Research Assistantship
Department of Educational Policy, Research, and Administration
One part-time (10 hour/week) research assistantship is available for Spring 2013.

**Responsibilities include:** This student will support the higher education concentration with programmatic and strategic planning activities. The student will serve as a liaison between faculty and students, plan and execute student programming, assist with website design and content, and assist with marketing the graduate certificate in higher education. The individual will also assist with selected higher education program coordination tasks as needed.

**Qualifications include:** The ideal candidate will have strong writing, organizational, and time management skills. The ability to work in collaboration as well as independently is required for this position. Good interpersonal skills and knowledge of higher education programming are also needed.

To apply, please send a brief cover letter and CV to Dr. Ryan Wells at rswells@educ.umass.edu.

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**ANNOUNCEMENT OF FINAL ORAL EXAMINATION**

**SARA SCHUPACK**

December 7, 2012, 9:00 – 11:00 a.m., Room 225, Furcolo Hall. “Circles and lines: Complexities of learning in community.”

**Co-Chairs:** Dr. Barbara Madeloni and Dr. Maria Jose Botelho.

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**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.
**Project Assistantship**  
Department of Teacher Education and Curriculum Studies (TECS)

One 40 hour (total) project assistantship is available for Fall 2012 in the Department of Teacher Education and Curriculum Studies.

This position is available only to doctoral students in the Mathematics, Science and Learning Technologies doctoral concentration. Responsibilities include working with high school chemistry teachers in the S2TLC Noyce grant during the EDUC 697SE Seminar on Wednesdays from 4:15-6:45PM at UMass. The PA’s role will be to assist teachers as they build inquiry-based lessons that are meaningful and relevant to lives of their students. In addition, the PA will assist teachers in designing appropriate assessments that enable teachers and students to better understand what students know and can do.

**Qualifications required:**  
1) teaching experience in chemistry at the 9-12 level,  
2) experience with providing professional development for high school chemistry teachers,  
3) undergraduate degree in science,  
4) sensitivity to cultural diversity,  
5) good interpersonal communication skills, and  
6) good organizational skills.

To apply, please contact: Dr. Kathleen Davis, Rm. 227A, Furcolo Hall, e-mail: kdavis@educ.umass.edu  
This position is contingent upon the availability of funds.

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**Research Assistantship**  
Department of Educational Policy, Research, and Administration

One part-time (10 hour/week) research assistantship is available for Fall 2012.

**Responsibilities include:**  
This student will support the Educational Leadership concentration with programmatic and strategic planning activities. The student will participate in and document concentration meetings, assist with initial admissions inquiries, maintain a database of potential student contacts, assist with website design and content, and assist with program development and marketing.

**Qualifications include:** The ideal candidate will have strong writing and organizational skills and demonstrate initiative. The ability to work both independently and collaboratively is essential. Good interpersonal skills and familiarity with Educational Leadership programming are also needed.

To apply, please send a brief cover letter and CV to Sharon Rallis at sharonr@educ.umass.edu
Teaching Assistantship
Department of Student Development

One 10 hour/week graduate teaching assistantship is available for the Fall 2012 semester to support the teaching of EDUC 708.

Responsibilities may include: Assisting with course preparation, leading course discussions, creating facilitation lesson plans, tracking student attendance and assisting in the evaluation of students’ performance by providing feedback on students’ written work. Attendance to all weekly class meetings is required as well as attention to all course material so as to support class discussions.

Qualifications include: The ideal candidate will have successfully completed EDUC 708: Cognitive Assessment or another equivalent course, so as to effectively evaluate student performance. The 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 have an appreciation of diversity and multi-cultural values in educational contexts. Previous teaching experience is preferred.

To apply, please send a brief letter of application and your resume to Sheila Seuffert seuffert@educ.umass.edu.
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

INTERNATIONAL PROGRAMS OFFICE (IPO)
CURRENT STUDENT TUITION WAIVERS FOR SPRING, 2013

ELIGIBILITY:
- Current students must be in a full-time graduate degree program
- Have a Minimum 3.25 GPA
- Must demonstrate financial need (but have sufficient finances to be able to cover all expenses — including all mandatory fees, insurance, and living expenses—if awarded a tuition waiver.
- Must not be a citizen or permanent U.S. resident

These waivers are for TUITION ONLY for the SPRING, 2013 term. Recipients are not automatically entitled to renewals, but may reapply for one additional year.

NOTE: Current students who began Fall, 2012 and received an IPO tuition waiver for 2012-13 are already covered for Spring, 2013.

CURRENT STUDENTS MUST SUBMIT:
1. Formal application form (student can pick up form at the International Programs Office, 467 Hills South) or downloaded from:
   http://www.umass.edu/ipo/iss/_files/TW-continuing%20application%20Spring%202013.pdf
2. Recommendation letter from student’s advisor or chairperson.

Completed applications are to be submitted to Linda Guthrie, Graduate Program Coordinator, in Room 123, Furcolo. Linda Griffin, the Graduate Program Director, will review and nominate applications based on the strength of the application.

CURRENT STUDENT DEADLINE: NOVEMBER 8, 2012*

*NOTE: While the IPO deadline for current students is November 15th, current students must submit their complete nominations to Linda Guthrie by NOVEMBER 8th for review and processing by Linda Griffin, Graduate Program Director.
Giray Berberoğlu joins the School of Education as a Fulbright Visiting Scholar. While here, he will be undertaking a study of the vertically articulated performance standards of Turkish students in terms of learning outcomes which are congruent with the primary education curriculum objectives across the grade levels 4 to 8 in the subject matter areas of Turkish language, mathematics and science and technology. The Turkish Pupil Monitoring System (TPMS) developed by Cito Türkiye for the primary school students meets the need for criterion-referenced assessment of students’ learning outcomes in different subject matter areas. The TPMS data will be utilized to achieve the goal of the study. This study is the first empirical “standard setting” attempt in the Turkish educational system.

Berberoğlu received an M.S. in Science Education in 1983 from Middle East Technical University, Ankara, Turkey; and a Ph.D. in 1988 from Hacettepe University, Ankara. He was a Visiting Scholar at Educational Testing Service, Princeton, NJ, in 1994 and in 1995 was a Fulbright Post-doc Scholar, here at the School of Education.

Donna M. Wilson, Ed.D., ’08 (Higher Education Policy & Leadership) has joined the graduate faculty in Educational Leadership & Management at Capella University, Minneapolis. Wilson currently directs the doctoral dissertation research of mid- and executive level secondary and post-secondary career educators from across the nation. Her continuing post-secondary research concentrates on organizational behavior and structures, leadership in post-secondary institutions and enhanced training and development for career educators. Wilson, who completed her dissertation under the guidance of Dr. Joseph Berger, also holds undergraduate and graduate degrees from The Ohio State University.
Helping Children Thrive in Good and Challenging Times”  
on November 14-15, 2012  
in the UMass Amherst Campus Center, 8 a.m. – 4 p.m. Lunch is included.

From Linda Griffin, School of Education, Associate Dean for Academic Affairs

Dear Colleagues,

I want to ask you to share with your students and colleagues this information about an Institute that helps those of us who work with children gain an understanding of the needs of children of military families.

The UMass Amherst School of Education, along with 4-H's Operation Military Kids, is co-hosting a free institute sponsored by the Military Child Education Coalition (MCEC) called “Living in the New Normal (LINN): Helping Children Thrive in Good and Challenging Times” on November 14-15, 2012 in the UMass Amherst Campus Center, 8 a.m. – 4 p.m. Lunch is included.

MCEC is a non-profit organization addressing the educational needs of military-connected families. Concerns about military children dealing with the impact of profound challenges prompted the MCEC to develop these national institutes that are designed for students seeking careers working with children, students in school counseling and school psychology programs, professionals who are counselors, school nurses and psychologists, educators, daycare and social service providers, clergy and others who interface with children of military families.

Participants will learn about the experiences of children of deployed military personnel in hands-on sessions on topics such as grief, happiness, trauma vs. challenges, stages of development, coping styles, ranges of emotion, injury and re-integration. They will acquire basic knowledge of the effects of military/combat-related illness and injury or death of a parent on children; learn to identify methods of building resilience and courage; identify existing community resources that provide sustained support to children experiencing trauma and loss; and create a customized training module for various community sectors using lessons learned.

Participants have an opportunity to earn educational credits or graduate credit. The institutes are funded by the Office of the Secretary of Defense/Department of the Army. You can register for the institute on the school’s website: http://www.umass.edu/education/events/linn

We hope to see you at the institute. Thank you.
SOE’s Children, Families and Students concentration’s

**Fortnightly Lunch Series 11:15-12:15**

Pack your brown bag lunch and join us in 22A Furcolo Hall from 11:15-12:15 on the dates below. **Cookies will be provided** by CFS.

- 25 October - Cara Crandall (graduate student, Language, Literacy and Culture concentration)
- 8 November TBA

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**AERA Fellowship programs for grad students and early careers scholars**

In our efforts to strengthen the pipeline to education research, AERA announces its 2013–2014 fellowship programs and funding opportunities for graduate students and early career scholars. These programs provide mentoring and funding support to develop research skills and conduct studies in education related fields and topics. Information about the programs and the upcoming application deadlines are available at [http://www.aera.net/AERAfundingopportunities](http://www.aera.net/AERAfundingopportunities). Underrepresented racial and ethnic minorities and women are encouraged to apply.

**Minority Fellowship Program in Education Research**

AERA offers dissertation support through the Minority Dissertation Fellowship Program in Education Research. This program offers doctoral fellowships to enhance the competitiveness of outstanding minority scholars for academic appointments at major research universities by supporting their research and by providing mentoring and guidance toward completion of their doctoral studies. Application deadline: November 30, 2012.

**AERA-AIR Fellows Program**

In collaboration with the American Institutes for Research (AIR), the AERA-AIR Fellows Program aims to build the talent pool of high skilled education researchers experienced in large-scale studies in a major research organization. Fellows will receive mentoring from a diverse group of highly recognized researchers and practitioners in a variety of substantive areas in education. Fellows will hone their skills in all aspects of the research process from proposal development through writing and presentations. Up to three fellows are selected annually for a two-year, rotational position at AIR in Washington, DC. Application deadline: November 30, 2012.

**AERA-ETS Fellowship Program in Measurement and Education Research**

In collaboration with Educational Testing Service (ETS), AERA offers the AERA-ETS Fellowship Program in Measurement and Education Research. This fellowship is designed to provide learning opportunities and practical experience to recent doctoral degree recipients and to early career research scientists in areas such as educational measurement, assessment design, psychometrics, statistical analyses, large-scale evaluations, and other studies directed toward explaining student progress and achievement. Up to two fellows will be selected for this rotational research position at ETS’s facilities in Princeton, NJ. Application deadline: November 30, 2012.

**AERA Grants Program**

The AERA Grants Program provides dissertation support and small grants for researchers who conduct studies of education policy and practice using quantitative methods and data from the large-scale data sets sponsored by the National Center for Education Statistics and the National Science Foundation. Application deadline: January 23, 2013.

Contact George L. Wimberly, Ph.D., at 202-238-3200 or at fellowships@aera.net with any questions.
Dr. Tom Angelo is best-known for the publication *Classroom Assessment Techniques: A Handbook for College Teachers* (with K. Patricia Cross, 1993), with more than 100,000 copies in print. Other publications include *Classroom Research: Early Lessons from Success* (1991), *Classroom Assessment and Classroom Research: An Update on Uses, Approaches, and Research Findings* (1998), and more than thirty articles and chapters.

Dr. Angelo joins the UMass community to offer two assessment workshops. Participants can attend one or both workshops. Please note that the workshops will be streamed live for those participants who cannot physically join us at UMass Dartmouth. Lunch will be provided to all day participants.

**Session #1: Seven Levers for Higher and Deeper Learning: Research-based Guidelines and Strategies for Improving Teaching, Assessment, and Learning (9:00 am to 12:00 noon)**

How much would you trust a physician, engineer, athletic coach, or nurse who failed to keep up with and apply lessons from relevant research in his/her field? Or one who could not apply basic principles of good practice to new situations, with new client populations, or in using new technologies? Probably not much. Yet many faculty and academic administrators remain (relatively) unaware of current research in psychology, cognitive science, and education -- on teaching, learning, assessment and feedback -- and on its potential relevance to our daily practice. This highly interactive session will explore seven research-based guidelines and provide practical examples of simple, powerful applications to improve student engagement and learning in and beyond our (virtual and actual) classrooms.

**Session #2: Fostering Critical Thinking across the Curriculum: Practical, Research-based Strategies for Connecting Objectives, Teaching, and Assessment to Improve Learning (1:00 pm to 4:00 pm)**

Why do so many college students resist higher-order critical thinking? And why do so many students who attempt critical thinking find it so difficult? Cognitive development theories and research can help us understand their resistance/difficulties and distinguish the typical levels of critical thinking students engage in, running from "naive realism" (black or white) through "rampant relativism" (anything goes) to "constrained social constructivism" (what our curricula assume and require). Participants can expect to gain practical strategies and techniques for promoting and assessing critical thinking more effectively at classroom and program levels in the context of increasing student diversity and decreasing resources. Participants are invited to attend in person or virtually. The workshops will be streamed live to the UMass system. All participants must register.


Sponsored by the Roy J. Zuckerberg Leadership Chair and the UMass Dartmouth Office of Faculty Development

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**NOV. 9-10**

**The Conference will honor Distinguished Professor Ronald K. Hambleton**

Visit [www.umass.edu/education](http://www.umass.edu/education) for details