The Beacon will not be published. 
Note that the Beacon will not be published during the weeks of July 9, 16, and 23. Submissions for the July 2 Beacon must be received by Friday, June 26. Please plan accordingly!

Project Assistantship
Department of Teacher Education and Curriculum Studies
Language, Literacy, and Culture Concentration

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

Responsibilities include: Assisting the LLC concentration coordinator on various projects such as orientation planning and execution, managing concentration data, website maintenance, etc.

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 to Dr. Denise Ives at dives@educ.umass.edu by July 3, 2015.
Teaching Assistantship
Department of Teacher Education and Curriculum Studies
Program Supervisors--Early Childhood Licensure

10 hour/week teaching assistantships for fall 2015 for program supervisors for the Early Childhood Licensure Program, Department of Teacher Education and Curriculum Studies.

Supervision of students seeking early childhood licensure in pre-K or K practicum in the fall semester; responsibilities include observations, giving verbal and written feedback, problem solving with and supporting pre-practicum and practicum students, supporting supervising practitioners, conducting three-way meetings, conducting debriefing sessions with students, timely completion of ongoing documentation of student performance, attending weekly seminar meetings (Monday mornings), attending program supervisor meetings twice a month. Priority will be given to doctoral students.

Qualifications: Classroom teaching experience (PreK-2 preferred). Excellent communication and problem solving skills.

Applicants should submit letter of interest, resume, and names and contact information for two references to Sally Galman sally@educ.umass.edu and Camille Cammack at jcammack@educ.umass.edu. Please include Early Childhood Program Supervisor Application in the subject line.
Application deadline: July 2, 2015

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PROJECT ASSISTANTSHIPS Center for Educational Policy
Department of Educational Policy, Research and Administration

One 12 hr/week project assistantship available for 2015-2016 and one 10 hr/week project assistantship available for 2015-2016. Contingent upon funding.

Responsibilities include assisting Dr. Sharon Rallis, Director, with data collection, instrument design, interpretation and analysis of data, writing of reports and other communications, and delivery of findings on the evaluation of a federally funded grant for the Massachusetts Public Charter Schools Association. Some travel will be necessary.

Qualifications include: excellent written and oral communications skills; excellent organizational skills; ability to work with various on and off-campus constituencies including faculty members, administrators, and authors; experience in program planning and evaluation. Knowledge of systems change theory, special education, and English Language Learner resources and needs would be especially helpful.

To apply, please send a resume to Sharon Rallis, sharonr@educ.umass.edu

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www.umass.edu/education
RESEARCH ASSISTANT

Department of Educational Policy, Research, and Administration

10 hour/week research assistantship is available for fall 2015. This position will primarily support a mixed methods study on racial identity development among international students.

Responsibilities include: data collection using qualitative interviewing techniques; data management and data analysis using NVivo and Qualtrics software; development of literature reviews; writing for conference presentations and publications.

Qualifications include: experience with qualitative interviewing/analysis and familiarity with mixed methods research; strong writing, organizational, and time management skills; ability to work both collaboratively and independently; familiarity with scholarship in student development theory, racial identity development theory, immigrant/international students, and college student experiences; prior experience with NVIVO and/or Qualtrics software is preferred, but not required. Applicant must complete CITI training.

Priority given to doctoral students. Position contingent upon funding.

Application deadline is July 10

To apply, please send a brief cover letter and CV/resume to Chrystal A. George Mwangi at chrystal@umass.edu

FORMATION OF DISSERTATION COMMITTEE


Statement of Problem: This qualitative study will be conducted to explore and understand the acculturation experience of a group of American adolescent students for one academic semester in the north of China. It will approach adolescent acculturation as an interwoven developmental and learning process, in which they would learn and understand cultural differences, and have the opportunity for self-discovery and cultural competency acquisition in their social interactions in typical social domains, host family, school and local community.

Chair: Dr. Andrew Effrat

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

JAVIER CAMPOS June 30, 2015 1:00 p.m. room 163 Hills South. Chair: Dr. Ximena Zuniga
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.

Tuesday, June 30 - 6:00-8:00pm
225 Franklin Street, Boston, MA 02110

Life Sciences Networking Opportunity- Boston, MA
The Life Sciences Alumni Network invites you to connect with UMass alumni and life science professionals in Boston. Dr. Charles Sherwood, President and CEO of Anika Therapeutics, will give an insightful talk on how collaborations between UMass life sciences programs and private industry are spurring innovation and growth. Dr. Peter Reinheart, founding director of the Institute of Applied Life Sciences, will discuss recent developments in life sciences on the UMass campus. Pre-registration is required and the $15 registration fee will support a UMass Amherst Life Science Alumni Network Scholarship.

GRADUATE ASSISTANTSHIP
Department of Student Development

One 10 hour/week graduate assistantship is available for Fall 2015.

Responsibilities include: This position will support a mixed methods study on the longitudinal impact of an affirming group counseling intervention for LGBTQ youth. S/he will assist with quantitative and qualitative data collection, data analysis using SPSS and NVivo, writing for publication, and submitting conference proposals.

Qualifications include: The ideal candidate will have strong writing skills and the ability to complete tasks within set deadlines, as well as experience with qualitative analysis and familiarity with mixed methods research. Knowledge of and experience working with the LGBTQ community is strongly preferred. Priority will be given to doctoral candidates, and applicants with experience using SPSS, NVivo, or Dedoose. Applicants must complete CITI training.

To apply, please send a cover letter addressing the above qualifications and a CV to Dr. Catherine Griffith at cagriffith@umass.edu. Please also feel free to email with any questions you may have regarding the position.

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TEACHING ASSISTANT
Department of Teacher Education and Curriculum Studies

10 hour/week teaching assistantship available for fall 2015 for HUMDEV 270. This course is an undergraduate course on Child Development. Must be available during course times on T & Th from 10-11:15 and for office hours.

Responsibilities include: assist with course preparation; lead discussions with undergraduate students; attend weekly meetings; provide feedback on students’ written work; assist with Moodle.

Qualifications include: excellent written and oral communication skills; excellent organizational and time management skills; familiarity with content area (child development, early childhood); ability to manage and resolve conflict and to work independently; technology skills.

Preference will be given to doctoral students.

Please email a letter of application and CV to Dr. Sally Galman sally@educ.umass.edu and Dr. Ysaaca Axelrod at yaxelrod@umass.edu.

FORMATION OF DISSERTATION COMMITTEE

ASHLEY HERTZ Proposed Dissertation Title: Coaching as a component of teacher professional development in a complex post-crisis environment: A case study of Sierra Leone

Statement of Problem: In crisis-affected contexts, education plays an important role in reducing the long-term impacts on children by providing normalcy and routine in a safe environment and by establishing pro-social networks that contribute to their resiliency and well-being. Teachers play a critical, yet challenging role in supporting children’s learning and well-being during times of crisis and/or post-crisis transition and recovery. Teachers need not only relevant professional development to prepare them for their new roles and responsibilities, but on-going support to effectively support their own well-being as well as their support to children. In Western contexts, coaching as a form of teacher professional development has been heavily explored through literature and demonstrated positive results in both teacher change and student achievement. In developing contexts, including crisis-affected contexts, coaching is deemed as a promising approach to supporting teachers. However, little has been explored in terms of the role of coaching in such contexts particularly during post-crisis and recovery.

Chair: Dr. Cristine Smith
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!**
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
RESEARCH ASSISTANT
Department of Educational Policy, Research, and Administration

10 hour/week research assistantship is available for fall 2015. This position will primarily support a qualitative study on the academic experiences and transitions of international graduate students.

Responsibilities include: data collection using qualitative interviewing techniques; data management and data analysis using NVivo software; development of literature reviews; writing for conference presentations and publications.

Qualifications include: experience with qualitative interviewing/analysis and familiarity with qualitative research; strong writing, organizational, and time management skills; ability to work both collaboratively and independently; familiarity with scholarship in student transitions, graduate student socialization, and/or immigrant/international students; prior experience with NVIVO software is preferred, but not required. Applicant must complete CITI training.

Priority given to doctoral students. Position contingent upon funding.

Application deadline is July 10, 2015.

To apply, please send a brief cover letter and CV/resume to Jacqi Mosselson at jrm@umass.edu //

FORMATION OF DISSERTATION COMMITTEE

LOUISE BAHRY     Proposed Dissertation Title: Using Generalizability Theory to Support Rigorous Measurement in International Development Evaluation

Statement of Problem: Huge amounts of money are put forth each year by major international aid organizations in sectors such as health, agriculture, and education. With the yearly funding from just two organizations surpassing 30 billion dollars USD a year, the importance of accountability of spending cannot be understated, and the ability to demonstrate positive outcomes of funded initiatives becomes more and more important. Due to the introduction of initiatives such as the Millennium Development Goals and pay-for-performance incentives, development aid organizations have shifted their focus to the desired long-term intended outcomes of a program (e.g. quality of life increases, employment rates, etc.). Pay-for-incentives programs link monetary disbursements to tangible, transparent, and independently verifiable results. Given the use of these types of funding schedules in international development evaluation contexts, the rigor of outcome measures becomes more important. Therefore, the sensitivity of the measures used to evaluate these outcomes must be reliable and valid for said use. This study uses Generalizability Theory to assess possible sources of unreliability in data taken from an international valuation to be used as evidence of success in an outcome of an educational initiative.

Chair: Dr. Jennifer Randall
FORMATION OF DISSERTATION COMMITTEE

KERRY WEIR  Proposed Dissertation Title: Leadership Behavior Preferences of Special Education Administrators Within a Gender-Based Framework

Statement of Problem: The field of school administration, at nearly every level of leadership, is weighted heavily in favor of men. Based on the experiences of men, traditional models of leadership have reigned. In contrast with these conventional models, new feminine leadership models have emerged. Feminine approaches to leadership are relational, spiritual, balanced, and focused on learning and social justice. Special education leadership aligns closely with this feminine framework. Women in special education represent an exception to the pattern of male dominant leadership where females currently occupy a majority of state directorships and local leadership positions. Limited research has been done on either female special education administrators or on the ways women lead.

Chair: Dr. Mary Lynn Boscardin

FORMATION OF DISSERTATION COMMITTEE

RALPH CAOUETTE  Proposed Dissertation Title: Perceptions and Perspectives of Core Subject High School Teachers on the Phenomenon Of Creative Learning

Statement of Problem: Many schools, particularly high schools, struggle with creativity. Whether it is coming to terms in a contemporary manner with what creativity means in learning, resourcing for implementation or inclusion of creativity, defining the notion and what it means in learning, or deferring to the arts to shoulder most any creative learning, a lack of understanding and a wide array of perceptions persist. The bulk of existing research has been primarily targeted at elementary and middle school levels, where belief in creativity’s place in schools and amongst youngsters is very positive, yet contrasts with more negative feelings about the traits and dispositions of creative children. The proposed study involves interviewing high-school faculty participants from subjects outside the arts about attitudes and understandings of creativity in learning, whether they think creative learning is important, and what constitutes and defines creativity in learning.

Chair: Dr. Kathryn McDermott

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Project Assistantship
Teacher Education and Curriculum Studies

One 10 hour/week project assistantship is available for Fall 2015 to support the Teacher Education and School Improvement concentration with administrative and programmatic activities. The student will plan and execute student programming, coordinate communication with students, assist with event planning and website maintenance.

Qualifications: Strong communication, organizational, and time management skills. Ability to work pro-actively and independently.

Preference will be given to doctoral students in good standing.

To apply, send a cover letter and CV with names and contact information of two references to Dr. Betsy McEneaney emcnean@educ.umass.edu, subject line: PA application.