Here are our graduating undergraduates in early childhood education at our Senior Recognition Ceremony held in the stately Bernie Dallas Room, Goodell Building, on May 13, 2017.

“I congratulate you for taking your first steps in this remarkable journey of education. And I look forward to seeing each of you take your place as a leader in the field of education.”

Dean Robert Feldman
Senior Recognition Ceremony, 2017
Presentations, Workshops, and Seminars

Please send your information for the next issue of Spotlight on Research to educore@educ.umass.edu by Friday June 23
FORMATION OF DISSERTATION COMMITTEE

KAYLA GORDON  Proposed Dissertation Title:  Student Perceptions of School Climate in Relation to Discipline History and School Implementation of PBIS at the Secondary Level.
Statement of Problem:  There has been an increasing national focus on using multi-tiered systems of support to promote behavioral success among students as well as to shift school discipline from solely punitive to more preventative approaches. Despite this, there remains a gap in the literature evaluating the outcomes of these practices particularly at the secondary school level. My dissertation seeks to examine whether school climate and connectedness are influenced by the implementation of Positive Behavioral Interventions and Supports (PBIS), a multi-tiered prevention based framework for promoting positive behavior in students. School climate and connectedness are two factors that have been consistently correlated with students' academic and behavioral success, motivation, attendance, and overall well-being (Anderson, Hamilton, & Hattie, 2004; Peguero & Bracy, 2014; Suldo et al., 2012; Thapa et al., 2013). In addition, I will explore whether the number of office discipline referrals that a student has received is a mediating factor in their perception of school climate and connectedness as well as whether this is also impacted by their school's level of PBIS implementation. My study will focus on students in middle and high schools, as the research that does exist in this area is even more limited at this level compared to elementary schools. Chair: Dr. Sarah Fefer

FORMAT I ON OF DISSERTATION COMMITTEE

SHINJI KAWAMITSU  Proposed Dissertation Title:  Exploring writing, context, and meaning-making: Post-structural approach to teaching and researching writing in Japanese as a foreign language
Statement of Problem:  The motivation for this research is the subordinated position of writing in the field of Japanese as a foreign language (JFL). As many studies indicate, writing in JFL is often perceived as a space for teachers to monitor learners' acquisition of grammar structures and kanji (Haneda, 2007; Kumagai, 2007; Kumagai & Fukai, 2009). While this so-called "write-to-learn" approach is certainly necessary for language learning, my dissertation study problematizes such writing practice in two ways. First, the cognitive ability-focused writing instruction conceives JFL writers, especially elementary writers, as individuals who have little agency in making meaning. That is, social aspects which are inherent in writing—meaning-making practice based on purpose, goal, and audience—and the individual's negotiation with identity, language, and language learning, are not explicitly discussed as the necessary constructs for elementary writing. Second, such pedagogy and associated research tend to overlook the diversity and heterogeneity that learners bring into their classrooms. College level foreign language learners are often perceived as a homogeneous group due their presumed similar experiences of the collegiate educational system (Reichelt, Lefkowitz, Rinnert, & Scheltz, 2012). This assumption of cognitive homogeneity (Hyland, 2007) is problematic especially in this period of significant demographic change in population. In response to such problems, I design my dissertation study as twofold: to delve into research and pedagogy which can shed light on the social aspects of writing, and to explore an alternative discourse of writing where JFL learners' identity and meaning-making are projected as social practice. A social semiotic theory of meaning-making (Halliday & Hasan, 1989) and post-structural standpoint on identity (Norton, 2013) in particular inform this dissertation study. The goal of this study is to contribute to the field of foreign language education by enhancing social understandings of writing in JFL and suggesting pedagogical and research implications for foreign language education. Chair: Dr. Theresa Austin
MONDAYS are staff Professional Development days

Open to all staff. You don’t have to have attended previous sessions to participate in upcoming classes.

**Introduction to Photoshop**

*Location:* Furcolo W09-PC classroom  
Mondays, May 15 - June 19, 1 p.m. - 3 p.m.  
(no class May 29)

This beginner Adobe Photoshop class introduces the essential Photoshop tools that you can use to edit and improve photos and create attention-grabbing materials.

**Compose & Collaborate in the Cloud: Google Apps at UMass**

*Location:* Furcolo W09  
Mondays, May 22 - June 26, 10 a.m. - 12 p.m. (no class May 29)

Google Apps makes it easy to create, collaborate on, store, and share online calendars, documents, spreadsheets, presentations, and forms. In this how-to class, you’ll get practice sharing documents and collaborating in real time while securing your work in the Cloud.

**Release time is given to all staff so that they are able to take advantage of professional development opportunities such as these classes.**

**BUS SCHEDULE NOW POSTED IN FURCOLO**

NEW: PVTA bus schedules are posted in Furcolo, just inside the N. Pleasant Street entrance, in the open area near the advising offices.
FORMATION OF DISSERTATION COMMITTEE

JASMINE ROBINSON          Proposed Dissertation Title: Critical Engagement with Multicultural Children’s Literature in the Elementary Classroom

Statement of Problem: Children can understand the social constructs such as racism and power affect how they perceive themselves and others through critical engagement with multicultural children’s literature. However, while critical approaches to literary study are an accepted teaching philosophy (Behrman, 2006), there requires further inquiry of the theoretical and pedagogical practices for critical teaching practices in the elementary classroom context. The problem then is how do we read and use multicultural children’s literature, not only what to read with students, and how do these critical interactions “shape the reading subject positions available to them” (Botelho, & Rudman, 2009, p. 269) as they construct, deconstruct, and negotiate their identities.

Chair: Dr. Maria Jose' Botelho

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

LAURA DAVIS, June 21, 2017, 11:00 a.m., room N125 Furcolo.
Chair: Dr. Sharon Rallis

SAVE the DATE for the College’s GRADUATE STUDENT ORIENTATION
THURSDAY, AUGUST 31, 2017
After reading the college’s annual magazine/newsletter, Scott Eliasoph, BA 1980, sent us an update. He has been a teacher in Great Neck and Manhasset, New York for many years, as well as an interscholastic coach and sports official on Long Island for more than 30 years. Scott received a master’s degree from the School of Physical Education, Adelphi University, Garden City-New York in 1984. He and his wife, Norma, reside in Mineola, New York. He has two daughters.

The International Society for Technology in Education (ISTE) announced that Torrey Trust, assistant professor of learning technology, University of Massachusetts Amherst; Daniel G. Krutka, assistant professor of curriculum and instruction, Texas Woman’s University and Jeffrey P. Carpenter, associate professor, school of education, Elon University are winners of the 2017 Journal of Digital Learning in Teacher Education’s (JDLTE) Research Paper Award for their paper, “Elements of Engagement: A Model of Teacher Interactions via Professional Learning networks.” These education leaders will be recognized at ISTE 2017, June 25-28, in San Antonio.

Trust wins ISTE award for co-authored paper

The International Society for Technology in Education (ISTE) is the premier membership organization serving educators and education leaders committed to empowering connected learners in a connected world. ISTE serves more than 100,000 education stakeholders throughout the world.
WELCOME our new staff member!

Katrina E. Rivera

Your working title and office, department or concentration you are working in or for:
Administrative Assistant
Department of Educational Policy, Research, and Administration (EPRA)

Where do you live? Belchertown, MA
What do you like to do when you are not working? Read new articles, restore furniture, cook, binge watch Netflix originals, and give lots of kisses and belly rubs to my furry baby, Loki.

Would you like to share what you did before you had this job with the college? Before coming to UMass I was employed at Springfield Technical Community College, where I served as the Staff Assistant-Intake Specialist for the Center for Access Services. While there, I provided one-on-one support to students struggling with life obstacles that were negatively impacting their academic success.

Are you a member of any social, philanthropic or other organizations? N/A

AND... 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?
I have a fun, loving, and sassy Shorkie named Loki.

The Beacon will not be published during the weeks of June 8, 15 and 22. The Beacon will resume publication on June 29.
**TEACHING ASSISTANTSHIP** for EDUC167
Department of Teacher Education and Curriculum Studies

20 hr/week graduate assistantship for FALL 2017

**Responsibilities:** Assist for Education and Film (EDUC 167), a large undergraduate General Education lecture course. This course offers a critical examination of race, class, gender and sexuality in films about education. The responsibilities of the position are: Attend lecture; facilitate weekly discussion sessions; attend teaching-team meetings; grade student work; manage Moodle grade book; hold office hours; respond to student email and questions; provide administrative support. Applicants must be available to attend lecture on Tuesday and Thursday from 11:30-12:45pm.

**Qualifications:** Competitive applicants will have knowledge of critical research literature on race, class, gender & sexuality in education (and/or film), educational sociology, and media studies/media literacy; demonstrated understanding of and commitment to student-centered learning; experience facilitating discussion-based workshops or classes; knowledge of and experiencing using instructional technologies to facilitate large classes. Preference to doctoral students.

To apply: Submit a CV to: Professor Kysa Nygreen (TESI Coordinator and Instructor of EDUC 167) at knygren@umass.edu. Please write “TA application” in the subject line.

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**Leadership team meeting** minutes and agendas are posted here:
https://www.umass.edu/education/faculty-staff/faculty-resources/leadership-team

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**From** the UMass Amherst Graduate School

**Tuesdays (June 6 – Aug 15, excluding July 4) 9:00am–1:00pm**

**Writing Center, Du Bois Library**

**Shut Up and Write Tuesdays**

Writing in the presence of others is not only less lonely, but also leads to better accountability and writing habits. This weekly drop-in provides time and space to write while caffeinated – come late or leave early. Optionally, writing consultants will be available to meet with writers to discuss any type of writing. Watch in future weeks for a link to reserve a 30–minute consultation; on–site sign–ups will also be available on a first–come, first–serve basis. Co–sponsored with the Writing Center. **Pre–registration** for the series is required. One registration for the summer–attend one week or attend them all.
GRADUATE ASSISTANTSHIP
Department of Student Development

One 10 hour/week graduate assistantship is available for the fall 2017 and spring 2018 academic year in the Department of Student Development. The position will entail supporting the School Psychology Program's Field Practicum experiences course EDUC 698Q.

Responsibilities include: Communicating with school-based personnel to help arrange field placements, assisting with course preparation and leading course discussions, coaching graduate students in the implementation of new testing and evaluation procedures, providing feedback on students’ written work and assisting in the evaluation of students’ performance, assisting with the documentation of clinical training and gathering data necessary to meet accreditation requirements.

Qualifications: The ideal candidate must successfully completed a EDUC 708 and EDUC 705. He or she must have excellent written and oral communication skills. The candidate must be able to work with various campus constituencies including faculty members, administrators, and students, as well as foster and maintain excellent relationships with school-based professionals in the community. The candidate must have an appreciation of diversity and multi-cultural values as they related to educational contexts. Additionally the ideal candidate must have strong organizational, time management skills, and be able to complete projects independently. Previous teaching experience is preferred. Preference will be given to doctoral students.

To apply, please send a brief letter of application and your resume to Judy Pierce judithpierce@educ.umass.edu. Please put EDUC 698Q GA in the subject line of your email.

GRADUATE ASSISTANTSHIP
Department of Student Development

One 10 hour/week graduate assistantship is available for the fall 2017 and spring 2018 academic year in the Department of Student Development to support the coordinator of the School Psychology Program handle management activities related to accreditation procedures.

Responsibilities include: Assisting with the data management within the TK20 portfolio system, aligning accreditation documentation, the student handbook materials, and the school psychology program website, and assisting with the organization of data for self-study reporting.

Qualifications: The ideal candidate must have excellent written and oral communication skills and excellent organizational skills. He or she must have the ability to work with various campus constituencies including faculty members, administrators, and students, and constituents across multiple professional accrediting bodies. Preference will be given to doctoral students.

To apply, please send a brief letter of application and your resume to Judy Pierce judithpierce@educ.umass.edu. Please put SCH PSYCH GA in the subject line of your email.
FRIDAY is the deadline for submissions to The Beacon

- **Deadline for submissions is 5:00 P.M. Friday for inclusion in the following week’s issue.**
- 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 news and announcements about departmental or concentration-related conferences, workshops, events and activities of interest to the college community to **Denise Schwartz**  dms@educ.umass.edu.
- Do you have questions about content, format and how to submit? Email dms@educ.umass.edu

Thank you.

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Hi everyone,

Thanks for joining us for our class, Introduction to Google Apps! I'll see you Monday, June 5th at 9:30 AM in Furcolo W009 for our next class. We'll be covering storing and sharing files with Google Drive.

And, I’ll also see you Monday, June 5th at 1 PM in Furcolo W009 for Intro to Photoshop. We'll be covering changing colors and touch-ups.

You don’t have to have attended previous classes to drop in for upcoming ones.

Alexandra Martines     Alexandra.Martines@umass.edu
Last chance to apply so you can be interviewed and hired in time to attend our August New Teacher Induction, professional development and in-service trainings to prepare for the 2017 School Year.

Apply now!

Holyoke Public Schools
ANTICIPATED VACANCIES FOR THE 2017-2018 SCHOOL YEAR

Autism Specialist/BCBA
Newcomer Academy
Teacher - Newcomer Academy Biology Teacher
Teacher - Newcomer Academy Social Studies Teacher
Teacher - Newcomer Academy Math Teacher

Personalized Pathways Learning Program (P3)
Personalized Learning Program - Science Teacher, Grades 6-8 (SY 2017-2018)
Personalized Learning Program - Special Education Teacher, Grades 6-8 (SY 2017-2018)
Personalized Learning Program - ESL Teacher, Grades 6-8 (SY 2017-2018)
Occupational Therapist (SY 2017-2018)
Physical Therapist (SY 2017-2018)

Turnaround Principal (Anticipated SY 2017-2018)
School Psychologist (SY 2017-2018)
Speech & Language Pathologist (SLP)(SY 2017-2018)
Special Education Team Leader (SY 2017-2018)
Teacher - Special Education ABL
Teacher - Art, PreK-8; 5-12 (SY 2017-2018)
Teacher - Humanities, 5-8 (SY 2017-2018)
Teacher - Inclusion, 5-12 (SY 2017-2018)
Teacher - Special Education Severe Needs (SY 2017- 2018)
Teacher - Students with Moderate Disabilities PreK-8 or 5-12 (SY 2017-2018)
Teacher - Physical Education PreK-8 or 5-12 (SY 2017-2018)
Teacher - Biology, 8-12 (SY 2017-2018)
Teacher - Science, 5-8 (SY 2017-2018)
Teacher - Mathematics, 5-8 (SY 2017-2018)
Teacher - History, 5-8 (SY 2017-2018)
Teacher - English as a Second Language, PreK-6 or 5-12 (SY 2017-2018)

AND MORE...