Scholarship applications are due March 15!

RESEARCH ASSISTANTSHIP  Inclusive Classroom Practices
Department of Teacher Education and Curriculum Studies

One 10-hr/week research assistantship is available for Fall 2013.

The RA will assist on a research project examining the quality of teacher-student interactions in inclusive kindergarten classrooms.

**Responsibilities include:** data collection (e.g., classroom observations, questionnaires) in kindergarten classrooms; enter and analyze data using SPSS and Excel; conduct library research; and assist in report preparation.

**Qualifications include:** strong organizational skills, good communication skills, excellent research writing skills, and knowledge in analyzing data using SPSS programs.

Previous teaching experience in pre-k classrooms and/or professional background in early childhood education preferred.

To apply, send a cover letter, resume/CV, two names of references, and a writing sample to SeonYeong Yu at seonyeon@educ.umass.edu.

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

**KELLY PENESTON** January 21 and 22, 2014, 8:30 a.m., Room 360 Hills South.

Chairperson: Dr. Sara Whitcomb

**The Beacon Deadline is FRIDAY**

- Please submit general news and announcements to: dms@educ.umass.edu by 5:00 P.M. on Friday for inclusion in the following issue.
- All assistantship notices will run in two issues.
- Please submit notices of examinations and formation of dissertation committees to Kristin Tyler at ktyler@educ.umass.edu. These types of announcements will run for one week.

http://www.umass.edu/education/news/beacon
RESEARCH ASSISTANTSHIP
Department of Educational Policy, Research, and Administration

One 10 hr/week research assistantship is available for Spring 2014.

Responsibilities include: The student will work with the Springfield Public School Data Manager and Psychometric Methods faculty in conducting empirical analyses of large-scale assessments and creating a plan for measuring growth.

Qualifications include: All applicants must have a background in psychometrics, statistics and mathematical modeling of educational assessment data. All candidates must also have knowledge of classical test theory, item response theory, multidimensional scaling, test construction, test validation research and experience working in educational assessment.

To apply, please contact Craig Wells cswells@educ.umass.edu.

RESEARCH ASSISTANTSHIP  Family Influence on Children’s Attitude Development
Department of Teacher Education and Curriculum Studies

One 10-hr/week research assistantship is available for Spring 2014.

The RA will assist on a research project examining family influence on children’s attitude development toward peers with disabilities.

Responsibilities include: data collection (e.g., collect surveys, interview) in kindergarten classrooms; enter and analyze data using SPSS and Excel; conduct library research; and assist in report preparation. Qualifications include: strong organizational skills, good communication skills, excellent research writing skills, and knowledge in analyzing data using SPSS programs.

Previous teaching experience in pre-k classrooms and/or professional background in early childhood education preferred.

To apply, send a cover letter, resume/CV, and two names of references to SeonYeong Yu at seonyeon@educ.umass.edu.

FORMATION OF DISSERTATION COMMITTEE


Statement of the Problem: Although the nature of teacher-child relationships is a known factor in academic and social success, little research has focused on methods for improving these relationships at the classwide level. Social emotional learning has been proposed as a method to improve child social skills, a significant factor in promoting positive interpersonal relationships. In addition, teacher performance feedback has been shown to increase teacher use of effective behavior management practices. However, no research to date has examined the effects of a comprehensive intervention involving delivery of a social emotional learning curriculum with performance feedback on the proportion of positive and negative teacher-child interactions observed in the classroom.

Chairperson: Dr. Amanda Marcotte
CALL FOR PAPERS
UMass-Amherst English Graduate Organization
6th Annual Interdisciplinary Graduate Conference

Close Encounters: Remapping Discipline through Genre

To be held on March 29, 2014
University of Massachusetts, Amherst

Guest Roundtable Participant: Andrea Hairston (Theatre & African American Studies, Smith College)

Submission deadline: January 20, 2014
Website: umassego.com/conference
Email: umassegoconference@gmail.com

In the humanities, we often treat genre as a codifying term that contains or bounds a body of texts on the basis of perceived kinship, thus separating those texts from others. But how might re-seeing genres in Wai Chee Dimock’s terms—as strategically constructed “fields of knowledge”—reveal or produce encounters across disciplines, especially sites of collusion, crossover, and translation? If generic boundaries are permeable rather than fixed, this view can assist in remapping academic spaces, allowing ostensibly disparate texts, (sub)disciplines, and/or cultures to encounter one another and yield new scholarship. Far from treating genres as inert categories, this view seeks to interrogate the organizing principles at work across the humanities.

The English Graduate Organization of the University of Massachusetts Amherst invites submissions to our 6th annual interdisciplinary conference on the theme of (re)mapping discipline through genre. For example, we invite submissions that consider the following questions:

- In what ways is genre tied not only to forms of text, but also to national identity and/or time period?
  What makes a text “close to” or “distant from” another? How might rethinking geographic or temporal scale point toward ways of reading that interrogate traditional notions of region and periodization?
- What texts demand that we remap traditional generic divisions, and what new or underrepresented forms remain to be mapped, whether within or against pre-established categories? For example, if shifting definitions of “text” include performance, shared practice, and other aspects of visual culture, how do such texts enter into (or alter) genre systems?
- Given the increasing digitization of archives and our growing ability to cross-reference texts and visual media, how do digital resources influence our academic work, particularly in ways that produce, reinforce, or destabilize genres/categorical?
  In what ways do these innovations demand new digital literacies throughout the academy—for scholars, teachers, and/or students?
- How might generic designations be complicit in, or resistant to, dominant cultural discourses? What are the political stakes of mapping disciplines and/or genres, especially in light of canonization (or texts otherwise deemed “foundational”) in a given academic context? How does specialization function as a site of enclosure or exclusion, and in what ways can the academy resist discursive enclosure?

While the concept of genre is often grounded in literary studies, we advocate an inclusive and expansive interpretation of the term; we especially invite submissions from interdisciplinary, creative, and cross-genre projects. Topics include but are not limited to: literary studies; American studies; canon formation; databases and archives; new formalisms; translation studies; historical studies; rhetoric and compositions; digital humanities; education, literacy and pedagogy; knowledge distribution and circulation; pop culture/material culture; media and cultural studies; visual culture/art history; performance studies/performing arts; creative writing; postcolonial and transnational studies; indigenous and native studies; world systems; movement and antive studies; world systems; movement, migration, diaspora; biological and physical sciences; science/humanities crossovers; gender and sexuality studies; disability studies; affect theory; trauma studies.

SUBMISSIONS Email: umassegoconference@gmail.com. Deadline: January 20, 2014

We accept three different types of submissions:

1. **Individual papers/projects:** please submit an abstract of no more than 350 words. Include your name, paper title, institution, and email address.

2. **Panels:** please submit a 1000-word proposal for an entire panel of presentations (3-4 presenters). Included in this proposal should be abstracts of 200-300 words for all presentations, the title of the panel, and information for each presenter (name, paper title, institution, and email address). If you are forming your own panel, you have the option of providing your own chair.

3. **Performances and creative presentations/panels:** we welcome submission of creative works, including creative writing, visual art, and dramatic performance. Please include a brief description of your project, as well as your name, project title, institution, and email address.
Scholarships for Students in Teacher Preparation Programs Leading to Licensure

Grace Norton Carney Scholarship
This endowed scholarship is a scholarship for any student in a P-12 teacher preparation program in the College of Education at the University of Massachusetts Amherst. Applicants must be a native or legal resident of Massachusetts within the last 10 years. Preference is given to students who hold an undergraduate degree from UMass Amherst, Framingham, or Bridgewater State University and have a GPA of 3.3 or better. Must complete FAFSA.

Richard J. Clark Memorial Scholarship for Teacher Education
Provides financial support to any student in the Teacher Education and Curriculum Studies Department. They must have a GPA of 3.3 or better and have experience with community service, internships, employment that demonstrates a commitment to excellence and equity.

Marylin C. Haley Scholarship
Provides funding for any eligible graduate student based on financial need. Preference will be given to students in a reading and writing, secondary, early childhood and elementary, or special education teacher preparation program.

Meline Kasparian Scholarship
Provides support to any student in a teacher preparation program and who has exhibited a desire to become public school teacher.

Janice Camby Endowed Scholarship
Provides scholarship support to any student accepted or enrolled in a teacher preparation program in the College of Education. Students must be from economically disadvantaged areas and in good academic standing. Must complete FAFSA.

Winifred Green Scholarship
This scholarship is funded and awarded by the Kappa Delta Pi Honor Society of the College of Education and sponsored by a professional organization of retired teachers in Massachusetts. It provides support for any student enrolled in a teacher preparation program who is committed to making a significant difference in the lives of young people in the Commonwealth. The recipient must be in good academic standing, a permanent resident of Massachusetts and have need for financial assistance.

Doctoral Student Scholarships

Nieto/Rudman Endowed Scholarship
Provides financial support to any student in the Teacher Education and Curriculum Studies Department. Preference will be given to doctoral students in the Language, Literacy and Culture concentration. Applicants must be in good standing and have a GPA of 3.3 or better.

Joseph W. Keilty Memorial Scholarship
This endowed scholarship provides scholarship support to full-time graduate students. Preference given to doctoral students. Students with a demonstrated financial need, high academic performance, and exceptional promise are encouraged to apply. Must complete FAFSA.

C. Lynn Vendien Professional Prize Award
This prize will be awarded to a doctoral student. Preference will be given to students in the Physical Education Teacher Education in the Department of Teacher Education and Curriculum Studies.

International Student Scholarship

C. Lynn Vendien Endowed Scholarship
Provides scholarship support to graduate students who are citizens of foreign countries. Preference will be given to students who are affiliated with Physical Education Teacher Education in the Department of Teacher Education and Curriculum Studies.

General Scholarships

Early Childhood Education Graduate Student Scholarship
Provides funding for graduate students studying young children and their families with preference given to the study of the needs of the gifted and talented. To provide opportunities for graduate students to enhance their academic experience and become involved in outreach.

Helen Eaton Timson Scholarship
Provides scholarship support to any deserving student in a College of Education program.

The link to details about scholarships and the application form is posted on the College’s homepage.
www.umass.edu/education

Return the completed application and required documents to Jane Clukay, 123 Furcolo Hall, College of Education, UMass, Amherst, 01003, or e-mail them to jclukay@educ.umass.edu
**Grant Search for Grad Students**

The Graduate School’s Office of Professional Development announces the following workshops for graduate students.

**Introduction to Grant Searching** - Thursday, January 16, 2014; 2-3pm
Goodell Lounge (on the fifth floor, which is the same level as the main entrance from campus.)

This hour-long session introduces the basic tools available to UMass graduate students looking for grants, as well as some tips on planning and applying.

Please register here:
<https://docs.google.com/forms/d/19b_jR6Ang9P96VLHocU15yioiWRySfnBM4ddOgwUHwo/viewform>
(Registration not required, but suggested so that we can contact you in case of a change in time or location.)

**Introduction to Grant Writing** - Friday, January 17, 2014; 10-11am
Goodell Lounge (on the fifth floor, which is the same level as the main entrance from campus.)

This hour-long session is useful both for those just getting started and for those who have already done some searching for grants. The presentation will clarify the different parts of a grant proposal, focusing on the major writing sections. We'll provide guidance on structure, style, and other writing tips.

Please register here:
<https://docs.google.com/forms/d/11qCx7aBvD1Etuyn7LtrzzXufNiTMwfjX6vmASAnUzlq/viewform>
(Registration not required, but suggested so that we can contact you in case of a change in time or location.)

Elizabeth Cahn, Project Assistant, Office of Professional Development, Graduate School, 538 Goodell, 413-545-0669

Please like us on Facebook.
https://www.facebook.com/UMassSchoolofEd