TEACHING ASSISTANTSHIP
Department of Educational Policy, Research and Administration
10 hours per week graduate teaching assistantship available for Fall, 2012 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 to Benita J. Barnes – barnesbj@educ.umass.edu.

Save the Date
2012 School of Education Graduation Celebration
Thursday, May 10, 2012  Campus Center Auditorium
details coming

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 for two issues.
- Please submit notices of examinations and formation of dissertation committees to Linda Guthrie. These types of announcements will run for one week.
ANNOUNCEMENT OF FINAL ORAL EXAMINATION

LIN TANG       April 18, 2012,  3:00 p.m.,   Room 287, Hills South. “A Formative Program Evaluation of Treatment Integrity Practices, Assessments, and Attitudes Within a Specialized School Setting.”
Chairperson:  Dr. William J. Matthews.

FORMATION OF DISSERTATION COMMITTEE

JESSICA FERRIERO    Proposed Dissertation Title: “Outreach practices of a small college counseling center: Building a comprehensive outreach model.” Statement of the Problem: Campus-wide problems such as drug abuse and student attrition, violence and suicide are escalating. Accompanying the demands for more campus-wide prevention efforts are increased demands for counseling. Identifying how colleges engage in outreach comprehensively will increase our understanding of how we support our students and meet the institution’s mission and goals.
Chairperson: Dr. Sharon Rallis.

CORRECTED NOTICE FOR ALL GRADUATE STUDENTS GRADUATING IN MAY, 2012

DEADLINE* TO SUBMIT YOUR SIGNED MASTER’S, CAGS OR DOCTORAL FORMS TO LINDA GUTHRIE, 123 FURCOLO:

APRIL 6th, 2012

Master’s and CAGS students must submit both the M-2 (or C-2) and Eligibility form to Linda Guthrie.

* Earlier submission of forms is greatly appreciated.

GRADUATE COMMENCEMENT is FRIDAY, MAY 11th

For more information, go to:
http://www.umass.edu/commencement/graduate-ceremony
MAY, 2012 DEGREE DEADLINES

Listed below are the revised deadline dates to apply for a May, 2012 degree for Master's, CAGS and Doctoral students who will complete their degree requirements during the Spring, 2012 semester.

M.Ed. and C.A.G.S. Candidates

The Degree Eligibility form and School of Education Master's Forms M-2 or CAGS form C-2 must be completed and returned to Linda Guthrie in the Graduate Program Office, 123 Furcolo, no later than APRIL 6th, 2012. This is to allow time for processing and obtaining the necessary signatures of Linda Griffin, the Graduate Program Director and Dean Christine McCormick (Department Head).

The Eligibility form must be submitted to Linda Guthrie with the Master's Form M-2 or CAGS Form C-2. Your advisor must sign the School of Ed form, but NOT the Eligibility form.

Forms can be downloaded from the following URL:

http://www.umass.edu/education/academics/advising_guidelines.shtml

Ed.D. and Ph.D. Candidates:

Doctoral students planning on a May, 2012 degree must schedule their Final Oral Examination (D-8 form) with Linda Guthrie 4 weeks before the defense date.

The Doctoral Degree Eligibility form, the D-9 form (Result of Final Oral Examination) and 2 original Signature pages (on acid free paper) must be submitted to Linda Guthrie in Room 123 Furcolo no later than APRIL 6th, 2012. The Eligibility form (2 pages) can be downloaded from:

http://www.umass.edu/gradschool/files/Doctoral%20Degree%20Eligibility%20Form.pdf

Linda will submit these forms to the Degree Requirements Office after they are signed by Linda Griffin and Christine McCormick.

The dissertation must be submitted electronically, and fees and other required materials must be submitted to the Office of Degree Requirements (Room 534 Goodell) by 5:00 p.m., APRIL 13th, 2012. THIS IS A FIRM DEADLINE!
OPRE Grant Announcements

The Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families, U.S. Department of Health and Human Services has recently published two discretionary research funding announcements titled “Early Care and Education Research Scholars: Head Start Graduate Student Research Grants” and “Early Care and Education Research Scholars: Child Care Research Scholars,” which are summarized below.

If you have questions regarding either or both grant announcements, please email the OPRE grant review team at HSGraduateResearchReviews@icfi.com or call 1-877-350-4624.

Grant Opportunity 1: Head Start Graduate Student Research Grant

The full announcement for “Early Care and Education Research Scholars: Head Start Graduate Student Research Grants” is available online at: http://www.acf.hhs.gov/grants/open/foa/view/HHS-2012-ACF-OPRE-YR-0281. These grants are meant to facilitate high quality research that directly addresses the needs of low-income children, families, and their early childhood educators, to inform and improve Head Start policies and practice, and to foster mentoring relationships between faculty members and high quality doctoral students.

Who is eligible to apply? Head Start Graduate Student Research grants are available to support dissertation research by advanced graduate students from relevant disciplines who are working in partnership with Head Start or Early Head Start programs and faculty mentors.

Eligible applicants include doctoral level graduate students enrolled in accredited public, State-controlled, and private institutions of higher education. The institution must be fully accredited by one of the regional accrediting commissions recognized by the Department of Education and the Council for Higher Education Accreditation.

What is the funding award limit and project period? Applicants may apply for project periods up to 24 months with two 12-month budget periods. Up to $25,000 may be awarded for each budget period. For information about previous Head Start Graduate Student Grantees, see http://www.acf.hhs.gov/programs/opre/hs/grad_student/index.html.

What types of research are supported? Proposed projects must represent high-quality research (including research using different methodologies, designs, or secondary data analysis) and must address applied research questions that will inform and improve Head Start policies and practice on topics of current interest. Topics of current interest for this announcement include, but are not limited to (please see announcement for further details):

- Needs of families from diverse backgrounds
- Family involvement and family outcomes
- Issues related to children who are dual language learners
- Professional development of staff
- Community engagement and collaboration
- Health and health services
- Transition to kindergarten or from Early Head Start to Head Start
- Teacher and classroom characteristics that influence children's academic readiness
- Leadership and management in Head Start programs

Letters of intent are due April 16, 2012 and applications are due May 14, 2012.

Grant Opportunity 2: Child Care Graduate Student Research Grant

The full announcement for “Early Care and Education Research Scholars: Child Care Research Scholars” is available online at: http://www.acf.hhs.gov/grants/open/foa/view/HHS-2012-ACF-OPRE-YE-0306. These grants are meant to build capacity in the research field to focus research on questions that have direct implications for child care policy decision-making and program administration and to foster mentoring relationships between faculty members and high quality doctoral students.

Who is eligible to apply? Funds for Child Care Research Scholars are available to support dissertation research on child care policy issues by advanced graduate students from relevant disciplines. Eligible applicants include doctoral level graduate students enrolled in accredited public, State-controlled, and private institutions of higher education. The institution must be fully accredited by one of the regional accrediting commissions recognized by the Department of Education and the Council for Higher Education Accreditation.
What is the funding award limit and project period? Applicants may apply for project periods up to 24 months with two 12-month budget periods. Up to $25,000 may be awarded for each budget period. For information about previous Child Care Research Scholars, see http://www.acf.hhs.gov/programs/opre/cc/ccc_scholars/index.html.

What types of research are supported? Proposed projects must represent high-quality research (including research using different methodologies, designs, or secondary data analysis) and must address applied research questions that will inform and improve child care policies and practice. Topics of current interest for this announcement include, but are not limited to (please see announcement for further details):

- Understanding the child care needs of diverse low-income families and/or improving child care programs and policies for various subpopulations.
- The effects of alternative State/Territory/Tribal- and local-level child care subsidy policies and practices on children and families served.
- Issues related to Tribal child care.
- Features of child care that are most critical to support children's development and family well-being.
- Factors that play a role in parents' decisions about work, child care, and subsidy access.
- Examination of family-level processes that might be influenced by child care or child care subsidy use or might moderate the relationships between care and children’s development;
- Examination of context-level factors that influence availability of and access to quality child care in rural United States.
- Issues related to the participation of various minority groups in different types of early care and education programs and how these types of care/programs meet their needs.
- Cost-effective investments to improve child care quality in all settings.
- Impact of changes in the early child care sector on the delivery and quality of child care and access to high-quality care by low-income, at-risk families.
- Issues and outcomes related to early childhood workforce development.
- Factors promoting or hindering collaboration among child care providers and other early childhood systems.
- Issues related to the participation of home-based providers in professional development initiatives and other systemic approaches to improve quality of care received by low-income children.
- Development/validation of measures/instruments to assess the characteristics of care or needs of caregivers.
- Issues related to child care licensing.

Letters of intent are due April 13, 2012 and applications are due May 21, 2012.
Faculty, students, staff & alumni share what they are doing

The School of Education’s Center for International Education hosts a study tour comprising six faculty from universities in Gaza, Palestine, April 2-10, according to associate professor Cristine Smith Crispin, project manager. The visit is part of a World Bank-funded education reform project designed to assist the Palestinian government with its progress towards strategic education goals. Palestine’s Al-Azhar University, as the coordinator of the project, has contracted with the School of Education to provide technical assistance and training for building the capacity of faculty of education at Palestinian universities who train future school teachers for Palestine. As part of this training, faculty from Al-Azhar University, Islamic University, and Al-Aqsa University in Gaza will visit campus and Amherst and Northampton secondary schools with the goal of observing methods of teaching, learning, and assessment.

The visiting faculty are: Dr. Mohammedsufian Abunijaila, Dean of Faculty of Education, Al-Azhar University; Dr. Osama Hamdouna, Head of Psychology Department, Al-Azhar University; Dr. Samar Abushaban, Assistant Professor, Department of Curricula and Teaching Methods, Al-Azhar University; Dr. Suhaib Alagha, Associate Professor, Foundation of Education Department, Al-Azhar University; Dr. Yaser Salha; Lecturer in Technology & Applied Science Department – Faculty of Education, Al-Aqsa University; Dr. Soliman Keshta, Curriculum and English Teaching Methods, Islamic University.

Please send items of interest to dms@educ.umass.edu

The campus community is invited to attend the final 2011-2012 Distinguished Faculty Lecture on Wednesday, April 4th, at 4 pm in the Massachusetts Room, Mullins Center.

Professor David J. McLaughlin from the Department of Electrical and Computer Engineering will present "Chasing Interdisciplinarity while Chasing Tornadoes." This lecture is free and open to the public and a reception will immediately follow the talk. Professor McLaughlin will receive the Chancellor’s Medal, the highest honor bestowed to faculty by the campus.

Recent catastrophic tornadoes in Joplin, Missouri, Tuscaloosa, Alabama, and yes: even Springfield, Massachusetts, along with increasingly severe and anomalous weather patterns worldwide, have placed a high premium on weather centers that observe, understand, predict, and respond to hazardous weather with greatest accuracy. The Engineering Research Center for Collaborative Adaptive Sensing of the Atmosphere, conceived by Professor McLaughlin and his collaborators, comprises a dense network of small radars that communicate with one another to sense hazardous weather patterns and distribute accurate warnings to people who need them. Not just a collaboration among radar engineers, CASA also represents an interdisciplinary effort by meteorologists, sociologists, geographers, computer scientists, graduate and undergraduate students, and partners from the public and private sectors—all of whom are subject to the weather. Professor McLaughlin will articulate the social, policy, behavioral and technical

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AN EVENING WITH SONIA NIETO:
Experience in South Africa and Language Policy

About Dr. Nieto:
Professor Emerita of The School of Education at UMass Amherst, a renowned educator, author and multicultural expert. Sonia will present this talk around her visits to Soweto schools in South Africa, including a discussion about language policy.

Location: Marks Meadow Auditorium
April 4th, 7:00-9:00 PM
Good Food will be provided at the talk
Sponsored by the LLC Student Advisory Council

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