



University of Massachusetts Lowell

Graduate School of Education

Twenty Education Doctorates Conferred

Degrees

M.Ed. Initial License Option

Elementary

Secondary

Science, Math,
History, English

M.Ed./CAGS Advanced

Curriculum and In-
structionEducational Admini-
stration

Reading and Language

Ed.D.

Leadership in School-
ingLanguage Arts and
LiteracyMathematics and Sci-
ence Education

At the 2009 Commencement exercises, the Graduate School of Education faculty welcomed twenty graduates to the community of scholars, when UMass President Wilson conferred their Ed.D. degrees. Most (13) of the doctoral degrees conferred were in Leadership in Schooling, six were in Language Arts and Literacy and one was in Mathematics and Science Education.

The GSE's doctoral programs require 48 credits of graduate study beyond the master's level, including dissertation research which must make an original contribution to the field of education. The average length of time to complete the Ed.D. is six years as students are generally enrolled on

a part-time basis while working as teachers, principals, or in higher education.

This year's Outstanding Dissertation Research award went to Maria Nemerowitz for her multi-case study of retention and turnover of special education paraprofessionals. The Outstanding Graduate Student was Wei Xu.

(For a full list of dissertation students and their research, see page 4)



Chancellor, Martin T. Meehan (above) announced that there were nearly 2200 graduates in 2009 -the largest number in the university's history.

Left: Honorary Degree recipients



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New Teachers Ready for the Classroom

Lowell began to prepare elementary teachers in 1897 when the doors of the Lowell Normal School opened. Education was at the undergraduate level until 1983, when the decision was made to focus pedagogical study within the Master of Education degree. This year another 45 teachers received their M.Ed. and were endorsed for their initial teacher license at either the elementary or secondary level, having achieved a 100% pass rate on the Massachusetts Teacher Test for Educator Licensure.



Leadership in Schooling Faculty



Anita Greenwood, Ed.D.
Professor of Science Education and Interim Dean.



Michaela Colombo, Ed.D. Assistant Professor and author of *Teaching English Language Learners* published by Sage, 2008



Judith Davidson, Ph.D. Associate Professor and co-author of *Qualitative Research Design for Software Users*. OU press, 2009



James Nehring, Ed.D. Assistant Professor and author of several books including *The School Within Us: The Creation of an Innovative Public School*.



Charles Christensen, Ed.D. Clinical Assistant Professor. Teacher professional development and principal training including work with the National Institute for School Leadership

*Education for
Transformation
Excellence
Equity
Inquiry
Collaboration*



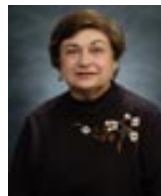
Language Arts and Literacy Faculty



Jay Simmons, Ph.D. Interim Faculty Chair and Professor. Author of *You Never Asked Me To Read..*



Elizabeth Bifuh-Ambe, Ph.D. Assistant Professor Expertise in fostering reading particularly among reluctant readers.



Lorraine Dagostino, Ph.D. Professor. Author of *Evaluative Reading and Literacy: A Cognitive View*.



MinJeong Kim, Ph.D. Assistant Professor. Early literacy learning. Critical theory.



Vera Ossen, Ed.D. Assistant Professor of Reading Education and Director of Educator Preparation Programs.

Mathematics and Science Education Faculty



Regina Panasuk, Ph.D. Professor. Lesson Analysis and Planning Mathematics Education. National Advisory Board member for William. H. Sadlier Publishers Inc.



David Lustick, Ph.D. Assistant Professor. Science Education and National Board Certification.



Michelle Scribner-MacLean, Ed.D. Assistant Professor. Assessment in science and mathematics education.

Research Faculty



James Carifio, Ed.D. Professor. Cognitive psychology, statistics, measurement and evaluation. Co-author of *Improving the Expository Writing Skills of Adolescents*.



Jill Lohmeier, Ph.D. Assistant Professor. Cognitive psychology, statistics, program evaluation and survey research.

C & I Faculty



Patricia Fontaine, Ed.D. Clinical Assistant Professor and Coordinator of Field and Clinical Experiences. History Education.



Judith Boccia, Ed.D. Assistant Professor and Director of the Office of School Partnerships. English Education.



Dr. Ahmed Abdelal took up his appointment as Provost of UMass Lowell in May 2008

Dr. Regina Panasuk Honored



Regina Panasuk was a recipient of the UMass President's Public Service Award for her services to Mathematics Education, particularly within the Lowell Public Schools. Dr. Panasuk was honored at a luncheon as the UMass Club in Boston and is pictured with President Jack Wilson (left) and Chancellor Martin T. Meehan. Dr. Panasuk joined UMass Lowell in 1993 and has worked tirelessly for the improvement of K-12 mathematics.

"I continue to be amazed by the quality and rigor of the online courses in this program."

Science Education
Online student
www.umass.edu/seo/

Online Course Enrollment Soars

The Graduate School of Education has been a leader in online graduate programs since 2004. Our first program was an M.Ed. in Educational Administration, quickly followed by M.Ed. degrees in Reading and Language and Curriculum and Instruction. In 2009, we introduced online Certificate of Advanced Gradu-

ate Study degrees. Our degrees may be completed entirely online, but for Massachusetts teachers seeking a license as a Principal or a Reading Specialist, faculty make visits to school sites during the practicum, and students come to campus for seminars. Our students come from all over the United States

and from as far away as Brazil and Germany. This summer (2009) enrollment in the online courses has soared with several at full capacity. Reputation, convenience and quality are clearly important considerations when students decide to study online and UML provides all three at an affordable price.

<http://continuinged.uml.edu/education>



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The Graduate School of Education and the National Park Service collaborate to offer experiential learning opportunities for K-12 students, as well as internships, research and course enhancement for undergraduates, and professional development for teachers. Visit us on the web at www.uml.edu/tsongas



Office of School Partnerships

The Office of School Partnerships promotes links of mutual benefit between UML faculty and local schools. Partnerships are research driven and externally funded.

Doctoral Dissertation Research

Jill Barnhart. RTI in Rhode Island: A Case Study of Two Elementary Schools at Different Stages of Implementation

Gabriela Barra. Oral Narrative Skills of Chilean Preschool Children

Amy Berdos. Principal Leadership in the Effective Elementary School Professional Learning Community

Tricia Clifford. Teachers' Use of Comprehension Strategy Instruction: A Mixed-Methods Study of a School with a Record of Success

Steven Dion. An Examination of the Treatment of Indicators of Health in Personal Health Textbooks Intended for Use in Higher Education Courses

Kimberly Douglas. A Study of the Relationship Between Group Perception of School Climate and Incidences of Bullying at the Junior/High School Level

Li Feng. How Do Adult Foreign Language Learners Experience the Opportunities Presented by Computer Games as a Self-Study Tool?

Jane Gilmore. The Role of the Principal in Affecting Student Achievement

Ruth Glibert-Whitner. Primary Classrooms for all Students

Steven Goldman. Crisis Planning in Four Massachusetts School Districts

Brandi Kwong. The Development and Validation of a Research-Based Tiered New-Teacher Induction Program Guide For Massachusetts Public Schools

Kristin Lazzaro. The Relationship Between Principal Transformational Leadership Practices and Teacher Retention

Nancy Murray. Exploring the Relationship Between Early Intervention and Reading Comprehension Skills in Children with Autism Spectrum Disorders

Maria Nemerowicz. Retention and Turnover of Special Education Paraprofessionals

Susan Nicholson. How Secondary School Principals Negotiate the Dilemmas of School Leadership

Susan Noyes. Adult Literacy Students' Participation in Adult Basic Education Programs: How Students Decide to Enter and to Stay

Ryan Plosker. A Small School Design for Students with Social and Emotional Disabilities

Daniel Rouse. The Role of Feedback in Complex Social Systems: High School Principal Perceptions of Feedback and the Attainment of Goals and Performance Standards

Timothy Sullivan. New Unionism: The Changing Attitudes of Union Membership

Sachiko Tosa. Teaching Science as Inquiry in U.S. and in Japan: A Cross-Cultural Comparison of Science Teachers' Understanding of, and Attitudes Toward Inquiry-Based Teaching

