



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

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Reflective Practice...Multiple Ways of Knowing
Access, Equity, & Fairness...Collaboration
Evidence Based Practice

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University of Massachusetts Amherst

SCHOOL OF EDUCATION GRADUATE RECEPTION

A CENTENNIAL CELEBRATION

THURSDAY, MAY 22, 2008

Lincoln Campus Center Auditorium

5:00 - 7:00 P.M.

Hors D'oeuvres and Cash Bar

RSVP required

goodnews@educ.umass.edu

413.545.0897

All 2008 graduates and
graduating Minors in Education are welcome!

One Hundred Years, One Million Opportunities

BEACON DEADLINE: Please submit *Beacon* announcements to: **Room 121B Furcolo Hall or to jgoodheart@educ.umass.edu**. The deadline remains 3:30 p.m. on Monday. All assistantships will run for two issues unless otherwise indicated. Examinations and dissertation proposals run for only one issue.



NEWS, ACTIVITIES, HONORS, & AWARDS

CENTER FOR INTERNATIONAL EDUCATION (CIE)

The School of Education's **Center for International Education (CIE)** has been accepted for membership in the initial Working Group in the Inter-Agency Network for Education in Emergencies (INEE), a global network of non-governmental organizations, UN agencies, practitioners, researchers and citizens working to ensure access to quality education for nations in crisis. The Center is the only such university body in the world to be admitted to this Working Group.

GRADUATE STUDENTS HONORED

Raldy Laguilles, a doctoral student in the School's Higher Education concentration, received the Association for Institutional Research-National Center for Education Statistics (AIR-NCES) Fellowship. This two-year Post-doctoral fellowship is funded by the National Center for Education Statistics (NCES) to undertake analysis that results in improvements to the quality, comparability, and usefulness of the Integrated Postsecondary Education Data System (IPEDS).

Martina Achieng Ochiel, a student in the School of Education International Education doctoral concentration is one of the recipients of the 2008 Margaret McNamara Memorial Fund educational grants, which go to women from developing countries working to benefit women and children in their respective regions. Ochiel, who is working on issues of access, quality, and gender in African schools, is the second School of Education student to win this competitive award in the last three years.



Centennial Celebration

Celebration Dinner

Lincoln Campus Center
Friday, June 13th
6:00 P.M. \$35

Centennial Marathon

*All events are free.
Preregistration appreciated.*

Friday, June 13th

1:00 - 4:00 P.M. Sessions
4:00 - 5:30 P.M. Receptions

Saturday, June 14th

8:00 A.M. Continental Breakfast
9:00 A.M. - 12:00 P.M. Sessions

University of Massachusetts Amherst
Lincoln Campus Center

For more details and to register, visit our
website: www.umass.edu/education.

CONFERENCES & CALLS FOR PROPOSALS

INTERNATIONAL SOCIETY FOR LANGUAGE STUDIES

ISLS Conference Dates: June 11-13, 2009
Location: The Crowne Plaza Orlando Universal, Florida
Proposal Deadline: September 1, 2008

Submit your paper and poster session proposals:
<http://www.viethconsulting.com/members/proposals/propselect.php?orgcode=ISLS&prid=48559>.

NORTHEASTERN EDUCATIONAL RESEARCH ASSOCIATION (NERA)

NERA Conference Dates: October 22-24, 2008
Location: Marriott Hotel in Rocky Hill, CT.
Proposal Deadline: Sunday, June 15, 2008
Call for Proposals: www.nera-education.org
Questions: neramembers@gmail.com.
Theme: "Strengthening Educational Research"

Note: Papers and posters need not be about the conference theme.

Keynote speaker: Marilyn Cochran-Smith, the John E. Cawthorne Millennium Chair in Teacher Education for Urban Schools from the Lynch School of Education at Boston College.

Conference pre-sessions: Tom Schram, from the University of New Hampshire, and Hariharan Swaminathan, from the University of Connecticut

NERA also prides itself as a nurturing environment for graduate students and emerging scholars. ALL graduate students are invited to attend the conference for FREE (no registration fees) and are encouraged to submit proposals for paper and poster sessions.

ASSISTANTSHIPS

EDUCATIONAL POLICY, RESEARCH & ADMINISTRATION (EPRA) ASSISTANTSHIPS

The **Center for Educational Assessment** expects up to seven graduate student research assistantships during the summer of 2008 associated with projects involving multistage adaptive testing, test equating, and item response theory calibration.

Responsibilities include: Conducting multi-variate statistical analyses; equating analyses; simulating data; editing technical reports; attending project meetings; writing computer code for psychometric activities such as item calibration, score scale equating, and population invariance studies; performing literature reviews on equating, scaling, standard setting, and score reporting; and co-authoring research reports. All candidates should have extensive knowledge of item response theory, multidimensional scaling, plausible values methodology, test construction, and test validation research.

To apply, please contact Dr. Stephen G. Sireci, (413) 545-0564 (Sireci@acad.umass.edu)



Fall 2008 graduate **research assistantship** in the concentration of Educational Administration and Leadership. This is a 10 hour/ week position.

Responsibilities include: Assistance in data collection and analysis related to two research projects – Effects of Teacher Collaboration on Student Achievement and an Evaluation of a Comprehensive Youth Sexuality Education Curriculum. Assistance in the design & implementation of school-based professional development programs targeted at improving curriculum and instruction. **Public school teaching and/or administrative experience or significant study in these areas preferred.**

If interested, please submit via email an electronic copy of your resume and a cover letter that highlights your relevant experience and qualifications to: **Dr. Rebecca Gajda:** Rebecca.Gajda@educ.umass.edu.

ASSISTANTSHIPS *(continued from page 3)*

TEACHER EDUCATION & CURRICULUM STUDIES (TECS) ASSISTANTSHIPS

Bilingual, ESL, Multicultural Concentration and Reading Concentration

Half time (10 hours per week) **Project Assistantships** are available for advising students who are working toward ESL and/or Reading licensure **Fall 2008 -Spring 2009** academic year.

Responsibilities could include: Advising students interested in English Language Learning and Reading licensure, maintaining and updating the advising system, student records, and office advising materials; maintaining contact with cooperating teachers and supervisors and communicating with licensure students and the Educator Licensure Office; assisting with data collection, management, updating, analysis and production of reports to support NCATE activities; assisting Faculty in the ESL and Reading Licensure programs in mapping TESOL, IRA, DOE and NCATE standards to the Reading specialist and ESL licensure programs, sending assignments, developing standard-based rubrics, implementing NCATE assessment plans, and producing various licensure reports.

Qualifications: excellent writing and communication skills; an ability to think creatively and to trouble-shoot logistical problems; an ability to work both independently and collaboratively; flexibility to attend to urgent matters when they come, knowledge of ESL, IRA, DOE, & NCATE standards and ability to use TK20 (or willing to learn).

To apply, please submit a current resume and letter of application addressing your qualifications for the specific duties listed above to Erin Goldstein and Maria Eugenia Lozano. Contact us: lclicensure@gmail.com or 545-3675.



Teaching Assistantships (5, 10, 15 and/or 20 hours/week) are available for **Fall 2008** for the course, EDUC 192A: Education at the Movies.

Responsibilities include some or all of the following: 1) attend weekly large group presentations & facilitate supervision of students (i.e., supervise student's arrival & departure, record attendance, collect assignments, be available for general questions & answers from students,

etc); 2) attend weekly planning meetings to organize & prepare course related content & deal with other related business; 3) participate in designing mid-term & final exam; 4) handle student needs including requests relating to add/drop period; 5) conduct one or more small group seminar sessions; 6) meet with & assist Course Director, faculty & TA Team members as needed; 7) complete other course related tasks as assigned.

Qualifications include: excellent communication and organization skills, exceptional interpersonal skills that will facilitate team building, significant interest in public school dynamics and media perspective, well-developed technology skills, a professional attitude and commitment to duties; previous teaching experience with young adults would be an asset.

To apply, please contact **Nola Stephen**, 16 Furcolo Hall: nola@educ.umass.edu.



Teaching Assistantship in Child and Family Studies Concentration for **Fall 2008**. Graduate Teaching Assistantship in undergraduate Child Development course, HumDev 270. This is a 10 hour per week position.

Responsibilities include: Development and preparation of class materials, including reading lists and packets and scanning non-PDF articles on to the course web-site; preparing and leading discussion groups; assisting in the review and evaluation of student projects; assisting in Lecturing; preparing, selecting and returning audio-visual materials; preparing hand-outs; monitoring SPARK; and attendance at class sessions.

Qualifications: Knowledge of child development, strong oral and written communication skills, and experience with technology (SPARK).

If interested, please submit your resume and a cover letter that highlights your relevant experience and qualifications to Dr. Claire E. Hamilton: cehamilt@educ.umass.edu. Review of applications will begin immediately.

STUDENT DEVELOPMENT & PUPIL PERSONNEL

Teach sections of EDUC 210 for Fall 2008 and Spring 2009. Educ. 210 focuses on issues of social identity, social and cultural diversity, and societal manifestations of oppression. Draws on interdisciplinary perspectives of

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ASSISTANTSHIPS *(continued from page 4)*

social identity development, social learning theory, and sociological analyses of power and privilege within broad social contexts.

Responsibilities include: Attending weekly class lecture, meeting weekly with instructor to plan/discuss class, holding weekly office hours, creating facilitation lesson plans, facilitating weekly discussion section, helping with grading, and tracking student attendance.

Qualifications include: Teaching experience at any level and strong organizational skills. Applicants must have completed the SJE graduate core and have taught EDUC 392 or 395 or equivalent undergraduate diversity/SJE courses using interactive pedagogies.

Please send letter of interest outlining qualifications & resume to Maurianne Adams: adams@educ.umass.edu



One part-time (10 hour/week) **research assistantship** is available for the **Fall 2008 - Spring 2009** academic year. The position will entail working with an early career faculty member in the concentration of School Psychology.

Responsibilities include: 1) *Teaching Related:* Assisting with course preparation, including gathering and organizing reading list materials. 2) *Writing Related:* Assisting with research for publications, compiling references into an electronic format, assisting with all phases of editing. 3) *Research related:* assisting with school-based data collection projects, scoring and management of raw data, generating curriculum-based measurement probes, analyzing curriculum frameworks for assessment alignment. *Grant Related:* Assisting in all stages of grant preparation.

Qualifications include: The ideal candidate will have developed research skills, in conducting literature reviews, using APA-formatting, and be able to manage large data sources and be agile with Excel and SPSS for data input. The candidate must be available to help collect data in schools during school hours. Additionally the ideal candidate must have strong organizational, time management skills and be able to complete projects independently.

To apply, please send cover letter & resume to Robbie Calliham, calliham@educ.umass.edu, 413-545-2231.

ANNOUNCEMENTS

COMPREHENSIVE EXAMINATIONS

JOYCE HAMPTON

May 13, 2008, 1:00 p.m., Room 155, Hills South. Chairperson: Dr. Joseph B. Berger.

JEROLD LAGUILLES

May 13, 2008, 11:00 a.m., Room 418, Hills North. Chairperson: Dr. Elizabeth A. Williams.

CHERYL SHEILS

May 14, 2008, 1:30 p.m., Room 151, Hills South. Chairperson: Dr. Joseph B. Berger.

IRENE RODRIGUEZ MARTIN

May 15, 2008, 1:30 p.m., Room 151, Hills South. Chairperson: Dr. Sharon Rallis.

ELSA WIEHE

May 16, 2008, 9:00 a.m., Room 21C, Furcolo Hall. Chairperson: Dr. Theresa Austin

TIE LIANG

May 19, 2008, 11:00 a.m., Room 151, Hills South. Chairperson: Dr. Craig S. Wells.

KATE HUDSON

May 20, 2008, 3:30 p.m., Room 151, Hills South. Chairperson: Joseph B. Berger.

NANCY BUFFONE

May 21, 2008, 1:30 p.m., Room 151, Hills South. Chairperson: Dr. Joseph B. Berger.

RENEE E. MEDLEY

May 30, 2008, 10:00 a.m., Room 21C, Furcolo Hall. Chairperson: Dr. Ernest Washington.

JESUS JARA

June 5, 2008, 9:00 a.m., Room 151, Hills South. Chairperson: Dr. Matthew Militello.

ANNOUNCEMENTS *(continued from page 5)*

FORMATION OF DISSERTATION COMMITTEES

SAWSAN ABBADI

Proposed Dissertation Title: "The Teaching and Learning of Arabic Post 9/11: Late Modernity and Possibilities for Change in Language Classrooms." Statement of the Problem: The dissertation focuses on the teaching and learning of "critical need" languages in an era characterized by globalization and late modernity. With a focus on Arabic post 9/11, I analyze the complexity of classroom talk when the modern collides with late modern. I highlight the classroom use of the language textbook as an artifact of "modernity" and possibilities for reconstructing and interrogating texts by teachers and students. **Chairperson: Dr. Margaret Gebhard.**

MARSHA BRYANT

Proposed Dissertation Title: "A Study of Pre-Service Teachers: Is it Really Math Anxiety?" Statement of the Problem: The majority of elementary education students come to their education courses at the university level having only experienced traditional methods of mathematics instruction. As a result of their own classroom experiences, the majority of elementary education students come to the education courses with deeply rooted anxieties and attitudes about mathematics. A significant body of research exists which suggests that pre-service teachers experience higher levels of mathematics anxiety than other university students. Moreover, the literature also suggests that high levels of mathematics anxiety experience by teachers may be perpetuated in the classroom. That is, it leads to the transmission of anxiety; and a fear of mathematics in their students. **Chairperson: Dr. Ernest Washington.**

MATTHEW DiBARTOLOMEO

Proposed Dissertation Title: "An Anchor-Based Procedure for the Judgmental Estimation of Multiple-Choice Test Item Difficulty: The Case of the NATABOC Examination." Statement of the Problem: Test item difficulty statistics are used to aid in the construction of parallel test forms (i.e. test forms matched for content and difficulty). Typically these statistics are obtained through pilot test sessions or by way of field testing items as non-scorable items on existing tests. Pilot test sessions can be limited because examinees are aware that such a session is simply a "practice session." Placing items on regular test forms as nonscorables has limitations because there may be an insufficient number of slots for such items or a

test of appropriate content on which to place such items may not exist. Further, such pretesting can be costly, impractical due to issues of feasibility, limited due to concerns of item exposure, and/or limited by public policy.

Chairperson: Joseph B. Berger.

ALISON GEORGE

Proposed Dissertation Title: "Teaching for Social Justice with Standards-Based Secondary English Language Arts Curriculum." Statement of the Problem: Teaching for social justice is an attempt by classroom teachers to use their position in the classroom to effect meaningful change despite current educational conditions and mandates. However, there is limited research regarding how secondary English Language Arts teachers apply principles of teaching for social justice to standards-based curriculum."

Chairperson: Dr. Bailey W. Jackson.

CHRISTINE M. SHEA

Proposed Dissertation Title: "Using Mixture IRT Models to Understand Second Language Learner Performance on Large-Scale Assessments." Statement of the Problem: With the advent of the No Child Left Behind Act of 2001, Second Language Learners (SLL), who historically have been excluded from standardized testing are mandated to take a series of standardized criterion-referenced assessments. As part of this mandate, states must ensure that all students are appropriately and fairly assessed. As such, it is important to determine whether SLL's abilities can be measured accurately taking into account language and cultural differences. **Chairperson: Dr. Lisa A. Keller.**

KAREN ST. CYR

Proposed Dissertation Title: "Teacher Change Facilitated by Sustained School Situated Professional Development: Exemplar Learning of Technology Enhanced Formative Assessment (TEFA)". Statement of the Problem: More research is needed to investigate teacher learning of new pedagogy while participating in Sustained School Situated Professional Development (SSSPD) by examining what is happening in the TEFA project that is utilizing SSSPD. Proposed research question: What could be revealed about the effectiveness of Sustained School Situated Professional Development by studying teacher learning of Technology Enhanced Formative Assessment in an expert user? **Chairperson: Dr. Allan Feldman.**

ANNOUNCEMENTS *(continued from page 6)*

LAUREN J. WAY

Proposed Dissertation Title: "The Impact of Disciplinarity on the Organizational Leadership Styles of Academic Deans." Statement of the Problem: Universities provide very little training or education in management and administrative leadership for the individuals promoted to the role of academic dean. Without such training, deans are left to fall back on the skills and methods they have acquired during their disciplinary training and their careers as scholars. Therefore, we need to understand how deans' leadership styles are impacted by and differ according to disciplinarity. **Chairperson: Dr. Joseph B. Berger**

KATHRYN WIEZBICKI-STEVENS

Proposed Dissertation Title: "Metacognition: Developing Self Knowledge Through Guided Reflection." Statement of the Problem: Metacognitive self-knowledge is an influential aspect of learning, yet promotion of its development in college students remains a challenge. This study will employ a guided reflection activity designed to generate narratives of students' learning experiences. This study is exploratory and will identify factors that affect students' development as learners. **Chairperson: Dr. Elizabeth Williams.**

TEEOMM WILLIAMS

Proposed Dissertation Title: "Understanding Internalized Oppression: A Theoretical Framework." Statement of the Problem: The concept of internalized oppression is a foundational component of oppression theory, social justice education and the emerging field of critical liberation studies. Despite its centrality within these fields, it largely remains an under-theorized topic. To date there are no existing frameworks that comprehensively explain internalized oppression. This research will address this gap in the literature by presenting a theoretical framework on internalized oppression. **Chairperson: Dr. Barbara J. Love.**

FINAL ORAL EXAMINATIONS

YUE ZHAO

May 20, 2008, 8:30 AM -10:00 AM Room 151, Hill South. Approaches for Addressing the Fit of Item Response Theory Models to Educational Test Data. **Chairperson: Dr. Ronald K. Hambleton.**

CHIZU SATO

May 29, 2008, 1:00 - 4:00 PM., Room 151, Hills South. "Rethinking Women, Empowerment and Development: Toward Transnational Feminist Literacy Practices." **Chairperson: Dr. Sangeeta Kamat.**

FOR MORE INFORMATION

Departments

Educational Policy, Research, and Administration (EPRA).....	545.3610
Teacher Education and Curriculum Studies (TECS).....	545.0246
Student Development and Pupil Personnel Services (SDPPS).....	545.2231

Other Offices

Educator Information Office	545.2002
Educator Licensure Office.....	545.2701
Tk-20	545.6149 / 545.7008

Commonly Used University Numbers

Bursar's Office	
215 Whitmore.....	545.2368
Continuing & Professional Education (main office)	
100 Venture Way, Hadley.....	545.2414
Financial Aid	
255 Whitmore.....	545.0801
Graduate School – Registrar/Admissions	
534 Goodell.....	545.0024
Undergraduate Registrar	
213 Whitmore.....	545.0555