Graduate Assistantship
Department of Student Development

One 20 hour/week graduate assistantship for fall 2015-spring 2015 in the Department of Student Development in special education administration for the Pathways, U.S. DOE, Office of Special Education Programs, Leadership Preparation.

Qualifications: Must hold a special education teacher's license, have special education teaching or related services experience, and have been accepted as an administrator of special education licensure student. Background in special education supervision/administration is preferred.

Responsibilities: As part of a federal training grant, duties include gathering and organizing reading list materials; research for publications; participating in state/federal level internships; assist with local, state, and federal data collection and analysis; assist in grant preparation. Must complete all course work for licensure as an administrator of special education and a 500 practicum experience.

If interested, contact: Dr. Mary Lynn Boscardin, Project Director, mlbosco@educ.umass.edu //
Project Assistantship
Department of Teacher Education and Curriculum Studies
Children, Families, and Schools Concentration

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

Responsibilities include: Assisting the CFS concentration coordinator on various projects such as orientation, speakers’ series planning and execution, managing concentration data, website maintenance, information management and CFS social media. You will also be required to assist with other program work for CTEP as required.

Qualifications include: Excellent oral and written communication skills; exceptional organization and time management skills; ability to manage and resolve conflict and to work independently; technology skills.

Doctoral students preferred.

Please email a letter of application and CV, with the names of three references to Dr. Sally Galman at sally@educ.umass.edu by July 15, 2015.

Research Assistantship - Charter School Qualitative Study
Departments of Teacher Education and Curriculum Studies and Education, Policy, Research and Administration

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

Responsibilities include: The student will assist faculty with a research project on character education in charter schools. S/he will assist with brokering contact with potential school partners; conducting classroom and school observations; conducting qualitative interviews with teachers; transcribing and initial coding of preliminary data.

Qualifications include: The ideal candidate will have a background in urban education, experience with qualitative and/or ethnographic research methods, and strong writing, organizational, and time management skills. The ability to work collaboratively as well as independently is required. The online training program called Collaborative Institutional Training Initiative (CITI) for human subject investigators will need to be completed prior to hiring. For information see: http://www.umass.edu/research/training-and-education

Preference will be given to doctoral students.

To apply, please send a letter of application, your resume or C.V., to Dr. Kysa Nygreen, knygreen@umass.edu. Review of applications will begin immediately and continue until the position is filled.
The Graduate School’s Workshops

https://www.umass.edu/gradschool/office-of-professional-development

Tuesdays, July 14 & 28, and August 11 & 25  9:00am-1:00pm
1367 Du Bois Library

Summer Writing Series
We’ll do the coffee; you do the writing! This bi-monthly writing group provides a designated time and place to write while caffeinated this summer. Writing in the presence of others is not only less lonely, but also leads to better accountability. Come late or leave early. First come, first served. Pre-registration is required.

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GRADUATE STUDENT RESEARCH ASSISTANTSHIP, THE COLLEGE BOARD
Department of Educational Policy, Research and Administration
Center for Educational Assessment

10-20 hours/week, 2015 fall semester - Applicant must complete CITI training.

Responsibilities include: assisting faculty within the Center for Educational Assessment with writing technical reports, literature reviews, and analyzing data.

Qualifications include: excellent oral and written communication skills (a writing sample may be requested); the ability to work both collaboratively and independently; clear and extensive understanding of descriptive and inferential statistics (e.g. ANOVA, regression) as well as at least one statistical software package (e.g. R, SPSS, SAS).

Priority will be given to doctoral students.

Please send cover letter, CV, and contact information for two references to Dr. Jennifer Randall at jrandall@educ.umass.edu. Review of applications will begin August 1, 2015 and continue until the position is filled.
ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

SUMERA AHSAN July 20, 2015, 1:00 p.m. room 287 Hills South.
Chair: Dr. Cristine Smith

FORMATION OF DISSERTATION COMMITTEE

HANIFE UGURLU Proposed Dissertation Title: Understanding Teacher Perceptions, Knowledge, and Skills Related to Inclusion and Disabilities

Statement of Problem: Little is known about Turkish teacher knowledge and skills related to inclusion practice and working with students with disabilities. Furthermore, we know very little about teacher perceptions of inclusion and students with disabilities, especially from a diverse group of teachers. To date, there have been no studies that have examined teacher skills with respect to inclusive practices, and no empirically validated studies that examine teacher knowledge of discrete disability categories.

Chair: Dr. Michael Krezmien

Project Assistant - Mathematics, Science and Learning Technologies concentration
Department of Teacher Education and Curriculum Studies

10 hour/week project assistantship, dependent on funding, available for fall 2015 to work with the MSLT faculty.

Responsibilities: Support the research and administrative work of the MSLT faculty. Tasks may include, but are not limited to: assisting in grant proposal preparation; assisting in literature review including library search and document editing; information gathering; data-entry; helping with the creation of record-keeping systems; copying/scanning; website support, and other duties as assigned.

Qualifications: Ability to work independently, follow through on commitments, and meet deadlines; ability to communicate effectively through email and in person; highly organized, punctual, and detail-oriented; excellent writing and editing skills; ability to use library and online database research tools; knowledge and familiarity in using various software programs, e.g., Word, Excel, Power Point; and ability to manage multiple projects simultaneously. Doctoral students preferred.

To apply, please send brief cover letter and CV to professor Sandra Madden at smadden@educ.umass.edu with a copy to Florence Sullivan at fsullivan@educ.umass.edu //

The Beacon is posted to the college’s web site.
http://www.umass.edu/education/news/beacon
Children are in the midst of a vast, unplanned experiment, surrounded by digital technologies that were not available but five years ago. At the apex of this boom is the introduction of applications ("apps") for tablets and smartphones. So-called "educational apps", which as of July 2014 stand at 75,000 in the App Store (Apple, 2014a), are largely unregulated and untested.

This talk offers a way to think about the potential educational impact of current and future apps. Building on decades of work from the Science of Learning, which has examined how children learn best, we abstract a set of principles for two ultimate goals: to guide researchers, educators, and designers in evidence-based app development, and to create an evidence-based guide for evaluating and selecting the most effective existing children's apps. In short, this talk presents one way to align the design and use of educational apps with known processes of children's learning and development and offers a framework that can be used by parents and designers alike. Apps designed to promote active, engaged, meaningful and socially interactive learning within the context of a supported learning goal emerge as those that are not just called "educational" but that are truly educational.

Kathryn Hirsh-Pasek is the Stanley and Debra Lefkowitz Faculty Fellow in the Department of Psychology at Temple University where she serves as Director of the Infant Language Laboratory. She is the recipient of the American Psychological Association's Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, the American Psychological Association's Award for Distinguished Service to Psychological Science, the Association for Psychological Science James McKeen Cattell Award for a lifetime of outstanding contributions to applied psychological research and the APA Distinguished Lecturer Award as well as the Temple University Great Teacher and the University Eberman Research Award.

Her research in the areas of early language development and infant cognition has been funded by the National Science Foundation, the National Institutes of Health and Human Development, and the Institute of Education Sciences resulting in 12 books and over 200 publications. She is a Fellow of the American Psychological Association and the American Psychological Society and served as the Associate Editor of Child Development. Her book, “Einstein Never used Flashcards: How children really learn and why they need to play more and memorize less”, (Rodale Books) won the prestigious Books for Better Life Award as the best psychology book in 2003.

This lecture is sponsored by the Center for Research on Families’ Tay Gavin Erickson Lecture Series. The Center for Research on Families (CRF) is an endowed interdisciplinary research center in the College of Social and Behavioral Sciences and College of Natural Sciences at the University of Massachusetts Amherst. The Tay Gavin Erickson Lectures Series brings internationally recognized speakers with expertise in family research to campus each year. The lecture series began in 1999 through an endowment established in memory of Tay Gavin Erickson.
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

- **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!**
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)