PROJECT ASSISTANTSHIP
Department of Teacher Education and Curriculum Studies

10 Hour/Week project assistantship available for spring 2015 for EDUC 698 Practicum.

Responsibilities include: observe and coach clinical teaching interns in Springfield Public Schools; provide feedback for pre- and post- classroom observation; assist with the development of instructional planning tools; attend monthly seminar meetings; other duties as assigned.

Qualifications include: experience supervising middle and high school teachers; familiarity with the Massachusetts Framework for Educator Evaluation; excellent communication skills; K-12 public school teaching experience; understanding of pedagogical best practices; experience in urban public schools.

To apply, send a letter of interest and CV/Resume to Daryl Essensa at dessensa@educ.umass.edu.
The Beacon 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 Ad) 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 to dms@educ.umass.edu.

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**ANNUCNCING**

On Behalf of Dean Christine B. McCormick the College of Education announces the Jerome and Florence McCormick Doctoral Award

The Jerome and Florence McCormick Doctoral Award will provide support to doctoral students in their dissertation-writing year in the College of Education. Students from any doctoral program in the College are eligible for the scholarship, with selection based on merit. The Dean of the College of Education or designee will administer the Fund.

The application process will include:

- A detailed abstract that should include theoretical framework, significance of the study, purpose, research questions, research design and methods (context, subjects/participants, data collection and analysis) and potential implications (similar to an AERA type abstract).
- Evidence of successful completion of comprehensive exams.
- D7 and D7A on file or ready to file (i.e., concurrent to application.
- Nomination letter from faculty advisor.
- The dissertation abstract should be no more than 2-3 pages (i.e., 250-300 words per page), New Times Roman, 12 font, double spaced with one-inch margins.
- Tuition waivers are not available for this scholarship.
- Here is a link the College of Education’s Scholarship page: http://www.umass.edu/education/students/prospective/scholarships
- Due date: March 13, 2015
- Send application materials to Deborah Becerra at dbec@umass.edu

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**ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION TIME CHANGE**

DANI ELLE O’BRIEN February 27, 2015, 9:30 a.m. room 22A Furcolo Hall.

Chairperson: Dr. Kysa Nygreen

**ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

MUHAMMAD NAEEM KHAWAJA February 26, 2015, 12:30 p.m. room 287 Hills South.

Chairperson: Dr. Sharon Rallis

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**The Beacon 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 Ad) 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 to dms@educ.umass.edu.
ANNOUNCEMENT OF FINAL ORAL EXAMINATIONS

MINJ EONG SHIN March 23, 2015, 12:00 p.m. 163 Hills South. “An Investigation of Subtest Score Equating Methods Under Classical Test Theory and Item Response Theory Frameworks.”
Chairperson: Dr. Ronald Hambleton

TAJ SMITH March 20, 2015, 12:00 p.m. 163 Hills South. “Phallacies: Constructing a Critical Space and Pedagogy for College Men to Engage Across Non-Hegemonic Masculinities.”
Chairperson: Dr. Bailey Jackson

SHANNON BARRY March 24, 2015, 9:00 a.m. 151 Hills South. “Using Social Network Analysis to Investigate the Relationship Between Team Communication Networks and Implementation of Positive Behavior Support Systems.”
Co-Chairs: Dr. Sara Whitcomb and Dr. Rebecca Woodland

FORMATION OF DISSERTATION COMMITTEE

JENNIFER MCDONALD Proposed Dissertation Title: Teaching Students with Autism Spectrum Disorder to Mand Within the Inclusive Classroom
Statement of Problem: Language deficits are one of the core deficits for children with Autism Spectrum Disorder (ASD). In particular, manding (or requesting) is a skill that does not typically develop naturally. Learning to mand is important because it allows students with ASD to request for their needs to be met, which may lead to increased future independence. According to the Individuals for Disabilities Act of 2004, students with ASD have a right to be included into regular education classrooms. The No Child Left Behind Act of 2002 requires them to be held to the same rigorous testing standards. Yet there is little to research available on how to best teach children with ASD to mand within inclusive general education classrooms.
Chairperson: Dr. Michael Krezmien

RENOVATION UPDATE
Construction is well underway in Furcolo North and Furcolo South.

See more photos on our web site.

http://www.umass.edu/education/about/renovation/february
2015-2016 Academic Year Scholarships
Deadline for application: March 13, 2015

Don’t miss the opportunity to be recognized and supported for your scholarship and service – Apply now!
The College of Education offers a scholarship program for current and new students with financial need. Scholarships are offered to undergraduate, master’s and doctoral students who are preparing to work in the education profession (i.e., P12 schools or higher education.)

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.

Anne Farmer Momot Scholarship
Provides support to a graduate student majoring in Special Education. Particular consideration will be given to candidates who demonstrate warmth, patience, and dedicated support for students.

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.

**The Jerome and Florence McCormick Doctoral Award**
This prize will be awarded to a doctoral student in his or her dissertation-writing year. Selection based on merit. Application must include a detailed abstract that should include theoretical framework, significance of the study, purpose, research questions, research design and methods (context, subjects/participants, data collection and analysis) and potential implications, as well as evidence of successful completion of comprehensive exams, D7 and D7A on file or ready to file, and nomination letter from a faculty advisor.

**Application process will include:**

- A detailed abstract that should include theoretical framework, significance of the study, purpose, research questions, research design and methods (context, subjects/participants, data collection and analysis) and potential implications (similar to an AERA type abstract).
- Evidence of successful completion of comprehensive exams.
- D7 and D7A on file or ready to file (i.e., concurrent to application).
- Nomination letter from faculty advisor.
- The dissertation abstract should be no more than 2-3 pages (i.e., 250-300 words per page), New Times Roman, 12 font, double spaced with one-inch margins.
- Tuition waivers are not available for this scholarship.
- Here is a link to the College of Education’s scholarship web page: [http://www.umass.edu/education/students/prospective/scholarships](http://www.umass.edu/education/students/prospective/scholarships)
- Due date: March 13, 2015.
- Send application materials to Deborah Becerra at [dbec@umass.edu](mailto:dbec@umass.edu)

**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.

See our web site for more information
[http://www.umass.edu/education/students/prospective/scholarships](http://www.umass.edu/education/students/prospective/scholarships)
May 2015 Degree Deadlines – Doctoral Degree Candidates, please see the REVISED first bulleted item in the Doctoral Degree information below.

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

- March 31, 2015 is the deadline to submit TYPED forms to Kristin Tyler, room 123 Furcolo Hall to file for the May 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
  - Education Specialist Degree (Ed.S) submit:
    - Typed Education Specialist Degree Eligibility Form
    - Typed College of Education’s Form ES-2 Completed Program of Study

- 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

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

- My apology – there was a mistake in the 1/22/15 Beacon announcement bulleted item immediately below, now correct to 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.
- REVISED: 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 March 24, 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
- March 31, 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 in Room 123 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
- 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.
- April 8, 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!
Critical Methodologies Seminar Series

Edward Brockenbrough
University of Rochester

Tuesday, February 24 @ 6:00-7:00pm
Lincoln Campus Center 165

Queering Black Education:
Theory, Practice, and Implications for Youth Work

The struggle to create and access educational opportunities for Blacks in the United States continues to be one of the most complex and important racial projects in contemporary American society. Mirroring Black civil rights struggles more broadly, the fight for educational justice has frequently relied on particular narratives of Black progress that belie contentious identity politics within Black communities and cultures. Amidst shifting racial loyalties and alignments in the post-civil rights era, how are Black educational agendas determined, and how can those agendas account for the diverse—and at times conflictual—concerns of multiple Black educational stakeholders? Using queer theory as an analytic lens, this lecture will draw upon findings from two separate studies—one on the experiences of Black male teachers, the other on experiences of Black and Latino queer youth—to offer examples of what it means to queer Black educational discourses and practices. By highlighting the anti-normative sensibilities of queer knowledge production, this lecture will contextualize the hegemonic dimensions of Black educational discourses, and it will consider how queer disruptions may lead to more transformative agendas for Black educational justice.

Edward Brockenbrough is Assistant Professor of Teaching & Curriculum and directs the Urban Teaching and Leadership Program in the Warner School of Education at the University of Rochester. His research focuses on negotiations of identity, pedagogy, and power in urban educational spaces, with particular attention to black, masculinity, and queer issues in education. His work has appeared in several journals and edited anthologies; he is co-editor of special issue of Curriculum Inquiry on “Queers of Color and Anti-Oppressive Knowledge Production.”

FREE AND OPEN TO ALL.

Sponsored by UMass Amherst College of Education with support from the Department of Student Development, Center for Youth Engagement, and Urban Education Initiative; Hampshire College Critical Studies of Childhood, Youth, and Learning Program and Hampshire Youth Connect. Faculty conveners: Konra Jocson. For questions, contact kjocson@educ.umass.edu
PARCC Update for Higher Education Workshop

Greenfield Community College

Friday, April 3, 2015
9:45 am – 1:00 pm

Presented by Pioneer Valley PARCC Campus Contacts and the Pioneer Valley Educational Readiness Center
Lunch provided

This workshop will be geared to the interests of ELA and mathematics faculty, as well as admissions and skills assessment professionals, at institutions of higher education. The session will begin with a brief overview of the PARCC assessments, their development, administration and implications for college readiness and its assessment. This will be followed by a brief walkthrough of the tutorials for both mathematics and ELA test formats and tools. Following completion of the tutorials, participants will have the opportunity to take sample PARCC tests across grade levels. Implications for higher education faculty and staff will be discussed as a wrap-up.

Workshop Facilitators- Charlie Kaminski, Dean of Business, Science Mathematics and Technology at Berkshire Community College, who also serves as a Massachusetts P-16 PARCC Educator Leader Fellow will lead the workshop. As a PARCC Fellow Charlie is familiar with the 2011 Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics and PARCC resources such as the Model Content Frameworks and released assessment items. PARCC Campus Contacts from GCC, HCC, STCC, UMass, WSU will also be facilitating this session. Sue Lane, Senior Director for Alignment and Engagement from the Department of Higher Education will provide updates on the PARCC initiative in Massachusetts including a look at a sample score report. We will also provide an update on the PARCC Faculty Judgment Study—a recent research study on PARCC Grade 11 assessment items that were reviewed by faculty from across the country. 34 Math and English faculty from Massachusetts participated. The session is designed so that participants can work together as a team and then share what they have learned when they return to their campus.

An Internet connection will be provided, but participants must bring their own laptop or tablet. Remember to have your device fully charged and to bring your charger! In addition, to ensure you have a successful session, you might need to download software on your laptop before the meeting. Click here for details about these software requirements. Paper versions of the tests will not be available.

Technology support will be available starting at 9:30 am. Participants are encouraged to arrive in advance to get logged in so that they may participate fully in the session which begins promptly at 10 am.

The event is free and lunch will be provided. Please register by clicking on this link: http://www.gcc.mass.edu/professional-development/?v=908

We look forward to seeing you.

Pioneer Valley PARCC Campus Contacts and Pioneer Valley Educational Readiness Center

Judi Greene-Corvee
Greenfield Community College
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Lindy Prystupa
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Marsha Olsen
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Linda Griffin
UMass Amherst
lgriffin@educ.umass.edu

Kay Lisseck
Pioneer Valley Educational Readiness Center
klisseck@collaborative.org
FORMATION OF DISSERTATION COMMITTEE

DIANA BONNEVILLE  Proposed Dissertation Title: Maximizing Distributed Leadership: How Principals Can Harness Role Ambiguity

Statement of Problem: While leadership is the key to effective schools (Elmore, 2002; Leithwood, Day Sammons, Harris, & Hopkins, 2006; Marzano, McNulty & Waters, 2005), it is no longer a “one-person business” (Hulpia, Devos & Van Keer, 2011 p. 729). Since no one individual with limited resources, time and energy can address all the demands and concerns facing educational leaders, principals look to build and maximize leadership capacity by moving towards distributed leadership to increase student achievement, improve, school culture and meet school objectives (Gronn, 2002: Harris, 2005; Spillane & Diamond, 2007).

However, there is an apparent gap between the philosophy of distributed leadership and the reality of its actual implementation. The simplistic understanding of the meaning and purpose of distributed leadership leads to principals’ difficulties in implementation (Duignan & Bezzina, 2006). Just as ambiguity is inherent in distributed leadership (Harris, 2007), it is also inherent in the role of department chairs. Ambiguity, however, does not need to be an obstacle for effective role performance and task completion. On the contrary, ambiguity positively increases employee creativity and learning (Savelsbergh, Gevers, van der Heijden, & Poell, 2012), and therefore, may be leveraged in order for principals to delegate responsibility and share in the decision-making process. While many argue for the resolution or removal of ambiguity from the role of department chairs, principals should in fact embrace ambiguity and loose coupling for their benefits: fostering a sense of efficacy, perseverance, creative problem solving, adaptability, self-determination and support for distributed leadership (Weick, 1976). Principals’ support of department chairs and role modeling of synergy, organizational commitment, flexibility, strong interpersonal skills and self-efficacy can provide department chairs with the confidence and motivation needed to overcome ambiguity (Ajzen, 1985; Bandura, 1997a; Bandura, Adams, Hardy, & Howells, 1980; Kushman, 1992; Leithwood et al., 2008), allowing them to embrace new and challenging tasks.

Chairperson: Dr. Sharon Rallis

From the Graduate School - Office of Professional Development

Tuesday, March 3rd - 12:30-2:00pm  917 Campus Center

Team Based Learning (TBL) Principles and Practices

Based Learning (TBL) is a teaching approach based on collaborative learning used by instructors across disciplines. This workshop will provide an overview of TBL and address the following questions: What is TBL? How does one implement TBL practices in the classroom? This workshop will demystify TBL and give participants tools to engage students in active learning. Co-sponsored by the Center for Teaching and Faculty Development. Pre-registration is required.

Monday, March 9th - 12:30-2:00pm  917 Campus Center

Basics of Online Teaching

More and more, colleges and universities are looking for applicants who have experience teaching online. This workshop will cover fundamental principles of online teaching such as building and maintaining community; establishing instructor presence; and setting clear expectations and fostering positive interactions in online environments. Participants with any level of teaching experience (both online and in-person) are welcome. This workshop will briefly cover the basics of a Learning Management System, but will not discuss how to use specific platforms, programs, or technologies. Instead, we will focus on transferable pedagogical strategies that can be applied to any online learning platform. Co-sponsored by the Instructional Media Lab and the Center for Teaching and Faculty Development. Pre-registration is required.
The College of Education’s
Statistical Consulting Service

2015 Spring
FREE Workshops
Hills House South, Computer lab
(Room 169)

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<tr>
<th>Workshop</th>
<th>Time</th>
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<tr>
<td>Excel</td>
<td>2:00-3:30 PM</td>
<td>2/17</td>
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<tr>
<td>Introduction to SPSS</td>
<td>4:15-5:30 PM</td>
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<td>Introduction to SPSS</td>
<td>4:00-5:30 PM</td>
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<td>SPSS (ANOVA, Regression)</td>
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<tr>
<td>Introduction to R</td>
<td>4:00-5:30 PM</td>
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Please sign up at
https://sites.google.com/site/UMassStatConsulting/
or email hdiao@educ.umass.edu or
aleagarcia@educ.umass.edu to sign up.

Walk-ins are welcome as well!

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

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<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location (Office)</th>
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<tr>
<td>Monday</td>
<td>1 pm – 3 pm</td>
<td>Hills South, 181</td>
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<tr>
<td>Tuesday</td>
<td>2 pm – 4 pm</td>
<td>Hills South, 251</td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
<td>10 am – 12 am</td>
<td>Hills South, 149A</td>
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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 hdiao@educ.umass.edu or aleagarcia@educ.umass.edu

Research, Educational Measurement, and Psychometrics (REMP)
Promoting sound educational research and testing practices since 1968
Inside Furcolo North and South

January 2015

February 2015
Inside Furcolo North and South