And then a person who shall remain anonymous said, “We should start a Conga line...”

See inside

GRADUATION CELEBRATION
2017
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RESEARCH & ENGAGEMENT

Announcements

Carolyn Gardner, Ally Hunter, and Margaret Riley (Biology) received a travel grant to participate in the American Society for Microbiology REIL-Biology Workshop in Denver from July 26th to July 29th. The REIL-Biology network is a NSF supported initiative to foster research experiences in undergraduate biology education. Teams of educators are invited and funded to attend a workshop to develop Course-based Undergraduate Research Experiences (CUREs) during the annual American Society for Microbiology's Conference for Undergraduate Educators (ASMCUE).

Publications


Presentations, Workshops, and Seminars

Accurso, K., Brunelle, B., Isabelle, S., & O’Donnell, K. (2017, June). Using the Teaching/Learning Cycle to support ELLs in mainstream classrooms. Workshop to be presented at the annual meeting of Massachusetts Educators of English Language Learners (MATSOL), Framingham, MA.


Please send your information for the next issue of Spotlight on Research to educore@educ.umass.edu by Friday May 26
The Beacon will not be published during the weeks of June 8, 15 and 22.
The Beacon will be published on June 1 and then again on June 29.
Deadline for the June 1 issue is Friday, May 26.

SAVE the DATE
for the College’s
GRADUATE STUDENT ORIENTATION
THURSDAY, AUGUST 31, 2017

Our next staff meeting is on Tuesday, May 30 at 2:30 p.m. in Furcolo 101

Leadership team meeting minutes and agendas are here:
http://www.umass.edu/education/faculty-staff/faculty-resources/leadership-team
**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  
*Location:* Furcolo W09

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.

**TAKE the BUS**

NEW: PVTA bus schedules are posted in Furcolo, just inside the N. Pleasant Street entrance, in the open area near the advising offices.
**TEACHING ASSISTANTSHIPS**

Program Supervisors--Early Childhood Licensure

Teaching assistantships for FALL 2017 for Program Supervisors for the Early Childhood Licensure Program, Department of Teacher Education and Curriculum Studies. Supervision of students seeking early childhood licensure PreK-2 with and without disabilities; responsibilities include observations, giving verbal and written feedback, problem solving with and supporting 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 on Monday mornings, attending program supervisor meetings twice a month.

**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: May 30, 2017

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**TEACHING ASSISTANTSHIP**

Department of Teacher Education and Curriculum Studies

A 10 hour/week teaching assistant is available for fall semester for a Program Supervisor in CTEP (Collaborative Teacher Education Program). The TA is for supervision of students seeking elementary licensure (1-6) during their fall pre-practicum and spring practicum.

**Responsibilities include:** Conduct student observations, provide verbal and written feedback; Problem-solve with and support students; Support Supervising Practitioners; Conduct three-way meetings; Conduct debriefing sessions with students; Timely completion of ongoing documentation of student performance; Attendance at bi-weekly Supervisory Team meetings; and facilitation and co-facilitation of weekly seminars with students.

**Qualifications:** Classroom teaching experience (K-6 preferred); Excellent communication and problem solving skills; Strong Organizational skills; Experience with and knowledge of local educational settings and issues. Preference will be given to doctoral students.

Applicants should submit letter of interest, CV/resume (including the names and contact information for two references) to Raymond Sharick at rsharick@educ.umass.edu and Sally Galman at sally@educ.umass.edu. Subject line of email should read: “TA CTEP Supervision.” (This assistantship is contingent upon enrollment and is only for the fall 2017 semester.)

**Application Deadline:** June 9, 2017
FORMATION OF DISSERTATION COMMITTEES

HONGYU DIAO Proposed Dissertation Title: Investigating Repeater Effects on Small-Sample Equating: Include or Exclude?
Statement of Problem: The main purpose of the study is to compare the equating results and population invariance measures by three solutions: 1) excluding repeaters, or 2) including repeaters but removing problematic items, 3) applying Rasch true score equating under a context of equating with small sample size. The secondary purpose is to compare equating methods under different test theory frameworks and investigate whether using certain equating technique can mitigate the problems of small sample size. The ultimate goal is to examine the practical implications of the results regarding equating accuracy, bias and population invariance by estimating the accuracy of performance classification. Chair: Dr. Lisa Keller

COURTENEY JOHNSON Proposed Dissertation Title: Increasing the Effectiveness of a Social-Emotional Learning Program Through Cultural Adaptation for African American Students with Internalizing Disorders.
Statement of Problem: Cultural adaptation is typically employed as mechanism for increasing the congruency of evidence-based interventions delivered to a specific ethnic-cultural group (Bernal, & Rodriguez, 2012). While initially conceptualized in response to the lack of support of evidence-based treatments with ethnic minorities (Bernal, & Rodriguez, 2012; Cardemil, 2010), research identifying unique risk and protective factors for minority groups as well as poor participant engagement and a lower utilization of mental health services compared to Caucasian youth provides additional support for the cultural adaptation of treatments. This study will compare the results of a culturally adapted school-based social emotional intervention for African American youth to a non-adapted intervention. The study will look at participants' overall social-emotional and behavioral symptoms, social-emotional knowledge, participant engagement, and social acceptability of the interventions. Chair: Dr. Sara Whitcomb

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.
**Trust named emerging leader**

Torrey Trust has been honored by the International Society of Technology in Education (ISTE) as a 2017 ISTE Emerging Leader. The Emerging Leader award honors individuals under 35 years of age who demonstrate vision, innovation, action and transformation using technology to improve learning and teaching.

In his announcement letter, Richard Culatta, CEO of ISTE, said that Trust will be honored “for her unwavering commitment to academic achievement for all students. She uses technology in daily practice and encourages staff and students to use those same tools to interact and collaborate.” ISTE is the premier member organization serving educators and education leaders committed to empowering connected learners in a connected world. It serves more than 100,000 education stakeholders throughout the world.

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**Sunnyside Early Childhood Center in Northampton has several opportunities.**


Summaries of jobs are as follows:

**Director**

Sunnyside is seeking a qualified early education professional for the role of Director. Our school serves approximately 75 children ages 1.5-6 years and employs a teaching staff of twelve. The Director will work as part of a small administrative staff to handle things such as enrollment, programming, curriculum development, parent communication, fundraising, teacher support and supervision, and big picture planning.

**Assistant Director**

Sunnyside is seeking a qualified early education professional for the role of Assistant Director. Our school serves approximately 75 children ages 1.5-6 years and employs a teaching staff of twelve. The Director will work as part of a small administrative staff to handle things such as enrollment, programming, parent communication, billing, bookkeeping, human resources, and teacher supervision.

Sunnyside was one of ten programs nationwide chosen as an exemplary program for Engaging Diverse Families from NAEYC. We hope to further expand our ability to draw and retain diverse families, inclusive of race, ethnicity, gender diversity, and sexual orientation, socio-economic status, physical and cognitive abilities, religious beliefs, and other differences.