Research Assistantship
Department of Educational Policy, Research, and Administration

A 10 hr/week teaching assistantship is available for Spring 2013 to assist with data collection for a School of Education mini-grant project. This project will take place in Portland, ME.

Responsibilities include interviews and observations to take place in a public school setting, assistance with data analysis, and writing support the report. Key qualifications include familiarity with and experience using qualitative methods in K-12 settings. Familiarity with the Professional Learning Based Salary Schedules preferred.

To apply, please email: Dr. Sharon Rallis, sharonr@educ.umass.edu with a cover letter and CV/resume.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

RICARDO LEON GOMEZ YEPES
December 12, 2012, 10:00 a.m., Room 151, Hills South.
“A program evaluation of a policy intervention to increase racial diversity in the sciences and engineering.”
Chairperson: Dr. David R. Evans.

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.
**Teaching Assistantship**

Department of Education Policy, Research and Administration

The teaching assistant is part of a team contributing to the overall quality and experience of the students in Education 229 and responsible for a weekly group discussion as part of the 229 class.

**Responsibilities include:** working with instructor and TA team to design weekly discussion session of approximately 1.5 hours; keeping all attendance and performance records of your small group; creating lesson plans for each session that correspond with weekly reading and focuses on concepts stressed in the lecture; documenting lesson plans (in order to turn into class instructor); attending regular meetings with other TAs and class instructor to review class and devise innovative approaches to working with undergraduates; grading regular papers, a mid-term paper and a final paper; facilitate one large lecture on a relevant topic; responding to student emails in a timely manner.

**Qualifications:** experience teaching; knowledge of international development and education; commitment to undergraduate student learning; flexibility and a good sense of humor.

To apply, please send a brief cover letter and resume to Sheila Seuffert, seuffert@educ.umass.edu by November 16.

---

**Intro to Grant Writing for Grad Students: The Basics**

Writing competitive grant and fellowship proposals is an important professional skill that grad students need to acquire. This intro is for students at any level, from any department, who have little or no familiarity with grant writing. Sponsored by GrantSearch for Grad Students, a service of The Graduate School.

Pre-registration is required.

**Friday, November 16, 2012 ● 3:00-4:00 pm ● Campus Center Room 101**

Seating is limited and will be filled on a first-come, first-served basis, so arrive early. We will not be sending a confirmation email.

For news about grant-related events, helpful links, writing tips, grant listings, and articles about finding and applying for external (non-UMass) grants and fellowships, find us on Facebook or Twitter; or, subscribe to the GrantSearch blog via RSS.

---

**STUDENT TRAVEL GRANTS**

There are two student travel grant programs this year.

1. The Graduate Student Travel Grants sponsored by the Graduate School. Applications are on the School of Education website (URL below). All applications should be sent to Linda Guthrie.

2. For the first time the School of Education has a Doctoral Student Travel Grant Program. Grant awards will be $400.00. There are a limited number of grants. Students must submit a complete application with an advisor/chairperson’s recommendation to Linda GRIFFIN.
   
   http://www.umass.edu/education/students/current/overview
Faculty, students, staff & alumni share what they are doing

**Maria José Botelho**, assistant professor, Language, Literacy, and Culture concentration, will co-present “Re-imagining Power: Critical Multicultural Analysis of Representations of Social Activism in Children’s Literature,” with **Tara Nappi**, a doctoral candidate of the Teacher Education and School Improvement concentration, and Dr. Sara Young of Worcester State University, at the annual convention of the National Council of Teachers of English (NCTE) in Las Vegas. Botelho will also moderate the session, “Disrupting Pre-Service Teachers Mis/Conceptions of Poverty,” with Crag Hill of Washington State University and Janine Darragh of Whitworth University. The first paper considers how social activism in children’s literature is rendered as complex webs of power. The second paper explores how English education classes offer opportunities for pre-service teachers to examine stereotypes about poverty in texts, teaching practices, and classroom interactions.

Also, **Wendy Keyser**, a doctoral candidate, Teacher Education and School Improvement concentration, will present "Exploring Meaningful Confusion: Dialogic Discussion, Literary Thinking, and Contradictions" at the NCTE conference. Wendy’s paper examines a teacher’s and students’ specific conversational moves and thinking practices.

*Please send items of interest to dms@educ.umass.edu*
Three doctoral students from Georgia studying at UMass Amherst School of Education

Three students from the Republic of Georgia have begun their doctoral studies in Educational Policy & Leadership with specializations in International Education. The students are Lasha Kokilashvili, Tamara Lomiashvili, and Natia Mzhavanadze. They are sponsored by The Open Society Scholarship Programs Doctoral Fellows Program. The Program is designed to provide the highest research and teaching qualification to individuals positioned to play an active role in the revitalization and reform of social sciences and humanities scholarship in their home countries. The doctoral programs are designed on a flexible format that enables Fellows to study and conduct research both in the US and in Georgia, thereby maintaining professional engagement with their home institutions while completing the degree.

Educational Policy, Research & Administration Department Chair, professor Gretchen Rossman, who traveled to Georgia and Kyrgyzstan last February to conduct final selection interviews, noted that “all the applicants we interviewed in Georgia are dedicated, energetic, and creative educators who seek to make change in the education system in Georgia.” At a recent reception for the School of Education’s Center for International Education, the Fellows met professor Alice Harris of the Linguistics Department, who studies the Georgian language, and Mariam Tsiskarishvili, who is a visiting scholar from Georgia with the Linguistics Department this year.

“I am primarily interested in being exposed to the practices that are directly related to Information and Communication Technologies (ICT) used in on-line, distance an immersive education, teacher training; and how emerging technologies can be used to positively influence education issues such as student achievement and teacher professional development; and how to bridge the gap between the attitudes of teachers and students towards technology. I am interested in research that investigate teachers’ non-formal learning experiences, their nature, how this experiences affect teacher’s professional practices; how the knowledge about non-formal learning measures can be put in practice with policy recommendations on design and implementation of effective programs.” - Lasha

“For the past two years I have been working for the USAID funded Education Management Project. The mission of the project was to enhance educational leadership capacities in Georgia. During my doctoral degree I am going to conduct study (or series of studies) that will contribute to this specific field in Georgia; namely, my research will be oriented on identifying those key principal leadership behaviors that directly or indirectly lead to higher student success. This study can serve as an eye opener for principals themselves to realize how important their everyday performance is for students achievements; as an additional meaningful information for decision-makers (when they decide on aspiring principals skills and qualifications); and as an orienteer for higher education principal preparation programs when planning and developing essential professional skills of their students.” – Tamara

“I am lucky to be in the vibrant academic setting of CIE, supported again by the Open Society Foundations to pursue my doctoral studies in the field of international education together with two other Georgian colleagues. I strongly hope that the time I spend here will give me the knowledge and qualifications essential to pursue my research interests in post-soviet countries, trying to analyze and understand the educational policies and contribute to improving the body of knowledge about this less-studied but immensely interesting and unique part of the world. I look forward to rewarding, challenging and academically productive years, which seems to be accompanied by caring, friendly and highly professional community of educators, the unique feature of CIE I’m starting to enjoy immensely.” - Natia