SCHOOL OF EDUCATION’s
GRADUATION CELEBRATION!!!
Thursday, May 9, 2013
Campus Center Auditorium
5 p.m. Social hour  6 p.m. Program
Appetizers and cash bar

SOE 2013 graduates and those receiving a Minor in Education
RSVP
jtutun@educ.umass.edu

Delicious food!
Always a good time!
Meet the Dean and SOE faculty!
Photos with friends and family!

The Beacon Deadline is FRIDAY
• Please submit general news and announcements to: dms@educ.umass.edu by 5:00 P.M. on Friday for inclusion in the following issue.
• All assistantship notices will run in two issues.
• Please submit notices of examinations and formation of dissertation committees to Linda Guthrie. These types of announcements will run for one week.

http://www.umass.edu/education/news/beacon
Faculty, students, staff & alumni share what they are doing

Florence Sullivan and K.C. Nat Turner, Department of Teacher Education and Curriculum Studies, presented together at the National Association for Research in Science Teaching (NARST) conference in Rio Grande, Puerto Rico, Sunday April 7, 2013 on NSF funded research with M.I.T., UMass Computer Science Dept., the Massachusetts Green High Performance Computing Center and Holyoke and Springfield Publics Schools. Their presentation was “Multiple Representations, Collaboration and Student Reasoning: Designing Online Environments for Learning About Global Heat Transfer.” In the photo: Sullivan, Martina Nieswandt who presented at the conference as well, and Turner.

Three School of Education students and senior lecturer Robert Maloy, Department of Teacher Education and Curriculum Studies, will offer a session at the 2013 New England Historical Association Conference at Westfield State University on April 20. The presenters include: Allison Evans, history teacher license and master’s degree candidate in the University to Schools pathway in Secondary Teacher Education, who will be joining the TESI doctoral program in the fall; Joseph Emery, history teacher license and master’s degree candidate in the Bridges to the Future pathway in Secondary Teacher Education; and Kate Curtin, undergraduate history major/education minor. They are joined by Jeremy Greene, a high school history teacher from Chelmsford, MA. In the photo: Evans, Emery, Curtin. Link to the conference program: http://www.newenglandhistorians.org/conferences/spr13-conf/

Alicia Remaly, graduate student in the Higher Education concentration in the Department of Educational Policy, Research Administration, and Daniel Morales, graduate student in the Language, Literacy and Culture concentration both in the Department of Teacher Education and Curriculum Studies will present at the “XI Annual Education Across the Americas Conference” organized by the Association of Latin American Students at Teachers College, Columbia University on April 18-20th.

Announcing a book signing by Rose Ihedigbo-Franklin (Ed.D.1992) of her recent book “Sandals in the Snow”, a true story of one African Family’s Journey to Achieving the American Dream, on April 16, 2013, 4:30 p.m. at Food For Thought Bookstore, 106 N. Pleasant St, Amherst, hosted by Mary Custard and the UMass Afro American Studies Department. According to Custard, Rose and her late husband, Apollos (Ed.D 1987), raised their family in Amherst after emigrating from Nigeria. All of their children attended Amherst Regional High School and the UMass Amherst. Their youngest son, James Ihedigbo, is a member of the Baltimore Ravens.

Please send items of interest to: dms@educ.umass.edu
TEACHING ASSISTANTSHIP
Department of Educational Policy, Research and Administration

10 hours per week graduate teaching assistantship available for Fall, 2013 for EDUC 115.

Responsibilities may include: assist with course preparation; attend lecture section, lead discussion section with 35-40 undergraduate students; attend weekly meetings; provide feedback on students’ written work; hold regular office hours; communicate with students, as needed, either via email or other media.

Qualifications include: excellent written and oral communications skills; excellent organizational skills; ability to work with various campus constituencies including faculty members, administrators, and students; appreciation of diversity and multi-cultural values in domestic and international contexts.

Previous teaching experience preferred. To apply, please send a resume and letter of interest to Sheila Seuffert at seuffert@educ.umass.edu.
RESEARCH ASSISTANTSHIPS
Department of Educational Policy, Research, and Administration

Two 10 hr/week research assistantships for Spring 2013 are available. Primary duties will be to assist with data collection, report preparation, and presentations for a Center for Educational Policy Project. Responsibilities include interviews and observations to take place in an institutional/hospital setting, document review, assistance with data analysis, and writing support for the report. These positions require travel (several 2 hour drives) within Massachusetts.

Key qualifications include demonstrated experience in program evaluation, advanced study in qualitative or mixed methods research, and a demonstrated ability to work in a collaborative setting. Familiarity with Special Education and/or institutional settings (such as the Department of Public Health or Mental Health) is highly preferred.

To apply, please email: Sheila Seuffert, EPRA Department Assistant, seuffert@educ.umass.edu with a cover letter and CV/resume. Indicate CEP Research Assistant Position in the subject line of your email.

RESEARCH ASSISTANTSHIP
Department of Educational Policy, Research, and Administration

One 5 hr/week research assistantship is available for Spring 2013. Primary duties will be to assist with data collection, report preparation, and presentations for a Center for Educational Policy Project. Responsibilities include interviews and observations to take place in an institutional/hospital setting, document review, assistance with data analysis, and writing support for the report. This position requires travel (several 2 hour drives) within Massachusetts.

Key qualifications include demonstrated experience in program evaluation, advanced study in qualitative or mixed methods research, and a demonstrated ability to work in a collaborative setting. Familiarity with Special Education and/or institutional settings (such as the Department of Public Health or Mental Health) is highly preferred.

To apply, please email: Sheila Seuffert, EPRA Department Assistant, seuffert@educ.umass.edu with a cover letter and CV/resume. Indicate CEP Research Assistant Position in the subject line of your email. Note: This 5 hr/week assistantship does not come with a tuition waiver.

RESEARCH ASSISTANTSHIP
Department of Educational Policy, Research, and Administration

One research assistantship for 50 total hours in Spring 2013 is available. The ideal candidate will supply writing and data analysis support for a Center for Educational Policy Project. Responsibilities include document review, assistance with data analysis, and writing support for the report. This position requires travel (several 2 hour drives) within Massachusetts.

Key qualifications include demonstrated experience in program evaluation, advanced study in qualitative or mixed methods research, and a demonstrated ability to work in a collaborative setting. Familiarity with Special Education and/or institutional settings (such as the Department of Public Health or Mental Health) is highly preferred.

To apply, please email: Sheila Seuffert, EPRA Department Assistant, seuffert@educ.umass.edu with a cover letter and CV/resume. Indicate CEP Research Assistant Position in the subject line of your email.
Research Assistantship
Department of Educational Policy, Research, and Administration

One part-time (10 hour/week) research assistantship is available for Fall 2013 and Spring 2014.

**Responsibilities include:** working primarily on research projects examining the relationship between student affairs practice and student development. In this capacity, the student will be responsible for qualitative data collection and analysis. Opportunities to write for publication and grant proposals may also stem from this work.

**Qualifications include:** The ideal candidate will have developed skills in qualitative research methods. Strong writing, organizational, and time management skills are required, as is the ability to work both collaboratively and independently. Prior experience with NVivo is preferred.

To apply, please send a brief cover letter and CV to Ezekiel Kimball at ekimball@admin.umass.edu.
Last Brown Bag of the year is this Friday

The final session in this year's series of brown-bag sessions featuring SOE Research Grant awardees presenting their research will take place this Friday, April 12, in 151 Hills South, from noon to 1:30pm. Drinks and desserts will be provided - bring your lunch and discuss current and future faculty research interests with your colleagues!

The session will feature short research presentations by the following faculty, followed by group discussion:

- Brenda Juarez - "What does Big Mama Know that We All Need to Know? Examining Successful Teaching for Black and other Students of Color"

- Sangeeta Kamat - "Bridging Digital and Cultural Divides: Global Education across National Boundaries"

- Michael Krezmien, Jason Travers, Jay Carey - "Development and Initial Field Testing of a Self-Determination-Based Transition Planning Process for High School Students with Specialized Education Needs"

- Sandy Madden - "Continuing to Inspire Research in Statistics Education"

The following is a limited submission opportunity with only one applicant nominated from a major division of an institution each year. If you are interested in submitting to this program please contact Michelle Wonsey, Research Development 413-577-372 by April 16, 2013. Sponsor Deadline: July 8, 2013.

William T. Grant Scholars

http://www.wtgrantfoundation.org/funding_opportunities/fellowships/william_t__grant_scholars

The William T. Grant Scholars Program is for early-career researchers in the social, behavioral, and health sciences. The goal of the program is to support the development of Scholars as they expand their skills and conduct high-quality research with mentoring from senior colleagues. We encourage Scholars to be ambitious in their research by tackling important questions that will advance theory, policy, and practice for youth. Applicants identify new methods, disciplines, or content they want to learn, and propose five-year research plans that require them to gain new skills in those areas. We recognize that early-career researchers are rarely given incentives or support to take such risks, so this award includes a mentoring component. Applicants create mentoring plans—identifying appropriate senior colleagues in the area of proposed development—to aid in acquiring new expertise and producing stronger work.

Potential Scholars should have a promising track record of conducting high quality research, but want to pursue a qualitative shift in their trajectories as researchers. Successful Scholars have designed plans that enriched their work and the strength and relevance of their findings. A quantitative researcher gained skills in qualitative work and began using a mixed methods approach. And, a sociologist with expertise in community-based organizations learned about youth development in order to study how such organizations serve children and adolescents.

Current Research Interests

Proposed research plans must fit the Foundation’s research interests. We currently support research to understand and improve the everyday settings of youth ages 8 to 25 in the United States. Specifically, we fund studies that enhance understanding of:

• How youth settings work, how they affect youth development, and how they can be improved; and
• When, how, and under what conditions research evidence is used in policy and practice that affect youth, and how its use can be improved.