University/National Park Team Earns Excellence Award

A Tsongas Industrial History Center team led by Beverly Perna, Ed.D ’99, received an Outstanding Interpretive Program Award from the National Park Service for the development of “Water Under Fire: Industrialization and its Effects on the Merrimack River Watershed.” This program involves students in grades 8-12 in collecting and testing water quality samples taken from the Merrimack River or the canals, using groundwater tanks to explore the movement of underground contamination plumes, and computer software to determine which of two surface contaminators is actually responsible for polluting a town’s drinking water. The hands-on program includes creative approaches to studying the Industrial Revolution, tours of historical sites, visits to water-quality testing sites, and exploration of the basic physics of water pollution. Students also see for themselves the local industrial brownfields that have been cleaned and/or recycled for uses such as a hockey arena, a baseball field, and University classroom sites. The project received primary funding from the National Park Service and the Institute for Museum and Library Services. Other team members included Martha Barrett, John Curwen, and Tim LaVallee of the Tsongas Center. Pictured above from left to right are: Peter O’Connell, Director of the Tsongas Center, Dean Pierson, Barrett, Curwen, Lavallee, Perna, and Pat McCrary, Superintendent of the Lowell National Historic Park.

Co-Directors of Ed AdminOnline Planning
Judith Boccia and Richard Ackerman

BEST ONLINE

The October 15, 2001 issue of the U.S. News and World Report recognized UMass Lowell in its list of “Best of the Online Grad Programs.” According to the magazine, our masters degree in educational administration is the only graduate education online degree program originating from a regionally accredited college or university in New England.

Developed in response to the scarcity of well qualified candidates for school leadership positions, the program builds on the University’s expertise in offering online courses in other disciplines as well as on the School of Education’s 13 years of experience in delivering distance education courses via full motion two-way television. The offices of Continuing Studies and Corporate Education trained faculty for courseware development, provided support for course delivery, and marketed the program through ads. The course
syllabi are identical to the on-site courses in educational administration, so that students who choose to do so can take a mix of online and on site courses to meet degree requirements.

This past fall, 37 students took the first three courses: Principles of Supervision taught by Professor Emeritus Robert Gower, The Principalship K-12 taught by Associate Professor Richard Ackerman, and Technology, Education and Society taught by Assistant Professor Judith Davidson. This spring, 88 students are enrolled in three courses: Theory and Research in Curriculum with Professor John LeBaron, School Law with Professor Patricia Anthony, and Principles of Supervision with Gower. Twenty seven of the currently enrolled students (31%) are out of state residents, indicating that the program is beginning to draw attention outside our immediate region. Summer offerings will include Diversity in the Classroom, School Law and the Principalship K-12.

To view a demonstration of the online format, visit http://cybered.uml.edu. For additional information, contact edoffice@uml.edu.

BIGGY LECTURE

National Public Radio’s Steve Curwood—speaker with faculty planning committee and Professor Emerita and former Dean M. Virginia Biggy at the Annual Virginia Biggy Lecture. Pictured from left to right; Prof. JoAnn Brewer, Dr. Biggy, Mr. Curwood, Prof. Bill Harp, Prof. Lorraine Dagostino, and Prof. Jay Simmons. The title of Curwood’s talk was “The Poisoned Mind: The Effects of Pollution on Learning and Behavior.”

BUILDING PROGRESS

The Graduate School of Education now has an architect, HMFH Architects, Inc. of Boston, to design its future home in a renovated mill building in downtown Lowell. In July, the Division of Capital Assets Management (DCAM), the state agency that oversees construction work, signed a 1.1 million dollar contract with HMFH to complete the design over the next 18 months. The selection of HMFH followed a review and recommendation by DCAM’s Designer Selection Board, an independent group of architects and engineers, that screened 15 proposals and heard presentations by five semi-finalist firms that responded to the advertised request for proposals.

HMFH has extensive experience in designing historic buildings for adaptive use. In Lowell, HMFH designed the former Trade School building for the City and Arts Magnet Schools as well as three new elementary schools. Their work at the Berklee College of Music has received widespread acclaim. Laura Wernick, principal architect who made the presentation to the Designer Review Board, stated that, “HMFH looks forward with much enthusiasm to working with DCAM, Dean Pierson and the University to realize the vision of a truly distinctive design for the Graduate School of Education.”

The building measures 70,000 square feet, spread over five floors. The Demonstration School will expand to 200 children and will occupy the first two floors; the Graduate School of Education classrooms and offices will be interspersed on the top three floors;
and The Center for Field Services and Studies, outreach arm for the university’s PK-12 projects and headquarters for distance learning, will locate on the fourth floor.

Adjacent to the School, the former gatehouse of the Lawrence Mills will be renovated as a Faculty and Alumni House. The remainder of the Lawrence Mills will be developed privately for mixed use, including incubator space for start-up companies, retail outlets, and 140 market-rate condominiums.

Formerly known as Building #14 of the Lawrence Mills complex, the site overlooks the Merrimack River and is between the Tsongas Arena and LeLachuer Ballpark, two landmarks of the new Lowell. It is within walking distance of the University’s new Student Recreation Center, scheduled to open September 2002.

If the aims of the University and the architect are met, the renovated mill will open in 2004 not only as an attractive place to learn, teach, and study, it will also become a destination for information and inspiration by visitors from around the world.

CENTENNIAL COMMITTEE REDUX

Nine years ago a group of 20 alumni responded to calls from the Dean for assistance in planning a Centennial celebration. The group attained astounding success with a year-long series of celebrations in 1994 to commemorate the 100 year anniversary of the founding of Lowell Normal School. Indeed, the committee enjoyed its work so much, they continued to meet and organized a centennial celebration for the opening in 1897 and the renovation in 1997 of Coburn Hall, original site for the Normal School and Lowell State Teachers College. Again, the committee continued and in 1999 honored the Centennial of the first graduates of Lowell Normal School with a celebration, marking establishment of an endowed scholarship entitled the College of Education Alumni Centennial Scholarship.

Approaching the new millennium the committee felt there was more work to be done, but perhaps they had “milked dry” the Centennial theme. Thus, the committee continues under a new name: Education Committee for the Millennia (the last one and the next one). The redefined purposes of the committee are: to celebrate the legacy of excellence, assist in administering annual scholarship awards, stay informed of emerging developments, and provide counsel to the Dean. Seventeen people continue on the committee. Alumni who would like to join should contact the Dean’s office.

Members shown are seated from left to right: Katherine McCarthy ’51, Mary Kiernan ’29, Dr. Mary McGauvran ’39, Mary Labay ’39, Virginia Greene ’39; Standing from left to right; Vito Selvaggio ’52, Vasiliki Selvaggio ’53, Florence LaCouture ’59, Dr. Connie Lanseigne-Case ’53, Stella Mazur ’35, Dean Donald Pierson; Absent are; Catherine Goodwin ’43, Mary Sayer ’51, Marie Sweeney ’64, Mildred Scanlon ’36, Evelyn Davis ’39, Marie Dumont ’43, and Harriet Leggat ’34.
From the Dean

EDUCATION FOR TRANSFORMATION

Schools of education that seek accreditation by the National Council for Accreditation of Teacher Education (NCATE), must meet rigorous performance standards and adopt a conceptual framework that unifies the various programs and course offerings. With our next accreditation visit scheduled for October 2002, faculty spent considerable time this past year deliberating about what theme best depicted our current philosophy and approach to educator preparation.

After considering several possibilities, the faculty concluded that a theme entitled, Education for Transformation provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to promote and sustain regional economic and social development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. In particular, we aim to enlighten and empower graduates to transform schools in ways that enable all children to experience success. In order to approach that ambitious goal, we realize that we must continually learn, transforming ourselves and our institution. The theme of transformation even extends to our physical facilities for teaching and learning, as we embark upon renovating an historic mill building to house a state of the art graduate school.

Ultimately, we believe that the GSE’s commitment to “Education for Transformation” produces graduates who:

- demonstrate excellent knowledge, judgment, and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents, and community representatives to support educational excellence; and
- use inquiry and research to address educational challenges.

Thus, the fundamental tenets that guide the school’s curriculum within our conceptual framework are excellence, equity, collaboration, and inquiry. In the coming year, we will ask students, alumni, and our school partners to help document whether these tenets are evident in the performance of our students and graduates, and whether the ambitious standards set forth by “Education for Transformation” are being met.

ENDOWED FUNDS

The Graduate School of Education is grateful for the generous support of its students and programs provided by alumni and friends. The University Advancement Office is working with the School to augment current efforts and start new initiatives. Please consider contributing to one or more of the funds below, or adding to the list. Contributions may be sent to:
Theresa J. Paquin Adams Fund for the Demonstration School was established with a bequest from the estate of Theresa Paquin Adams ’28. The purpose of the Fund is to enhance the programs and activities of the Demonstration School as part of the Graduate School of Education.

Margaret Holland Barrett Scholarship Fund was established in 1990 by James Barrett in memory of his wife, Margaret Holland Barrett ’58. The Barrett family increased the fund in honor of Mr. Barrett’s 90th birthday in 1993 and subsequent to his death in 1996. The endowment currently supports a $3500 scholarship to a prospective teacher who is matriculated into the Graduate School of Education, has an excellent academic record and has demonstrated commitment to family and community. 2001-2 recipient: Barbara H. Akerley

M. Virginia Biggy Education Trust Fund honors Dr. Biggy, who served as Dean of the College of Education during a decade of critical growth, from 1979 to 1989. The Fund sponsors an annual lecture by a prominent educator for the University and schools community. As the Fund grows, other programs will be added.

College of Education Centennial Scholarship was created by the College Centennial Committee in 1994. Interest from the endowment sponsors an annual scholarship, currently $1,000, to a UMass Lowell graduating senior who has been admitted to the Graduate School of Education’s masters degree program for teacher certification. Selection is based on academic record, community service, and statement of purpose for becoming a teacher. 2001-2 recipient: Katelyn Cuipa

Conlon-Drauch Family Scholarship was established by the Conlon Family in 2001 in memory of Mary Finnegan Conlon ’27 and Mary Jo Conlon Drauch ’59. Interest from this fund will support a current or aspiring teacher, matriculated in the masters degree program, who has demonstrated excellence in academics and commitment to community service. The first award will be made in 2002.

Dean’s Discretionary Fund supports guest speakers, adjunct instructors, new equipment, and innovative programs not covered by the University budget.

Richard L. Hentz Educational Leadership Fund was created in 2001 by friends and family in memory of Richard L. Hentz, Ed.D. ’91. The fund will support initiatives to inspire, inform and develop a support network for future educational leaders. The first event will be held in 2002. This fund needs about $5,000 to gain endowment status.

Mary Frances Hogan ’26 Scholarship Fund was created by Miss Hogan’s family in honor of her 90th birthday in 1998. The scholarship is awarded to an outstanding student at the Graduate School of Education who has financial need. Priority consideration is given to individuals with affiliations to the Bartlett School in Lowell, either as former students or as teachers there. 2001-2 recipient: Erica K. Smith

Murphy Greene/Roberts Gilbride Scholarship was created by the families of Winifred Murphy Greene ’12 and Helen Roberts Gilbride ’13. The Fund awards scholarships to deserving students pursuing an elementary education teaching career. The scholarship alternates annually between students from Lawrence and Lowell. 2001-2 recipient: Ada Ramos
The Tsongas Industrial History Center Fund, named in honor of former U.S. Senator Paul E. Tsongas, is a collaborative between the Graduate School of Education UMass Lowell and the Lowell National Historic Park. The Fund extends outreach of the Center’s nationally recognized programs for students and supports curriculum planning for teachers.

Zaher-Lacouture Family Memorial Scholarship was established by Florence Lacouture ’59 in memory and honor of her family members. This Fund supports a doctoral student for dissertation research on the basis of academic record, community service, financial need, and potential impact of the research.

2001-2 recipient: Bennie Eyemaro

RECENT PUBLICATIONS BY FACULTY, ALUMNI, STUDENTS AND STAFF


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**FALL ON WEST CAMPUS**

*Professor John LeBaron was among faculty who took advantage of the mild weather last fall to meet with classes in the West Campus gazebo. Photo shows Prof. LeBaron with four of the students, (Catherine Thorn, Rebecca Stopherd, John LeBaron, and Leslie Obleschuk) in “Theory and Research in Curriculum.”*
Two Education alumni were honored for their outstanding contributions
to the University and the profession at the
2001 Francis Cabot Lowell Dinner

Vito Selvaggio ’52 shown here with his wife Vasiliki and Dean Pierson

James Conlon, Ed.M. ’93 shown here with Dr. Anita Greenwood and Dean Pierson.

Robert Gower (center standing) join him in a surprise retirement send-off at the Graduate School of Education’s Spring Awards and Celebration on West Campus on May 5th. Dr. Gower has taught at the Graduate School of Education since 1986. Pictured are, seated left to right: Chet Orban, Paula Williams, Sue Rubel, Jacquie Moloney, Lorraine Tacconi-Moore, Mary Clisbee, Dorothy Flaherty, and Mary Garrity. Standing from left to right are: Matthew Olsen, Maury Frieman, Bob Campbell, Patrick Scollin, Karen Hokanson, David Antaya, Cynthia Bates, Gower, Linda de Lyon Friel, Maryellen Rancourt, Jennifer Smith, Charles Gobron, Emile Tabea, Marc Kerble, and Patricia Trela.

Prof. Gower Retires/Continues to Teach

Nationally renowned scholar, Dr. Robert Gower, Professor Emeritus at the Graduate School of Education continues to teach in the Cybered classroom. Professor Gower is the coauthor of the best selling book, *The Skillful Teacher*, which has sold over 400,000 copies and helped hundreds of school districts rethink their approach to staff development. Dr. Gower is teaching, “Principles of Supervision,” in the Graduate School’s online Master’s Degree program in Educational Administration this spring (2002).
GRADS EXCEL
Candidates for teacher certification from the Graduate School of Education continue to excel on the Massachusetts Educator Certification Tests. In the four years since the tests were mandated for teacher certification, 173 of 177 graduates (97.2%) have passed the entire test, communication and literacy as well as subject areas.

Following are the four year cumulative results for our graduates:

(Pictured from left to right are: Science Education professor Dr. Anita Greenwood, and recent elementary teacher grads K. Longo, K. Andriolo, T. Hippensteele, and T. Sousa)

COMMUNICATION AND LITERACY

<table>
<thead>
<tr>
<th></th>
<th>Number Pass</th>
<th>Number Tested</th>
<th>% Pass</th>
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<tbody>
<tr>
<td>Reading</td>
<td>178</td>
<td>178</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>178</td>
<td>178</td>
<td>100</td>
</tr>
<tr>
<td>Reading and Writing</td>
<td>178</td>
<td>178</td>
<td>100</td>
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SUBJECT TESTS

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<tr>
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<th>Number Pass</th>
<th>Number Tested</th>
<th>% Pass</th>
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<tbody>
<tr>
<td>Biology</td>
<td>9</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Early Childhood</td>
<td>11</td>
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<td>100</td>
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<tr>
<td>Earth Science</td>
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<tr>
<td>Elementary</td>
<td>89</td>
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<td>English</td>
<td>17</td>
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<td>General Science</td>
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<td>Physics</td>
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<tr>
<td>Reading</td>
<td>7</td>
<td>7</td>
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</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
<td>6</td>
<td>100</td>
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<tr>
<td><strong>All Subjects</strong></td>
<td><strong>205</strong></td>
<td><strong>209</strong></td>
<td><strong>98</strong></td>
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In addition, thirty-two students took and passed more than one subject test. Typically, these candidates passed elementary as well as either early childhood or middle school, thus earning certification in two fields. The near perfect success rate of the 90 elementary candidates is particularly noteworthy, since this subject has had a high failure rate across the state.

Title II federal legislation now requires states to publish annual teacher test pass rates for all teacher preparation programs. In fiscal year 2000, the most recent year for which state data are
available, UMASS Lowell’s pass rate was 96 percent, with 45 of 47 candidates passing. The state wide average was 81 percent.

2001 DOCTORATES AWARDED

Pictured from left to right, seated are; Sandra L. Bohlin, Mary L. Garrity, Karen Hokanson, Susan Rubel, Patricia E. Trela, and Mark Elgart; standing from left to right; John S. Kania, Patrick A. Scollin, Christine O’Reilly, Lisa Dana, Joyce R. Cutler, and Dean Donald Pierson. Missing from the photo are: Antonio Bento, Amy Everitt, Janet King, and Joseph Sullivan.

IN MEMORIAM

Mary J. Bacigalupo, M.Ed. ’86, coordinator of professional development at The Center for Field Services and Studies and doctoral student, died on November 7, 2001. Mrs. Bacigalupo held key roles at the Center from its inception in 1985. Her initiatives involved many successful collaborations between the University and the Lowell Public Schools, including Citywide Parent Association, Small Grants for Teachers, and School Volunteers for Lowell. She authored or edited numerous professional papers and grants to improve professional development opportunities for teachers. In 1999, Mrs. Bacigalupo helped the city of Lowell win national recognition by scripting and directing a winning entry in the All-America City competition in Philadelphia.
MILLION DOLLAR GRANT

The Graduate School of Education has been awarded a $1,000,000 grant by the United States Department of Education to help prospective teachers learn to integrate technology into their instruction. “Ready to Teach” is a three-year collaboration among the University, the Lowell, Chelmsford, and Methuen school districts and two statewide organizations; Mass Networks and Mass CUE. The collaboration aims to restructure teacher preparation so that new teachers develop the skills and knowledge needed to utilize a range of technologies as tools for student learning. Among the project’s most exciting elements are the creation of a Technology Integration Lab and the formation of Design Teams. The lab, located in Upham Hall, is a staffed, state-of-the-art multimedia environment for preservice teachers, faculty, and cooperating teachers. Functioning as an informal, drop-in site, the lab enables participants to explore and create teaching and learning materials for K-12 and University instructional purposes. The Design Teams, comprised of K-12 teachers from the partner districts, University faculty from Arts and Sciences and Education, and preservice teachers, are developing technology enhanced instructional units for dissemination throughout the Commonwealth. In addition to these project features, the grant provides resources to support University faculty development so that technology integrated teaching is modeled in University courses at the undergraduate and graduate levels. Drs. Judith Boccia and Vera Ossen are Co-Directors of the project; and Mary Beaudry, Ed.D. ’92 Director of the Teaching and Learning Center, and Mitch Shuldman, doctoral student and Director of Media Services have key roles.

MACTE

Massachusetts Association of Colleges for Teacher Education

PIERSON Reelected President of MACTE

Donald Pierson, Dean of the Graduate School of Education, was recently reelected as President of the Massachusetts Association for Colleges of Teacher Education (MACTE). MACTE represents 54 private and public colleges in Massachusetts that prepare professional educators. As the state arm of the American Association for Colleges of Teacher Education (AACTE), MACTE is the primary advocate for high quality teacher preparation in the Commonwealth.

Carol Keirstead, doctoral student in Leadership in Schooling, shown here with William Phelan, faculty chair and her dissertation advisor, won the 2001 UMass Lowell Graduate Research Scholar Award. Nominated by the faculty and selected by vote of the academic deans, on the basis of academic record, research accomplishments and community service, Ms. Keirstead received a stipend of $25,000. The substantial stipend is intended to provide support for the dissertation stage of work and bring attention to the high level of scholarship at UMass Lowell. Carol is the fourth recipient from the Graduate School of Education since the award was created in 1990. Previous winners were George Watson (1990), Anita Greenwood (1991), and Bradford Allen (1996).

**RICHARD L. HENTZ EDUCATIONAL LEADERSHIP FUND**

Hentz family members gather with faculty to announce formation of the Richard L. Hentz Educational Leadership Fund. The Fund honors Richard Hentz Ed.D. ’93, former adjunct faculty member, active alumnus and mentor, and longtime principal in the Chelmsford Public Schools. Dr. Hentz passed away in November 2000.

Pictured above are (l-r): Russell Jackson (brother-in-law), William Phelan (faculty), Nancy Jackson (sister-in-law), Richard Ackerman (faculty), Elizabeth Hentz (wife), Robert Gower (faculty), Judith Davidson (faculty), Karen Merriam (daughter), Brent Merriam (son-in-law), Alexandra Hentz (daughter-in-law) and Richard Hentz (son).
The Graduate School of Education welcomes three new members to its faculty. Collectively, the three represent nearly a century of teaching, at every level from kindergarten to graduate school.

Prof. JoAnn Brewer comes to UMass Lowell from Salem State College, where she taught courses in reading methods, children’s literature, early childhood, and language arts.

Prior to that, Prof. Brewer spent four years in a similar position at Northern Arizona University in Flagstaff. Previously, she taught college, high school, and elementary school in several western states. Her first position was as a kindergarten director in Lubbock, Texas.

Prof. Brewer earned her bachelor’s, master’s and doctoral degrees at Texas Tech University. She is the author or co-author of three books, more than 20 journal articles and research papers, and 30 conference presentations.

Assistant Prof. Walter E. Stone comes to UMass Lowell from a nine-year position at Lesley University in Cambridge where, as instructor at the Women’s College School of Undergraduate Studies, he taught a wide range of mathematics courses and served as advisor to undergraduate students. For most of that time, he served also as a member of the adjunct faculty at Boston University School of Education.

From 1991 to 1995, Prof. Stone was a teaching assistant at the Boston University/Chelsea Schools partnership; prior to that, he was a member of the mathematics faculty at the University of New Hampshire in Durham. His first position was as a high school math teacher, at Mount St. Joseph Academy in Brighton, Massachusetts.

Prof. Stone earned his bachelor’s degree at Boston College, his master’s degree at University of New Hampshire, and his doctorate at Boston University. He is the author or co-author of three books and roughly a dozen conference presentations, and has served as a freelance textbook editor and as a mathematics curriculum designer for the Boston public schools.

Prof. Patricia Anthony comes to UMass Lowell after five years as Principal of the Cape Cod Lighthouse Charter School in Orleans, Massachusetts. Before that, she served as Department Chair of Education Policy, Research and Administration at UMass Amherst’s School of Education and spent nine years as Associate Professor at UMass Amherst. Earlier, she was Project Coordinator for a work services program in Jacksonville Florida, served as adjunct professor at the University of Florida and the University of North Florida, and taught science in junior high school. She began her career as a special education teacher in Muskegon, Michigan.

Prof. Anthony earned her bachelor’s degree from Marymount College, master’s degree from Michigan State University, and her doctorate from the University of Florida, Gainesville. She is the author of two books, chapters in 13 books, more than 15 journal articles and 7 technical reports, and she has delivered at least 20 conference presentations, and 23 lecture/speaking engagements.
**Graduate School of Education**  
**University of Massachusetts Lowell**

**Recent Doctoral Dissertations**

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<tr>
<th><strong>Language Arts and Literacy</strong></th>
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<tr>
<td><strong>Christine Catherine Draper</strong> – “Beliefs and Practices of Home Schooling Families of School Age Children Regarding Teaching Reading and Writing” (April 2000)</td>
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<tr>
<td><strong>John S. Kania</strong> – “The Effects of a Structured Writing Program on the Writing of Fourth Graders” (January 2001)</td>
</tr>
<tr>
<td><strong>Tracey A. Schaub</strong> – “Self-Reported Factors that Influence Professors to Use Reading Comprehension Strategies to Promote Learning From Discipline-Specific Texts” (March 2000)</td>
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<th><strong>Leadership in Schooling</strong></th>
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<tr>
<td><strong>Patricia Helen Ansay</strong> – “Reading Performances of Former Reading Recovery Students” (November 1999)</td>
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<tr>
<td><strong>Raymond Arthur Bastarache</strong> – “purposes, Methods and Effectiveness of Teacher Evaluation: Perceptions of Urban Elementary Teachers and Principals” (March 2000)</td>
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<tr>
<td><strong>Sandra Bohlin</strong> – “Effectiveness of Instruction in Rubric Use in Improving Fourth Graders’ Science Open-Response Outcomes” (November 2000)</td>
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<tr>
<td><strong>Mark A. Elgart</strong> – “Conception of Leader Integrity Based on the Perceptions of Teachers and Principals” (April 2001)</td>
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<td><strong>Bennie Eyemaro</strong> – “A Convergent/Discriminant Study of Relational Leadership and Its Impact on Teacher Perceptions of Trust” (September 2001)</td>
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<tr>
<td><strong>Amy L. Everitt</strong> – “The Effects of Learning and Teaching Style Interactions of Student Success in Athletic Training Clinical Education” (December 2000)</td>
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<tr>
<td><strong>Mary L. Garrity</strong> – “Teacher Retirement: Conditions in Massachusetts That May Affect Decision-Making” (April 2001)</td>
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<tr>
<td><strong>Phyllis A. Gimbel</strong> – “Understanding Principal Trust Building Behaviors: Evidence From Three Middle Schools” (May 2001)</td>
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Rakhi Gupta – “White and Asian Students’ College Experiences and Their Openness to Cultural and Racial Diversity” (July 2001)

Dale M. Hanley – “The Changes Teachers have made in Their Classroom Practices to Teach the Massachusetts Framework” (March 2000)

Karen Hokanson – “A Qualitative Study of the Technology Planning Process in a Select Number of Catholic Diocesan Schools” (March 2001)

Janet A. King – “A Study on the Relationship Between an Institution’s Culture and the Change Process” (April 2001)


Joan Anderson Marchessault – “The Involvement of Fathers in their Children’s Education During the Middle School Years” (January 2000)

Christine O’Reilly – “A Study of the Inclusion of Critical Thinking in Associate Degree Nursing Programs” (October 2000)

Susan A. Rubel – “Teachers in Conversation: A Look at Professional Growth in Collaborative Work Settings” (October 2000)


Maureen Sheehy – “A Study of an Industry/Community College Partnership: A Partnership to Educate Future Workers to Meet the New Performance Standards” (March 2000)

Joseph M. Sullivan – “A Study of the Effects of an Interdisciplinary Study Improvement Program on the Academic Achievement and Classroom Behavior Among Tenth Grade Students” (September 2000)

Patricia Ensell Trela – “Understanding Student Leadership: A Study of Peer Mediation Training and Program Participation Among Middle and High School Students” (April 2001)


Jean K. Wilkerson – “A Multi-Site Case Study of In-School Suspension Programs Run by Counselors at the Middle School Level” (May 2001)

**Mathematics and Science Education**

Terri M. Beckett – “Development of Conceptual Understanding of Statistics for Concrete Thinkers in a Constructivist Learning Environment” (June 1999)

Erin Roberts Campbell – “Undergraduate Chemistry Students’ Conceptions of Atomic Structure, Molecular Structure, and Chemical Bonding” (April 2000)
Joyce Cutler – “An Analysis of the Development of Number Sense by Sixth-Grade Students During an Intervention Emphasizing Systemic Mental Computation” (September 2000)


Hector Neftali Torres Sr.- “A Study of the Effects of English Language Proficiency and Scientific Reasoning Skills on the Acquisition of Science Content Knowledge of Hispanic English Language Learners and Native English Language Speaking Students Participating in Grade 10 Science Classes” (March 2000)