity to learn that history.


Chinese Delegation Training Program
by Dr. Wenfan Yan

From October 14 to 18, 2013, the Institute for International and Comparative Education (IICE), under the leadership of Dr. Wenfan Yan, chair of the Institute and Department of Leadership in Education, successfully organized a one-week training program for a Chinese delegation of 30 private school principals and leaders from the China Non-government Education Association.

During this program, the Center for U.S.-China Educational Leadership Training (CUCEL), one branch of IICE, designed and implemented a uniquely customized, intensive learning and deeply immersed training project for the Chinese visitors based on their needs and interests. Apart from inspiring lectures delivered by our outstanding faculty at the department, this program enabled the delegation to fully visit five local schools including Boston Latin School, Boston Renaissance Charter School, Revere High School and two private schools including Boston College High School and Cristo Rey Boston High School. Their first-time experience of a full school-day at Renaissance Charter School (which includes observing the dropping off of students in the early morning and participating in a school board meeting at the end of the day), as well as their amazing experience at Revere High School (where the mayor, superintendent and school board committees all contributed to a warm reception, and many teachers and students joined in-depth small group interviews and discussions), impressed them deeply down to the earth. Through these successful and life-changing experiences, the Chinese delegation and the visited schools strongly enhanced mutual understandings and effectively established solid potential for future collaborations.

This training program is also sponsored by the China UNESCO project on international and comparative studies and professional development. The chair of China UNESCO is highly satisfied with the efforts that IICE has made for this program and is expecting more frequent collaboration with IICE and our department in the near future.
LIUS STUDENT AND ALUMNI ACHIEVEMENTS

Governor Patrick has appointed LIUS doctoral candidate Karen Daniels of Milton to serve on the Board of Elementary and Secondary Education. Ms. Daniels is currently a consultant for MassInsight and serves on the board of trustees for the UP Academy Charter School of Boston.

LIUS student Beth Balliro has been appointed Assistant Professor of Art Education at the Massachusetts College of Art & Design. Her emphasis will be on urban art teacher preparation and building partnerships and programming with urban school districts in the region.

LIUS student Yonnette Semple-Dormer’s first publication will be available in the JOTSEI 2013 issue, entitled “The State of Self-efficacy Among School-based Occupational Therapists in Massachusetts”

LIUS graduate Melissa Winchell was a panelist on the "Peer Power: Effective Utilization of Student Mentors" at Massachusetts Department of Education’s Vision Conference on October 18, 2013. As well, she is presenting some of her dissertation at the National Association of Multicultural Education in Oakland, CA. The seminar is titled, "Reimagining Cultural Competence: White Teacher Candidates and De-/reterritorialization.” Melissa will also be co-presenting with one of her students at AERA 2014. Their paper title is: "Inside and Outside the Ziploc Bag of Teacher Education: A Professor and Student Dialogue with Freire, their Research, and Each Other."

LIUS graduates Alan Cron and Maura Walsh presented their work at the annual convention of the University Council on Educational Administration in Indianapolis.

We congratulate the following LIUS graduates on their new positions:

Kelly Chase, Assistant Superintendent of the Malden Public Schools.

David DeRuosi, Superintendent of Malden Public Schools a few months ago.

Trelane Clark, the new Academy Leader for Humanities (an assistant principal position) at the BPS Lila G. Frederick Pilot Middle School.

Jessica Greene, BPS Director of Physical Education for Elementary Schools

Annya Haughton, the new Human Resources director at the Boston Renaissance Charter School.

Jessica MacLeod, principal of the Malden Early Learning Center

Lynda-Lee Sheridan, principal of the BPS Roosevelt K-8 School

Jordan Weymer, principal of the BPS McKay K-8 School
NEW LIUS PUBLICATIONS


BOOKS BY LIUS FACULTY


Congratulations!

Congratulations to Associate Professor Tricia Kress!

After six years of wonderful teaching, research and support to so many of us here at UMass Boston and in the LIUS program, Dr. Kress was granted tenure.

Congratulations Molly Pedriali!

Last spring, the faculty members of the Leadership in Education Department collectively nominated our wonderful administrator, Molly Pedriali, for the Chancellor’s Achievement Award for contributions to service and our university’s community. We are delighted that Molly won runner-up and got an honorable mention from UMass Boston’s Chancellor Keith Motley.

Congratulations to our Barbara L. Jackson Scholars!

LIUS graduate students Stacey Jones-Mulligan and Cindie Neilson were selected as Barbara L. Jackson scholars for two years of mentoring from nationally recognized senior faculty scholars.
A Good-Bye to Dr. Check

After 36 years at UMass Boston, our dear colleague Joe Check has decided to retire, and it is a bittersweet goodbye for all of us.

Joe, we would like to extend our deepest thanks and appreciation for all you have done for each of us individually through your mentorship and kindness, but also for your leadership in making LIUS the strong and respected program it is today.

For those of us who have been here a long time, we recall how you led our Leadership in Education department through many struggles and managed, through your humble wisdom and guidance, to “save” our programs. For those of us who are newer to UMass, we are grateful for your insights, your thoughtful consideration of complex issues, and the nurturing ways in which you have supported us to become the scholars and teachers that our wonderful LIUS students deserve.

We are so tremendously happy for you, yet also sad for us. Enjoy your well-deserved retirement and all the time you now have to spend with your family – especially those granddaughters!

Congratulations, Joe!
RECENT DOCTORAL DEFENSES

Our congratulations go out to the following LIUS students on successfully defending their doctoral dissertations:

**Life Legeros**, “The Association between Elementary Teacher Licensure Test Scores and Student Growth in Mathematics: Analysis of Massachusetts MTEL and MCAS Tests”

**Colin Rose**, “Does Increased Family Income Reduce Fade Out of Preschool Gains?”

**Melissa Winchell**, “Reconceptualizing Cultural Competence: White Placeling De-/Reterritorialization within Teacher Education”


**Tina Chien Paduck**, “Power from the margins: The professional identities of three English as a second language teachers in low incidence districts”


**Christina Porter**, “Honoring Counterstories: Utilizing Digital Storytelling in a Culturally Responsive Classroom to Investigate the Community Cultural Wealth and Resiliency of Students With Limited or Interrupted Formal Schooling (SLIFE)”

GOOD NEWS!

On April 28, 2013, Jinhui Xu welcomed new baby Konwa Tou. Congratulations!

Cristina Porter welcomed her baby girl, Norah Kate Turchon, on July 19, 2013. Congratulations!

Congratulations to Avril DePagter who welcomed Romi Clementine Sussman on May 6, 2013!

Congratulations to Katalin Szélényi, Assistant Professor in the Higher Education Program, on the birth of Emma Zsófia on April 18, 2013!

For more information on our programs, visit http://www.umb.edu/academics/cehd/leadership

Or Contact:

lius@umb.edu, Department of Leadership in Education
College of Education and Human Development
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

If you have items to be included in the next issue of LIUS NEWS, please contact the editor: francine.menashy@umb.edu