Congratulations, dre!

David R. Evans, professor, education policy, research and administration, retired in December 2016 after having served the College of Education for 48 years. As the founding director of the College’s Center for International Education (CIE), he built the center into a leader in international education, developing collaborative relationships with agencies such as the World Bank, UNESCO, USAID, and the Peace Corps to bring innovative, highly effective education initiatives to many of the world’s under-developed and war-torn nations.

Along with his colleagues at CIE and across the college, Evans has been involved in educational projects in Latin America, Asia, and Africa that have generated more than $80 million in grants and contracts.

For the past decade he has focused on developing higher education in Afghanistan. He was the principal investigator on three successive USAID-sponsored projects, with a cumulative budget of over $50 million, to further develop higher-education capacity in that country. He has worked, consulted and managed projects in more than 30 developing countries, providing perspectives which he brought to his teaching and research.

Evans will continue to work on grants, advising master’s and doctoral students, participate in CIE activities, and continue to serve as Founding Director of the Center for International Education (CIE) working with the Director for the next three years.
Professional Development for staff:

**Advanced Word. Classes begin next week.**

Alexandra Martines of Workplace Learning and Development will offer 90 minute classes in Advanced Word beginning in January.

**9:30 - 11 a.m. Thursday, January 12, 19, 26 and February 2, 9.**

**W009 Furcolo**  
All are encouraged to attend.

In these classes you will learn to create masterful documents more easily using Microsoft Word. You'll learn how to create and work with graphics and charts, understand formatting settings that can make documents confusing to edit, manage document versions, and create and use Templates and Styles. Create beautiful, professional documents without the frustration. Topics subject to change based on class interests and needs.

Those of you who have indicated your interest in attending please note that this class begins NEXT WEEK!
The College’s calendar of events and meetings is on our web site.
http://www.umass.edu/education/news/calendar

**FAREWELL**

Peter Nguyen, tech support person extraordinaire, is leaving the college this week. Peter has accepted a job as system analyst at Fidelity in Raleigh, North Carolina. He begins his new job soon!

We’ll miss you, Peter!

**Interested in taking ESL courses at UMass Amherst in spring semester 2017?**

If you are...
- Currently enrolled at UMass as international and/or immigrant undergraduate or graduate students in a full time degree program
- Would like to improve your writing, speaking, reading and listening skills

then ESL courses may be for you!

You may enroll on SPIRE.
For more information about ESL courses, go to: http://www.umass.edu/esl/courses.html

**Bear swimming in the ocean. You can, too.**

7-minute meditation.
Furcolo west, second floor hallway bump-out.
Wednesdays, noon.

From Chanti Chanthavong, Academic Advisor for Exploratory Track Students
SPRING 2017 EXTERNSHIPS - Deadline January 25, 2017

The deadline to submit complete spring 2017 externship forms and documents to Kristin Tyler in the Office of Academic Affairs (W114 Furcolo) is 1/25/2017. Forms must be typed and original ink signatures are required.

Please see the Graduate School website for the full externship policy, procedures, and forms at: http://www.umass.edu/gradschool/funding-support/graduate-assistantship-office/externship-policy-procedures

Please contact Kristin Tyler at ktyler@educ.umass.edu for questions regarding externships.

Here are the positions currently being advertised for the College of Education

International Education - Associate or Full Professor
https://umass.interviewexchange.com/jobofferdetails.jsp?JOBID=79685&CNTRNO=4&TSTMP=1482170965011

FORMATION OF DISSERTATION COMMITTEE

TIMOTHY BRYANT Proposed Dissertation Title: Writing Achievement of 6th Grades Students in an Urban School: What is the Role of Executive Functioning and Attitude?

Statement of Problem: Writing skills are essential for academic success. Writing skills are indicative of higher-order thinking, reading ability and reading comprehension. (Burhke, et. al., 2002). According to the National Commission on Writing (2003), "writing is not simply a way for students to demonstrate what they know. It is a way to help them understand what they know". That is, writing is how students connect the dots in their knowledge (National Commission on Writing, 2003). Not only is writing a primary tool for expression and thought, it is one of the main response outputs that teachers use to assess student learning and educational performance (Graham and Harries, 2004). Zabala et. al. (2008) reported a growing trend to use writing proficiency in retention and advancement decisions and as one factor in graduation eligibility. What is clear is that writing is a critical skill and a valuable tool that can be taught. What is unclear are the factors contributing to poor writing performance in today's students. Therefore, this study will examine writing attitudes, executive functioning and achievement as confounding variables that impact academic success. Specifically, this study will examine whether student attitudes and a student's executive functioning impacts the student's achievement in literacy particularly writing.

Chair: Dr. Earnest Washington

Colleague Café resumes Tuesday, Jan. 10 10 a.m. Room W009 All staff welcome
Holyoke Public Schools

NEW TEACHING AND LEADERSHIP OPPORTUNITIES AVAILABLE IMMEDIATELY!

Apply today
Please share with your network!

Chief of Pupil Services
CONNECTIONS After-School - Facilitator for Diverse Learners

Enrichment - Peck School Day Enrichment Facilitator

School Psychologist

Speech & Language Pathologist (SLP)

Teacher - Grade 4 Therapeutic Intervention Program (TIP)

Teacher - Instructional Technology K-8

Teacher - Middle School Science Classroom

Teacher - Music K-8

Teacher Secondary - Inclusion

Teacher - Special Education Supported Inclusion Program (SIP) Grade 7-8

Vocational – Manufacturing Technologies Instructor

WINTER AND SPRING BREAK OPPORTUNITIES!

Anne Cullen Academy for Accelerated Learning - Academic Facilitator (Winter & Spring Breaks)

Last year, Holyoke Public Schools launched its vacation academy program in an effort to accelerate learning by providing targeted, high quality math instruction for students in grades 4-6 during April Vacation. This year, we will expand the program to students to include ELA for younger students during Feb Break. Central components of this program include targeted, small group instruction, engaging enrichment, social/emotional learning and project based learning.

The Position - The academic facilitator, reporting to the Acceleration Academy Program Coordinator, will facilitate the targeted and interactive learning experiences for HPS students during school vacation weeks. The academic facilitator will be a certified teacher with a proven track record of improving learning outcomes for all students, a growth mindset and ability to design learning activities and provide effective instruction to meet the needs all students, including diverse learners. Ideally, the academic facilitator is a teacher of the grade level for which the program serves.

To view the positions listed above and other opportunities, visit https://holyoke.tedk12.com/hire/index.aspx

Apply Now!
May 2017 Doctoral Degree Deadlines for Ed.D. and Ph.D. candidates filing to graduate for the May 2017 degree period

March 29, 2017 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 Hall.
- Submit your TYPED Doctoral Form D-8 and final draft of your dissertation to Kristin Tyler to schedule your final oral defense **4 weeks plus 2 additional business 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 22, 2017 to have time to make any necessary edits.
- Rooms are reserved by emailing the College of Education’s room request at: educ-roomrequest@educ.umass.edu

- **March 29, 2017** 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 Hall.
- 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, incomplete, and/or incorrect forms will not be accepted.
- Kristin will submit these forms to the Graduate School.
- **April 12, 2017 (by 4:30pm)** is the deadline for you to electronically submit your dissertation and the Survey of Earned Doctorates to the Graduate School. **THIS IS A FIRM DEADLINE!**
Farewell

to our staff member

Peg Louraine

Center for Educational Assessment assistant

and Ron Hambleton’s right-hand person.

Congratulations on your retirement.

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May 2017 Degree Deadlines for Master’s Degree (M.Ed.) and Education Specialist Degree (Ed.S.) candidates filing to graduate for the May 2017 degree period

**March 29, 2017** is the deadline to submit TYPED forms to Kristin Tyler, Office of Academic Affairs, Furcolo Hall to file to graduate for the May 2017 degree period. **After spring 2017 add/drop, please submit your typed forms to Kristin. You do not have to wait until the March 29, 2017 deadline to submit your forms.**

**Master’s Degree (M.Ed.) submit:**
- Typed Master’s Degree Eligibility Form (Non-thesis Students)
- Typed College of Education’s Form M-2 Completed Program of Study
- List in chronological order by semester from your transcript only graduate courses to be counted toward the Master’s degree
- Department, course numbers, course titles, semester and year, credits, and grades listed on the Form M-2 must match transcript and Degree Eligibility Form exactly
- Leave the grade column blank for courses in which a grade has not yet been posted on your transcript

**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 by semester from your transcript only graduate courses to be counted toward the Ed.S. degree
- Department, course numbers, course titles, semester and year, credits, and grades listed on the Form ES-2 must match transcript and Degree Eligibility Form exactly. Leave the grade column blank for courses in which a grade has not yet been posted on your transcript
- Leave the grade column blank for courses in which a grade has not yet been posted on your transcript

- This deadline is to allow time for processing and obtaining the necessary signatures.
- 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, incomplete, and/or incorrect 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)
Publications


Conference Presentations


Engagement

On December 7th and 8th the Department of Teacher Education and Curriculum Studies held its 19th annual student conference for the Reading & Writing, Bilingual/English as a Second Language/Multicultural, and Language, Literacy and Culture programs. This year’s conference was titled *Local Flows, Global Impacts: Inspiring Leadership, Reimagining Futures*. The conference was chaired by Professor Theresa Austin, Professor Nina Kositsky, Professor Maria José Botelho, Professor Laura Valdiviez, and Professor KC Nat Turner. Conference discussants included Shinji Kawamitsu, Marsha Liaw, Deborah Cardane, Daniel Morales, Isabel Castellanos, and Jamaal Downey.

Please send your information for the next issue of Spotlight on Research to educore@educ.umass.edu by Friday January 6, 2017.
FORMATION OF DISSERTATION COMMITTEE

PAMELA SHEA  
**Proposed Dissertation Title:** Home Away from Home: A Qualitative Case Study about the Residential Life Experiences of International Secondary Students in the United States.

**Statement of Problem:** While there has been research on international students in higher education (Bochner, 1977; Lee & Rice, 2007; Perkins, 2004), there is little research that documents the residential life experiences of international secondary students in the United States (Topo, 2014 & Page, 2013). Much of the literature available on international secondary students comes from reports that outline quantitative data on enrollment rates, leading places of origin and racial and ethnic profiling of the students coming to the U.S. (Independent Schools Council, 2013; National Center for Education Statistics, 2013; Student Exchange and Visitor Program 2013, & U.S. Bureau of Consular Affairs, 2014). This study will explore how residential life contributes to the overall international secondary student experience. This research can fill the gap in the literature by bringing their perspectives about their residential life experience to the foreground.

**Chair:** Dr. Denise Ives

FORMATION OF DISSERTATION COMMITTEE

ABBYE NACHMAN  
**Proposed Dissertation Title:** Exploring the Relationships Between School Organizational Health, Advice Seeking Networks, and Student Behavior

**Statement of Problem:** Students exhibiting social, emotional, and behavioral challenges often do not receive the support that they require (Burns, et al., 1995; Costello et al., 1996; Hoagwood & Johnson, 2003; U.S. Public Health Service, 2000). States have been called on by the federal government in order to improve students access to mental health services (U.S. Public Health Service, 2000). One common approach schools have used to transform their approach to social, emotional, and behavioral health is through the adoption of multi-tiered systems of support for behavior. As part of a multi-tiered framework, it is essential to build network structures that supports teachers and staff seeking advice from one another in order to best support students. Schools should focus on building an organizational culture marked by trust and cohesion to bolster advice seeking. Informal and formal network structures can enable the capacity for teachers to gain access to knowledge and support (Debnam et al., 2011). However, there may be environmental conditions that increase the likelihood that teachers will demonstrate reluctance to seek advice. Potential organizational and interpersonal factors that may create an environment where teachers resist advice include the climate within the building or district, sense of fear of the administration, lack of trust among colleagues, or unreachability to individuals with behavioral expertise. It is important to understand how the organizational health of a network influences the advice seeking behavior.

**Chair:** Dr. John Hintze

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

RALPH CAOUETTE, January 27, 2017, 2:00 p.m. room W209 Furcolo. “Perceptions and Perspectives of Core Subject High School Teachers on the Phenomenon of Creative Learning.” **Chair:** Dr. Kathryn McDermott

ANNOUNCEMENTS OF COMPREHENSIVE EXAMINATIONS

FRANCIS RICK, January 31, 2017, 1:00 p.m., room N113 Furcolo. **Chair:** Dr. Craig Wells

AMADEE MEYER, January 19-20, 2017. **Chair:** Dr. Amanda Marcotte
Spotlight on Research

We would like your feedback on Spotlight on Research, particularly the “Engagement” section, which we envision as a space for information about and links to webinars, blog posts, and other publications and activities related to the research of College of Education faculty and students.

Please email your thoughts to educore@educ.umass.edu. Thanks!
Laura A. Valdiviezo said in an article in the Hampshire Gazette that she doesn’t think the decision by school officials in Amherst to eliminate homework during the holiday recess will make much difference. “Overall, it hasn’t been proved that homework is enhancing learning or deepening knowledge,” she said. She said allowing children to relax and refresh may be of greater value. (Gazette, 12/25/16)
Welcome our new staff member!

Christine Dolgas

Your working title and office, department or concentration you are working in or for.
Grants and Contracts Coordinator III, Office of Research and Engagement

Where do you live?
Belchertown

What do you like to do when you are not working?
Spending time with family, travel, soccer onlooker, re-decorating, and sudoku and logic puzzles enthusiast.

Do you have pets? If so, what kind and what are their names? If you don't have a pet, what would your pet be if you had one?
Two dogs, a 10-year-old powder puff Chinese crested, named Boomer, and a Maltese, named Lilly who is a rescue dog. Asia is our gray and white tabby whose age is unknown as she is also a rescue animal.

K-C Nat Turner will lead “Using Hip Hop to Unite,” a peace jam workshop and competition on Jan. 24 at Purdue University Northwest during the school's commemoration of Martin Luther King, Jr. (LaPorteCountyLife.com [Ind.], 12/23/16)

Congratulations to Kysa Nygreen on receipt of tenure and promotion to the rank of Associate Professor!
From the UMass Amherst Graduate School

3MT® Competition – Register now!
Would you like to test your communication skills for the chance to win $1,000? The University of Massachusetts Amherst Graduate School is proud to host its inaugural Three Minute Thesis Competition (3MT®), to be held in Spring 2017. These popular competitions have become a global phenomenon and offer graduate students the opportunity to communicate the significance of their research to a general audience, all in three minutes or less. The competition is open to eligible UMass Amherst graduate students from any discipline. The Office of Professional Development (OPD) is organizing a series of events to support those interested in participating, including: 3MT® Information Sessions (late January), a “Distilling your Message” presentation by the Alan Alda Center for Communicating Science (January 17th) and a “Public Speaking” session by Tim Miller of Spoken Science (February 13th). UMass’s 3MT® Final Round will be held on Friday, March 24th from 4-6pm; the first place winner will receive $1,000, with the runner-up and People's Choice winner each receiving $500. Check out UMass’s 3MT® website for more information. Space is limited, so register early to reserve your spot!

Tuesday, January 17th - 8:30-10:00am  N151 Integrative Learning Center (ILC)
Distilling Your Message—Presented by the Alan Alda Center for Communicating Science
The Alan Alda Center for Communicating Science has received numerous awards for their fun and creative approaches to helping researchers craft short, clear, conversational statements about what they do and why it matters. Don’t miss this rare opportunity to attend an Alan Alda Center for Communicating Science session here at UMass! Their interactive presentation will address problems commonly encountered in public interactions and peer-to-peer communication. The UMass community is welcome and pre-registration is required.

Put your events on our calendar.
Send information about your department’s or concentration’s events, using the format you’ll see on the calendar, http://www.umass.edu/education/news/calendar to dms@educ.umass.edu