PROGRAM ASSISTANTSHIP
Department of Educational Policy, Research and Administration

A 5 hour/week program assistantship is available for Fall 2014 (with possibility of continuing Spring 2015).

Responsibilities: The PA will assist the program coordinator and program faculty with initiatives related to the K-12 Educational Leadership concentration, including recruitment for the K-12 degree programs.

Qualifications The PA must be an advanced doctoral student in the EPRA department who already holds at least a 10 hour assistantship. She or he should possess excellent programmatic, organizational and management skills and be able to work independently. Preference is given to someone with experience as a department or concentration program assistant, who has knowledge of the K-12 Educational Leadership program, and who is familiar with K-12 schools in the region. A candidate must have his or her own transportation as the work is likely to involve visiting schools and local education agencies.

To apply, please send letter of interest and resume to Sharon Rallis (sharonr@educ.umass.edu) / Students: Meet film producer Lee Anne Bell on Friday, Sept. 26, 1 p.m. prior to the screening of her documentary “40 Years Later: Now Can We Talk?” See next page for details.
Students: Meet film producer Lee Anne Bell on Friday, Sept. 26, 1 p.m. prior to the screening of her documentary “40 Years Later: Now Can We Talk?”

Social Justice Education doctoral alumna Lee Anne Bell returns to campus for Homecoming to screen her award-winning documentary, “40 Years Later: Now Can We Talk?” which intercuts focus groups and interviews with the first cohort of African-American high school students to integrate an all-white high school in the Mississippi Delta with interviews with their white classmates, after 40 years have passed.

Following the film Dr. Bell will facilitate an open dialogue with audience participants about the experiences described in the film, and also experiences of our students, faculty, and community members today.

Graduate students are invited to meet with Dr. Bell on Friday, September 26, from 1-2 p.m. in 225 Furcolo.

Read more about Dr. Bell and her work at:
Dr. Lee Anne Bell, Barbara Silver Horowitz Director of Education, Barnard College:  https://barnard.edu/profiles/lee-anne-bell
The Storytelling Project: Teaching about Racism ad Tolerance through Storytelling and the Arts: https://education.barnard.edu/The%20Storytelling%20Project
Forty Years Later: Now Can We Talk? http://store.tpress.com/0807754544.shtml

FACULTY REVIEWS

The following are scheduled for tenure and/or promotion review during the 2014-15 academic year:

Promotion to Professor
Margaret Gebhard, associate professor, Department of Teacher Education and Curriculum Studies (TECS)

Kathryn McDermott, associate professor, Department of Educational Policy, Research and Administration (EPRA)

Tenure and Promotion to Associate Professor
Sara Whitcomb, assistant professor, Department of Student Development (SD)

Those wishing to comment should forward letters to the appropriate department chair: Dr. Claire Hamilton, TECS; Dr. Gretchen Rossman, EPRA; Dr. Mary Lynn Boscardin, SD.

The Beacon Deadline is FRIDAY

- Deadline for submissions is 5:00 P.M. Friday for inclusion in the following issue.
- All assistantship notices will run in two issues. For information about preparing assistantship notices refer to the Faculty Resources pages (How to Write a Beacon Ad) of our web site.
- 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.
The College of Education presents

A Documentary Film and Discussion about Race and Education

Friday, September 26 - Student Union Ballroom

- 4:00 — 5:00 pm  Screening of “40 Years Later: Now Can We Talk?”
- 5:00 — 7:00 pm  Refreshments, then discussion about issues of race and culture in educational settings, facilitated by Dr. Lee Anne Bell

“40 Years Later: Now Can We Talk?” is a documentary film that explores the impact of racial integration in the Mississippi Delta through powerful and moving dialogue with black and white alumni from the class of 1969 as they recall and comment on memories of that time from their very different racial positions and experiences. (45 minutes)

The College of Education has a deep commitment to equity, access, and social justice in education. Building on our legacy as a facilitator of important but difficult discussions and as a research-driven knowledge center, we will screen this important documentary and host an honest dialogue about race and education today.

Read more about Dr. Bell at https://barnard.edu/profiles/lee-anne-bell

Dr. Lee Anne Bell, Ed.D. 1982 in Social Justice Education
UMass Amherst College of Education

Bell is The Barbara Silver Horowitz Director of Education at Barnard College. Her teaching specialties include urban education, social justice education and teaching about race/racism through storytelling and the arts. Bell’s scholarly work centers around issues of gender, race, and culture in educational settings and how these impact equity, access, and achievement in schools.
Call for Proposals

College of Education Community Enhancement Fund
A Dean’s Priority Fund Initiative

The College of Education has created a new grant fund for initiatives that enhance the esprit de corps of our students, alums, staff and faculty. The initiatives are intended to help build cross-department connections, embrace both diversity and commonality, and contribute positively to the life of our community. Students, staff and faculty members are encouraged to apply for funding of any project that contributes to building an inclusive, close-knit, collaborative, and supportive environment in the College of Education.

Rules and Guidelines

- Applicants are encouraged to apply for funding of any project that forwards the goals stated above. Projects may be one-time events or year-long initiatives.

- Applicants must be students, staff or faculty members of the College of Education.

- A faculty sponsor is required for student-led applications. In all cases the appropriate Department Chair/Supervisor (for staff) must approve the application prior to submission.

- All applicants awarded a grant are required to complete a Final Project Reflection within 2 weeks of the conclusion of the project and submit it to the Dean’s Office. The Final Project Reflection will include participation information, a final budget summary, and will be published in the Beacon.

- Multiple-year grants will not be awarded; however, applicants are encouraged to reapply in the next funding cycle. Size of annual Community Enhancement Fund -- $5,000. Anticipated awards – ten $500 awards.

Grant Application

Project Title ________________________________
Project Date/Timeframe __________________ Project Location ____________________________
Contact Name _____________________________ Program _____________________________
Contact Phone ______________ Contact Email ________________________________
Amount Requested ______________ Total Cost of Project ___________________________
Faculty Sponsor ________________________ Department Chair/Supervisor (for staff) __________

Project Narrative

Complete a narrative description of your project (1-page minimum) and submit it along with this cover sheet with appropriate signatures. Provide a general overview of the project for which you are seeking funding. Include: Project Objectives: How will this grant strengthen the College of Education community? Use of Funds: How will funds be used to support this project? College Involvement: How will you encourage participation?

Fall 2014 Application Deadline: Sept 30, 2014, 5 p.m. EST
Spring 2015 Application Deadline: January 31, 2015, 5 p.m. EST
Applications should be submitted via email to Goodnews@educ.umass.edu
Fall 2014 Dissertation Research Grant Call for Proposals

The Graduate School is now accepting fall 2014 proposals for the Dissertation Research Grant program for doctoral students who have achieved candidacy. The program offers up to a maximum of $1,000 for dissertation research related expenses. Grants are awarded once per semester through a competitive proposal process. The submission deadline for fall semester is Tuesday, 14th October 2014. A subcommittee of the Graduate Council will review proposals and determine awards. Detailed information on the program including allowed and prohibited expenses, submission and eligibility requirements and process can be found here:

http://www.umass.edu/gradschool/funding-support/dissertation-research-grants

For further information or if you have questions, please contact David Lafond in the Graduate School at researchgrant@grad.umass.edu or by phone at 577-6286.

FYI Students: Statute of Limitations and Readmission Process

**Statute of Limitations extension:**
Student emails a request for a Statute of Limitations (SOL) extension to Chair/Advisor for review with a timeline to completion, including semester of defense and graduation.

If Chair/Advisor approves the student’s request for a Statute of Limitations extension, the Chair/Advisor forwards approval and timeline to Dr. Linda Griffin, copied to Kristin Tyler.

If Dr. Griffin approves, she sends a recommendation for an SOL extension to the Graduate School. The Graduate School reviews the recommendation and that office notifies (emails) the student directly of their decision regarding the recommendation for an SOL extension

**Readmission:**
Student emails a request for readmission to Chair/Advisor.

If Chair/Advisor approves readmission, the Chair/Advisor emails a request for readmission to Dr. Linda Griffin, copied to Kristin Tyler.

If Dr. Griffin approves, she recommends readmission to the Graduate School for that office’s review. The Graduate School reviews the request and if approves, all back fees and readmission fee must be paid.
FORMATION OF DISSERTATION COMMITTEES

ELAINE BRIGHAM  Proposed Dissertation Title:  Just Teaching:  Supporting the Development of K-12 Social Justice Educators Through Social Justice-Focused Undergraduate Courses

Statement of the Problem:  There has been significant movement in the last 15 years and specifically in the last 10 years in the social justice education literature. For example, there is more discussion in the literature of what social justice education is and what it means (M. Adams et al., 2010; Carlisle, Jackson, & George, 2006; North, 2006, 2008). There is also an increase in the literature on teaching and learning, on teaching for social justice (Cochran-Smith, 1999; Darling-Hammond, 2002; Darling-Hammond, French, & Garcia-Lopez, 2002; Picower, 2011; Villegas & Lucas, 2002), and literature on social justice-focused teacher education (Apple, 2011; Cannella, 1997; Cochran-Smith, 2004; Ladson-Billings, 2006a; Oakes & Quartz, 2003; Poplin & Rivera, 2005; Swartz, 2003; Wallace, 2000; Weiler & Maher, 2002). Even with this increase of resources on social justice education in the literature, there is still insufficient focus on social justice education within the majority of teacher education programs (North, 2009; Oakes & Lipton, 2003; Oakes & Quartz, 2003; Oakes, & Rogers, 2006).  Chairperson:  Dr. Laura Valdiviezo

TARA BRANDT  Proposed Dissertation Title:  Investigating the Correlations Between School Leadership Practice, Teacher Collaboration and Teacher Self-Efficacy

Statement of the Problem:  Modern school leadership entails the creation of structural conditions and implementation of practices that enable teachers to work together during the school day to improve instruction and student learning. Teacher collaboration has been shown to increase teacher self-efficacy by enhancing teachers' interest in the work, self-confidence, and internal commitment to improving instruction and student learning. In turn, teacher self-efficacy yields a variety of benefits inside and outside of the classroom, including: improved student performance and motivation, greater teacher retention, and increased percentage of goal attainment. Few studies have sought to empirically determine which specific school leadership practices bring about ideal levels and types of teacher collaboration, and which level and types of collaborative practices most strongly influence teacher self-efficacy. Chairperson:  Dr. Rebecca Woodland

NINI HAYES  Proposed Dissertation Title:  Social Justice Teacher Educators of Color and Teacher Education

Statement of Problem:  Currently, the majority of public school students in the U.S. are students of color yet many teacher educators and teachers do not reflect this diversity (U.S. Dept. of Education, 2013). Diversifying the teacher workforce is imperative and urgent. One way to address this is through teacher education. Teacher education continues to be contested terrain amidst decades of educational reform magnified by a neoliberal regime that is working to privatize education and maintain White supremacy (Leonardo, 2009). There is a dearth of research that centers the voices of social justice teacher educators of color (SJTEC) who work toward educational equity in the aforementioned school climate. Chairperson:  Dr. Kysa Nygreen
The College of Education’s

Statistical Consulting Service

Students and Faculty from the UMass Center for Educational Assessment (Research, Educational Measurement, & Psychometrics Doctoral Concentration) are available for consultation free of charge.

Providing assistance with:

- Research Design
- Drawing Samples
- Modes of Data Collection
- Reliability & Validity Studies
- Survey Development
- Interpretation and Presentation of Results
- Regression or ANOVA Analysis
- Multivariate Analysis
- Factor Analysis
- Power Analysis
- Longitudinal and Multi-Level Data Analysis
- Structural Equation Models
- Statistical Software Support including Excel, SPSS, SAS, Mplus, and R
- And more!

Drop In Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location (Office)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>4 pm – 6 pm</td>
<td>Hills South, 149A</td>
</tr>
<tr>
<td>Tuesday</td>
<td>10 am – 12 pm</td>
<td>Hills South, 251</td>
</tr>
<tr>
<td>Wednesday</td>
<td>4 pm – 6 pm</td>
<td>Hills South, 149A</td>
</tr>
<tr>
<td>Thursday</td>
<td>4 pm – 6 pm</td>
<td>Hills South, 168</td>
</tr>
</tbody>
</table>

To schedule an individual appointment (outside of drop in hours), simply fill out an information form at:

https://sites.google.com/site/UMassStatConsulting/

Questions? Please email jdickey@educ.umass.edu or aleagarcia@educ.umass.edu

Research, Educational Measurement, and Psychometrics
Promoting sound educational research and testing practices since 1968