Project Assistantship
Center for Education Policy - MASCA Strategic Planning Leadership Project
Department of Educational Policy, Research, and Administration

10/hr week project assistantship for 6 weeks in the summer of 2015, and
10 hr/week project assistantship for fall semester 2015. Position dependent on funding.

Responsibilities include: S/he will assist in planning and delivering a strategic planning process for the MASCA Governing Board. S/he must be able to attend and help facilitate portions of the summer and bi-monthly working sessions of the MASCA Governing Board. The ideal candidate will be able to assist the faculty sponsor with responsibilities related to the development of the Center for Education Policy.

Qualifications include: Outstanding oral and written communication skills. Preference given to those who have experience and/or a strong desire to engage in school leadership, and to those with experience in and/or understanding of the purposes and practices of school counseling.

If interested, please apply by August 14, 2015 at: https://www.surveymonkey.com/r/MASCA. You will be asked to provide a short letter of application, resume, and contact information for three references.
**Project Assistantship**
*Instructional Rounds for Educational Improvement - Public Service Engagement Grant*
Department of Educational Policy, Research, and Administration

10 hr/week project assistantship for fall semester 2015. Position dependent on funding.

**Responsibilities include:** Assist in the coordination and delivery of the Project to take place in a local public school district. S/he will assist in writing a literature review; facilitating professional on-site professional development; and collecting and analyzing pre-post evaluation data. Must be able to attend periodic meetings of district leadership team.

**Qualifications include:** Extensive public school teaching and/or leadership experience. Outstanding oral and written communication skills. Students with experience in basic qualitative, quantitative, and social network analysis research preferred.

If interested, please apply by August 14, 2015 at: https://www.surveymonkey.com/r/PSEG2015. You will be asked to provide a short letter of application, resume, and contact information for three references.

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**Graduate Assistantship**
Center for Youth Engagement
Department of Student Development

Two 10/week project assistantships.

**Responsibilities include:** Supporting the evaluation research activities of a gang and youth violence prevention program in Holyoke MA through: literature reviews, conducting surveys of staff and youth, conducting focus group interviews, writing reports, collecting data, analyzing data, and supporting youth directed action research.

**Qualifications include:** Prior experience with the high and proven risk youth, a strong interest in juvenile justice, gang prevention, and youth violence prevention, a background in special education or a related field, strong writing skills.

To apply, send a cover letter and resume/CV to Michael Krezmien at krezmienumass@gmail.com.
Research Assistantship — 3D Printing, Teaching, & Learning
Department of Teacher Education & Curriculum Studies

One 10 hour/week research assistantship is available for fall 2015.

Responsibilities include: This student will support two faculty members on a research project about K-12 teachers’ use of 3D printers to facilitate design-based learning. The student will be responsible for supporting the faculty members in recruiting participants for the study, organizing trainings, and building a face-to-face and online community of practice. Additionally, the student will assist with protocol development, data collection, transcriptions, and data analysis.

Qualifications include: The ideal candidate will have strong writing, organization, communication, and time management skills. The ability to work in collaboration as well as independently is required for this position. Good interpersonal skills, interviewing skills, and qualitative data management skills are required. The candidate will also be comfortable using 3D modeling programs (e.g., TinkerCad, Cura) and working with 3D printers. Applicant must complete CITI Training. Priority will be given to doctoral students.

To apply, please send a cover letter and CV/résume by August 10, 2015 to Dr. Torrey Trust at ttrust@educ.umass.edu and Dr. Robert Maloy at rwm@educ.umass.edu with a copy to Florence Sullivan at fsullivan@educ.umass.edu and Meg Gebhard at gebhard@educ.umass.edu. Please use the subject line: “3D Printing Research Assistantship Application.”

The Beacon’s deadline is FRIDAY

- Deadline for submissions is 5:00 P.M. Friday for inclusion in the following week’s 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 Announcement) of our web site. www.umass.edu/education

- 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.

- Please submit announcements about departmental or concentration-related conferences, workshops, events and activities of interest to students to dms@educ.umass.edu.
SEPTEMBER 2015 Degree Deadlines

Doctoral Degree (Ed.D. and Ph.D.) Candidates Filing for the September 2015 degree

- Submit your TYPED Doctoral Form D-8 to Kristin Tyler to schedule your final oral defense 4 weeks plus 2 additional days in advance of the defense date in order to meet the Graduate School’s 4 week deadline.

- Schedule your defense no later than August 14, 2015 to have time to make any necessary edits.

- Rooms are reserved by contacting Robert Heath, College of Education Curriculum Coordinator, by email at: rheath@umass.edu

- **August 21, 2015** is the deadline to submit your TYPED Doctoral Degree Eligibility Form, TYPED Form D-9 (Result of Final Oral Examination) and one original signature page to Kristin Tyler, Office of Academic Affairs, Furcolo.

- The Doctoral forms are fillable and are found at the following URL. If you have any difficulty, please open the documents in Internet Explorer or Safari: [http://www.umass.edu/education/students/current/advising-guidelines/doctoral-guidelines](http://www.umass.edu/education/students/current/advising-guidelines/doctoral-guidelines)

- Please note that handwritten forms will not be accepted.

- Kristin will submit these forms to the Graduate School after they are signed by Dr. Linda Griffin, Associate Dean for Academic Affairs and Graduate Program Director, and Dean Christine B. McCormick who will sign section C of the Doctoral Degree Eligibility Form as Department Head/Chair.

- **August 31, 2015 (by 4:30pm) is the deadline to submit** the dissertation electronically and other required materials to the Graduate School (Room 534 Goodell). **THIS IS A FIRM DEADLINE!**

The Beacon is posted to the college’s web site. [http://www.umass.edu/education/news/beacon](http://www.umass.edu/education/news/beacon)
SEPTEMBER 2015 Degree Deadlines

Master’s Degree (M.Ed.) and Education Specialist Degree (Ed.S.) Candidates

- August 21, 2015 is the deadline to submit TYPED forms to Kristin Tyler, Office of Academic Affairs, Furcolo Hall to file for the September 2015 degree.

◊ Master’s Degree (M.Ed.) submit:
  Typed Master’s Degree Eligibility Form
  Typed College of Education’s Form M-2 Completed Program of Study
  List in chronological order from your transcript only graduate courses to be counted toward the Master’s degree
  Course numbers and course titles listed on the Form M-2 must match transcript and Degree Eligibility Form exactly

◊ Education Specialist Degree (Ed.S) submit:
  Typed Education Specialist Degree Eligibility Form
  Typed College of Education’s Form ES-2 Completed Program of Study
  List in chronological order from your transcript only graduate courses to be counted toward the Ed.S. degree
  Course numbers and course titles listed on the Form ES-2 must match transcript and Degree Eligibility Form exactly.

- This deadline is to allow time for processing and obtaining the necessary signatures of Dr. Linda Griffin, Associate Dean for Academic Affairs and Graduate Program Director, and Dean Christine B. McCormick who will sign Section E on the Master’s Degree Eligibility Form or Part II of the Education Specialist Degree Eligibility Form.

- Your advisor must sign the College of Education’s Form M-2 or ES-2, but NOT the Degree Eligibility Form.

- Please note that handwritten forms will not be accepted.

- Forms are fillable and are found at the following URL. If you have any difficulty, please open the forms in Internet Explorer or Safari: [http://www.umass.edu/education/students/current/forms](http://www.umass.edu/education/students/current/forms)
International Teaching Assistants
Screening Test of Spoken English - fall 2015

The SPEAK test is a screening test for spoken English communication skills. The SPEAK test for first-time international teaching assistants (ITAs) for fall semester 2015 will be administered during the week of September 13. Students who took the test previously and scored 45 but did not participate in Communication Instruction classes should also take the test. We also recommend this test for students who are not currently in a TA/TO position but may be in the future. RAs and other international graduate students may also take the test and participate in small group Communication Instruction classes on a space-available basis. Priority for participation in the classes will be given to currently funded TAs and to those with the greatest need.

Students are exempt from taking the SPEAK test if they satisfy one of the following criteria:

• TOEFL exemption at admission. This appears as “TOEFL Exempt” in the student’s SPIRE record. (The list of reasons for exemption appears under the FAQ “Can the TOEFL requirement be waived?” at http://www.umass.edu/gradschool/admissions/faq.)

• A score of 26 or higher on the Speaking section of the TOEFL iBT at the time of admission. The SPIRE record shows the Speaking section score.

• A score of 8.0 or higher on the Speaking section of the IELTS. IELTS scores are not currently broken down in SPIRE, but the Speaking section score is available from Graduate Admissions. (Very few applicants report IELTS scores.)

The purpose of the SPEAK test is to identify any potential difficulties ITAs may have in understanding spoken English or in being understood in the undergraduate classroom. A score of 50 or above is required to pass the test.

Students who do not pass the test are encouraged to attend the English Communication Instruction classes offered by the Graduate School through the Center for Language, Speech and Hearing. The classes are offered throughout the year. At the end of each semester, students are reevaluated and those who do not meet the criteria are allowed to continue in the Communication Instruction classes for additional semesters.

Progress reports for students currently enrolled in English Communication Instruction classes will be sent to Graduate Program Directors at the end of the fall semester. The report will indicate each student’s current functional level and the SPEAK Test equivalent score.

If you have any questions, or need any additional information, please contact Lori Baronas at 545-5278 or Lori Laughren at lviglian@comdis.umass.edu.
Photos of our renovation ...

Entrance to the welcome center

Another view of the soon-to-be welcome area

Entrance to department chair-persons offices

Second floor of Furcolo west

A new classroom where the Mark’s Meadow gym used to be

See more photos at
http://www.umass.edu/education/about/renovation/july
ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

ABBEE NACHMAN  September 3 and 4, 2015, Hills South.
Chairperson: Dr. John Hintze

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

JULIA DEMAGI STRIS  September 3 and 4, 2015, Hills South.
Chairperson: Dr. John Hintze

FORMATION OF DISSERTATION COMMITTEE

NOGA FLORY  Proposed Dissertation Title: Residence Directors as Residential Crisis Workers: Exploring the Role of Campus-Based Critical Incident Stress Management in the Mitigation of Compassion Fatigue.

Statement of Problem: Residence Directors, as a result of repeated exposure to their students' trauma, are prone to developing compassion fatigue. Research on the use of college-based Critical Incident Stress Management (CISM) has been shown to foster collaboration, consultation, and increased stress debriefing among staff who respond to critical incidents on campus. CISM can teach Residence Directors means of recognizing work-related triggers, contribute to the normalization of stress reactions, and improve healthy coping and self-care strategies. CISM can also potentially help reduce or diminish the incidence of compassion fatigue and burnout, thereby improving Residence Directors' overall professional and personal quality of life and their resilience within the field of student affairs. Nonetheless, CISM is not widely used among all college and university settings, although it is oftentimes used as a foundation for many campuses' crisis response protocols. My study will describe the utility of CISM at an Upstate New York-based college which intentionally opts to include Residence Life Staff in its training and CISM-based crisis intervention practices. I will examine the scope of Residence Life Staff's involvement in Critical Incident Stress Debriefing and gauge the impact of CISM-based strategies on staff's reported levels of secondary stress, burnout, and/or compassion satisfaction.

Chairperson: Dr. Sharon Rallis

CHANGE OF TIME - ANNOUNCEMENT OF FINAL ORAL EXAMINATION

NINI HAYES  August 6, 2015, 1:00 p.m. room 163 Hills South. “Social Justice Teacher Educators of Color: Their Work, Perspectives, and Insights.”
Chairperson: Dr. Kysa Nygreen
Research Assistantship
Department of Student Development

One 10 hour/week research assistantship is available for fall 2015 academic year.

**Responsibilities:** The doctoral student will assist with reviewing empirical and theoretical literature on youth participatory action research, native studies, culturally relevant, culturally sustaining, and community responsive pedagogy as it relates to teaching and learning in out-of-school and in-school contexts. Also, the doctoral student will assist with planning and the execution of community engagement forums. The doctoral student will assist with literature reviews, data collection, write for conference presentations and publications, and qualitative analysis. The ideal candidate will have strong writing skills, a general understanding of one or more of the above mentioned theories, be a doctoral student, and experience working with youth in out-of-school and/or in-school contexts.

To apply send your CV to Dr. Antonio Martinez – antoniom@umass.edu

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TEACHING ASSISTANTSHIP
Department of Teacher Education and Curriculum Studies

10 hour/week teaching assistantship available for fall 2015 for HumDev 270.

**Responsibilities include:** assist with course preparation; monitoring student attendance; assist with student assessment and communication; attend class sessions (TUTH 1:00 – 2:15 and MW 4:00 – 5:15; must be available for one class meeting of each section per week); and hold weekly office hours.

**Qualifications include:** excellent written and communication skills; strong organizational skills; experience in Moodle course development; academic knowledge of child development and/or professional experience with children. Doctoral student preferred.

To apply, please send a resume to Claire Hamilton at cehamilt@educ.umass.edu with a cc to Sally Galman at sally@educ.umass.edu

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Interested in outdoor activities?
Check out our
Outdoor Activities Club