



# THE BEACON



UMASS  
AMHERST

## SCHOOL OF EDUCATION Educators for Excellence and Equity

Access *The Beacon*, on-line at: <http://www.umass.edu/education/publications.htm>. If you have problems accessing this link, go to the School of Education home page, click on *The Beacon* button on the left. Earlier issues may be found by going to *Publications* on the School of Education home page.

### FACULTY/STAFF/STUDENT ACTIVITIES, HONORS, AND AWARDS

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Congratulations to **Margaret (Margy) Pierce**, who has received a **Healy/Faculty Research Grant** for a project starting in Fall 2007. Due to poorly equipped teachers and a lack of effective intervention curricula, most children diagnosed with mathematics learning disabilities are left to make slow and painstaking gains. As an initial step in improving education for children with math learning disabilities (MLD), Pierce's study, entitled "**When It Just Doesn't Add Up: Examining the Manifestation of Math Difficulty Among Fifth and Sixth Graders with Learning Disabilities,**" addresses a series of research questions designed to identify the children with learning disabilities who struggle with high stakes math tests and determine what cognitive and academic measures predict which children with disabilities will exhibit difficulty on various aspects of high stakes mathematics tests.

**Bob Maloy** was recently awarded a **Public Service Endowment Grant** that will assist in the pilot implementations of a working prototype of an online intelligent tutoring system to help 4th graders with the state's MCAS test. Bob, along with **Sharon Edward** have been working in conjunction with David Hart's group, the Center for Educational Software Development. In addition, **Ruth-Ellen Verock O'Loughlin** will also partici-

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## NCATE

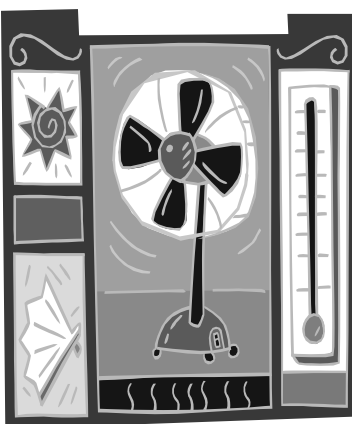
### Standard 5: *Field Experience and Clinical Practice*

#### Supporting Explanation:

Faculty in higher education and partner schools are critical to the development of high quality professional educators to staff the nation's schools. They can introduce candidates to research and good practice that counter myths and misperceptions about teaching and learning. Through modeling of good teaching, they help candidates develop multiple teaching strategies to help all students learn. The intellectual vitality exhibited by faculty who are engaged in their work and student learning is important in

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**BEACON DEADLINE:** Please submit *Beacon* announcements to: **Room 123A Furcolo Hall or to [llascell@educ.umass.edu](mailto:llascell@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.



**ATTENTION: GRADUATE ASSISTANTS**

A copy of the School of Education Graduate Assistantship Appointment and Reappointment Policies and Procedures, revised as of February 2007, is attached to this week's Beacon and is available at the Provost Office at <http://www.umass.edu/provost/appoint/index.html>.

**FALL 07 ASSISTANTSHIPS AVAILABLE**

*(by department)*

*Please note: All available positions are contingent upon funding.*

**Educator Licensure Office**

**Fall/Spring 2007-2008 - Project Assistantship**

One half-time (10 hours per week) project assistantship is available for Fall/Spring (2007-2008) in the Educator Licensure Office.

**Responsibilities include:** assisting the Licensure Officer on various projects. Other duties as assigned.

**Qualifications include:** The candidate must have knowledge of teacher education, work well with undergraduate students, and have good organizational skills, including some knowledge of web maintenance, are important. Previous teaching experience is desirable.

To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and resume to: **Dr. Marge Magouirk-Colbert**, Educator Licensure Office, Room 130 Furcolo Hall. **APPLICATION DEADLINE: June 15, 2007**

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**Fall (2007) Project Assistantship - MTEL Workshop Coordinator and Lead Instructor**

One full-time (10 hours per week) project assistantship is available for Fall, 2007 in the Educator Licensure Office.

**Responsibilities include:** provide leadership in program development and instruction for workshops preparing students for the Communication and Literacy Skills Test of the Massachusetts Test for Educator Licensure (MTEL).

**Qualifications include:** The candidate must have teaching experience in public schools in English or communication and literacy related areas, a strong background in English language arts, and excellent teaching and computer skills. Administration and leadership experience is required.

To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and resume to: **Dr. Marge Magouirk-Colbert**, Educator Licensure Office, Rm. 130, Furcolo Hall. **APPLICATION DEADLINE: June 15, 2007**

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**Fall/Spring 2007-2008 - Project Assistantship**

One half-time (10 hours per week) project assistantship is available for Fall/Spring 2007-2008 in the Educator Licensure Office.

**Responsibilities include:** Under the direction of the Assistant Dean for Educator Licensure, organize and execute the annual job fair for k-12 school professionals. This includes follow-up duties after completion of the job fair (i.e. surveys, reports). Duties will also include Tk20 data input and assessment building. Other duties as assigned.

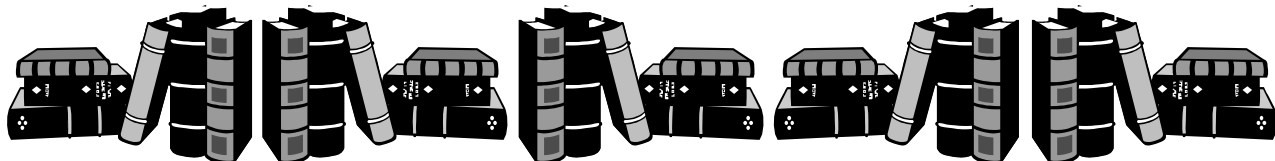
To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and resume to: **Dr. Marge Magouirk-Colbert**, Educator Licensure Office, Room 130 Furcolo Hall. **Application Deadline: June 15, 2007**

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**Fall/Spring 2007-2008 - Project Assistantship**

Three half-time (10 hours per week) project assistantships are available for Fall/Spring 2007-2008 in the Educator Information Office.

**Responsibilities include:** advising students interested in



pre-licensure and the education minor. Assist the Educator Information Coordinator to maintain and update the advising system and office advising materials. Under the direction of the Educator Information Coordinator, attend and advise at fall open house, orientations for accepted students, and other orientations, recruitment or resource fairs related to pre-licensure advising. Other duties as assigned.

To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and a resume to: **Assistant Dean Marge Magouirk Colbert, School of Education**, Educator Licensure Office, Room 130 Furcolo Hall, 813 N. Pleasant St., Amherst, MA 01003. **Application deadline: June 15, 2007**

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**Summer 2007 - Project Assistantship**

Half time (10 hours per week) Project Assistantship is available in the Educator Licensure Assessment Office for Summer 2007.

**Responsibilities include:** Work as part of the Tk20 Team to assist the NCATE Data Coordinator, Assistant Dean for Educator Licensure, and Licensure Officer with data management, analysis and reporting. Under direction of the NCATE Data Coordinator, assist Educator Licensure Faculty in implementing NCATE assessment plans through Tk20. Learn to use the Tk20 data management system; assist faculty in putting assignments, assessments, and rubrics on the system; and train students, faculty and cooperating teachers to use Tk20 data management system. Work with Placement Office to get information for Field Experience Placements and Binders. Conduct online and face-to-face Tk20 support sessions as needed by Tk20 office. Other duties related to the work of the Educator Licensure Assessment Office.

**Qualifications include:** Preference given to candidates with the following qualifications: doctoral student; excellent technology and computer skills; ability to learn new technology quickly; high level of initiative; excellent communication skills; team spirit; ability to work assigned hours which will include some evening hours and flexible hours as assigned.

To apply, please submit a current resume and letter of application which addresses your qualifications for any of the specific duties listed above to **Dr. Marge Magouirk Colbert**, Room 130, Furcolo Hall. **Application deadline: June 15, 2007.**

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**Fall 2007 - Project Assistantship**

Half time (10 hours per week) Project Assistantships are available in the Educator Licensure Assessment Office for Fall semester 2007.

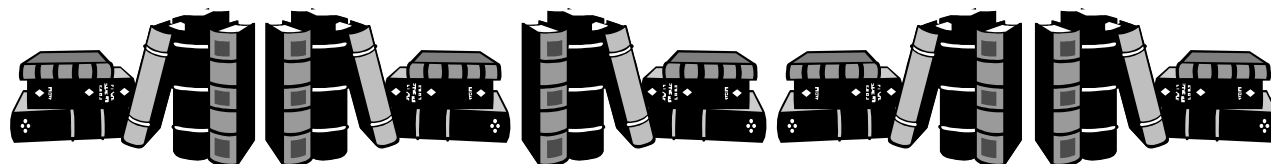
**Responsibilities include:** Work as part of the Tk20 Team to assist the NCATE Data Coordinator, Assistant Dean for Educator Licensure, and Licensure Officer with data management, analysis and reporting. Under direction of the NCATE Data Coordinator, assist Educator Licensure Faculty in implementing NCATE assessment plans through Tk20. Learn to use the Tk20 data management system; assist faculty in putting assignments, assessments, and rubrics on the system; and train students, faculty and cooperating teachers to use Tk20 data management system. Work with Placement Office to get information for Field Experience Placements and Binders. Conduct online and face-to-face Tk20 support sessions as needed by Tk20 office. Other duties related to the work of the Educator Licensure Assessment Office.

**Qualifications include:** Preference given to candidates with the following qualifications: doctoral student; excellent technology and computer skills; ability to learn new technology quickly; high level of initiative; excellent communication skills; team spirit; ability to work assigned hours which will include some evening hours and flexible hours as assigned. All Project Assistantships are contingent on available funding.

To apply, please submit a current resume and letter of application which addresses your qualifications for any of the specific duties listed above to **Dr. Marge Magouirk Colbert**, Room 130, Furcolo Hall. **Application deadline: June 15, 2007.**

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# **ANNOUNCEMENTS**

## **ANNOUNCEMENT OF FINAL ORAL EXAMINATION**

**BOBBIE COLEMAN** June 25, 2007, 3:00 p.m., Room 20, Furcolo Hall. "Successful White Teachers of Black Students: Teaching Across Racial Lines in Urban Middle School Science Classrooms."

**Chairperson: Dr. Kathleen Davis.**



## **ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

**KATHLEEN A. STRUB-RICHARDS** June 14, 2007, 9:30 a.m., Room 20, Furcolo Hall.

**Chairperson: Dr. Grace J. Craig.**



## **ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

**LUISA-MARIA ROJAS-RIMACHI** October 5, 2007, 1:00 p.m., Room 21C, Furcolo Hall.

**Chairperson: Dr. Theresa Austin.**



## **FORMATION OF DISSERTATION COMMITTEE**

**RHONDA MORRISON** Proposed Dissertation Title: "The Effect of Color Overlays on Reading Efficiency." Statement of the Problem: Reading is a cultural imperative in an information society. Those who experience reading problems are at risk of failure in these areas. It is important that interventions designed to help struggling readers demonstrate empirical evidence of their effectiveness. Helen Irlen proposed a syndrome that looks at the role of visual perception in reading. Individuals who suffer from this syndrome are reported to experience visual perceptual distortions when reading high contrast text. These distortions are believed to be a factor that may hinder reading efficiency. Color overlays are purported to reduce the visual distortions and increase reading efficiency.

**Chairperson: Dr. William Matthews.**



## **FORMATION OF DISSERTATION COMMITTEE**

**SOLOMON ABRAHAM** Proposed Dissertation Title: "The Experiences of African Migrant Students in a U.S. Mathe-

matics Classroom." Statement of the Problem: The study looks at the social/cultural dilemmas that African migrant students could possibly face in dealing with modern day mathematics in U.S. classrooms, distinct from what they may have faced in African mathematics classrooms.

**Chairperson: Dr. Maurianne Adams.**



## **FORMATION OF DISSERTATION COMMITTEE**

**ELANA R. WEINBERGER** Proposed Dissertation Title: "A Program Evaluation of School-wide Positive Behavior Support in an Alternative Education Program." Statement of the Problem: Positive behavior support (PBS) focuses on the use of positive reinforcement and educational methods to teach and promote positive behavior, and, secondarily, to eliminate problem behavior. PBS can be implemented as an intervention within a three tier model of service delivery, in which the intensity of the intervention can be adjusted to fit the needs of all students in a school (school-wide PBS). The proposed three phase program evaluation will 1) evaluate the strengths and weaknesses of a school-wide PBS program, 2) suggest and implement changes based on those results, and 3) evaluate the associations between the implemented changes and positive behavior of students in the program. Additionally, integrity of program implementation, as well as student and staff perceptions of the program will be evaluated.

**Chairperson: Dr. William Matthew**



## **FORMATION OF DISSERTATION COMMITTEE**

**ROBERT R. KELLER** Proposed Dissertation Title: "A Comparison of IRT True Score Equating and IRT-based Local Equating." Statement of the Problem: Local Equating is a new method for equating observed scores under IRT. It is unknown under what conditions, if any, it is an improvement over traditional IRT methods.

**Chairperson: Dr. Craig Wells.**

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## **UPCOMING CONFERENCES/ WORKSHOPS**

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### **THE 9TH ANNUAL AUTISM SUMMER INSTITUTE**

Raising Expectations: Presuming Competence!  
The Importance of High Expectations for Learning,  
Communication and Friendship

*(Announcements continued from page 4)*

The goal of the Autism Summer Institute is to provide strength-based perspectives about students with Autism Spectrum Disorders (ASD) to improve the quality of education in inclusive settings. Participants will gain skills and knowledge that will help support the full participation of students with ASD in their schools and communities. This Institute offers a unique combination of keynote presentations and workgroups. The registration fee includes participation in all four days activities. A separate fee has been established for those interested in attending one or more keynote presentations.

**Dates:** August 13-16, 2007

**Time:** August 13-15: 8:00 am to 3:30 pm; August 16: 8:00 am to 12:00 pm

**Location:** University of NH, Holloway Commons, Durham, NH

**Registration Fee:** \$399\*

\* *Self-Advocate, Student, & Parent rate: \$299*

\* *Keynote only rate: \$60 each*

Keynote Presenters:

Monday - **Ros Blackburn**

Tuesday - **Jamie Burke**

Wednesday - **CarolAnn Edscorn**

Thursday - **Donna Williams**

#### **Course Credit :**

Participants may earn 4 academic credits by attending the Autism Summer Institute and registering for the associated class in the Fall 2007 semester. To download a complete description of the class and its requirements go to: <http://iod.unh.edu/pdf/ASI%20Course%20Info.pdf>

Please contact the course instructor, **Cheryl M. Jorgensen, Ph.D.**, at [cheryl.jorgensen@unh.edu](mailto:cheryl.jorgensen@unh.edu) with questions and permission to register.

*Full participation in the Autism Summer Institute qualifies for 22 Staff Development Hours*



### **ENGLISH FOR SPECIFIC PURPOSES (ESP)** **INSTITUTE**

The Indiana Center for Intercultural Communication (ICIC) in the I.U. School of Liberal Arts at Indiana University-Purdue University (IUPUI) is pleased to offer the

Eighth Annual English for Specific Purposes (ESP) Institute on July 9-20, 2007. Coordinated by Dr. Ulla Connor, courses taught by Dr. Ulla Connor and Dr. William Rozycki.

#### **What is the ESP Institute?**

An intensive, two-week institute to introduce ESL practitioners and English language educators to English for Specific Purposes.

Two courses, offered through IUPUI meet for two weeks:

**Linguistics T600:** Issues in ESP (3 credit hours), M-F

This course will provide learners with the historical and theoretical background of ESP, especially ESP in the U.S. Theories and models for teaching ESP will be evaluated.

**English G541:** Materials Development for TESOL (4 credit hours), M-F

This course looks at needs analysis and the creating/adapting of ESL teaching materials for use in specific settings.

Workshops by visiting ESP researchers/practitioners, guest speakers from Indiana companies addressing workplace issues, presentations by ESL professionals.

#### **For whom is the ESP Institute designed?**

- Individuals currently involved in English for academic or professional purposes
- Teachers of English as a second language (ESL) or as a foreign language who wish to acquire skills for teaching ESP in the workplace

#### **What are the benefits of completing the ESP Institute?**

- Acquisition of the skills and knowledge base to set up a basic ESP program (needs analysis, syllabus and course design, materials development, program implementation, evaluation)
- Accessibility to ICIC staff and resources on future language training issues
- Opportunity to continue studies toward a 21-credit hour certificate in TESL with emphasis on ESP
- Insight into an innovative teaching approach

#### **How do I register?**

IUPUI/IU students can register via the internet at: <https://onestart.iu.edu/my-prd/Portal.do> or (317) 274-1501

Non-IUPUI/IU students should contact the Graduate Non-Degree Program at: <http://www.iupui.edu/~resgrad> or (317) 274-1577

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*(Announcements continued from page 5)*

Those wishing to take this for no university credit should contact ICIC directly (\$1,000 for both courses, \$600 for either T600 or G541 individually)

For more information, please contact: ICIC at (317) 274-2555, [icic@iupui.edu](mailto:icic@iupui.edu), [www.iupui.edu/~icic](http://www.iupui.edu/~icic).

**Information for international participants:** For non-credit registration we believe that a tourist visa accommodates this activity. For credit options, internationals would need J-1 visas.



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## **CALL FOR APPLICATIONS/ PROPOSALS**

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### **HAWAII INTERNATIONAL CONFERENCE ON EDUCATION**

Submission Deadline: **August 16, 2007**

Sponsored by: Pepperdine University - Graduate School of Education and Psychology; University of Louisville - Center for Sustainable Urban Neighborhoods; New Horizons in Education - The Journal of Education, Hong Kong Teachers' Association

Web address: <http://www.hiceducation.org>  
Email address: [education@hiceducation.org](mailto:education@hiceducation.org)

The 6th Annual Hawaii International Conference on Education will be held from **January 5 (Saturday) to January 8 (Tuesday), 2008** at the Waikiki Beach Marriott Resort & Spa, and the Hilton Waikiki Prince Kuhio, in Honolulu, Hawaii. The conference will provide many opportunities for academicians and professionals from education related fields to interact with members inside and outside their own particular disciplines. Cross-disciplinary submissions with other fields are welcome.

Topic Areas (All Areas of Education are Invited)

Submitting a Proposal: You may now submit your paper/proposal by using our new online submission system! To use the system, and for detailed information about submitting see:

**[http://www.hiceducation.org/cfp\\_edu.htm](http://www.hiceducation.org/cfp_edu.htm)**



## **2008 CONTEMPLATIVE PRACTICE FELLOWSHIP COMPETITION**

Now Accepting Applications  
**Deadline: November 15, 2007**

**Regular full-time faculty members** at colleges and universities in the United States and Canada are eligible to apply for the 2008 Contemplative Practice Fellowships. These fellowships are intended to support scholars for the development of courses that employ contemplative practices to address issues of social conflict and injustice, the amelioration of suffering, and the promotion of peace. Individual scholars, partnerships, or groups of scholars may apply. Approximately ten fellowships will be awarded.

We invite proposals from the full range of disciplinary and inter-disciplinary perspectives in the arts, humanities, social sciences, and sciences. Methodologies that include practical and experiential approaches to the subject matter are especially welcome.

If you have questions, please contact Sunanda Markus, Academic Program Coordinator, at:  
**[fellowships@contemplativemind.org](mailto:fellowships@contemplativemind.org)**.

For further information, application and guidelines go to:  
**<http://www.contemplativemind.org/programs/academic/fellowships/index.html>**

No man or woman is an island. To exist just for yourself is meaningless. You can achieve the most satisfaction when you feel related to some greater purpose in life, something greater than yourself.

Denis Waitley



American motivational speaker and author of self-help books.

## **CALL FOR SUBMISSIONS**

### **Equity & Excellence in Education**

#### **Special Issue: *Bilingualism & Biliteracy: Issues of Equity, Access, & Social Justice for English Language Learners***

Guest Editors: Karen Cadiero-Kaplan and James L. Rodriguez, Department of Policy Studies in Language & Cross-Cultural Education, San Diego State University *Equity & Excellence in Education* is currently soliciting manuscripts for a special theme issue on *Bilingualism & Biliteracy*. We welcome scholarly research that focuses on the array of equity, access, and social justice issues embedded in theory, research, and practice on bilingualism, biliteracy and the education of English Learners in pre-K through 12 classrooms as well as well-documented descriptive articles that examine topics such as the following: sociopolitical factors surrounding bilingualism, biliteracy, and English language learning; educational experiences of children & adolescents in bilingual and English learning classrooms; family and/or community involvement of students in dual language, bilingual and English learning classrooms; the preparation of teachers working with

bilingual children/English Learners; research that highlights successful dual language, bilingual, or English learner program models.

In addition, we would like to feature new research and theoretical perspectives that address programs and curricula that: promote bilingualism, biculturalism and biliteracy; promote social justice for bilingual/multilingual children and adolescents; promote academic achievement for all students with a focus on bilingual/multilingual children and adolescents.

**Submission Guidelines:** Complete manuscripts are due **October 1, 2007**. Submit three "masked" paper (hard) copies plus a disk with separate cover title page including author contact information. Suggested article length: 25 double-spaced pages. Please indicate in your cover letter that the submission is for the special issue on *Bilingualism & Biliteracy*.

**Mail to:** *Equity & Excellence in Education*, Hills South 370, School of Education, University of Massachusetts, Amherst, MA 01003.

**For author guidelines**, please visit the journal website (<http://www.eee-journal.com>). All submissions are peer reviewed. **Contact Karen Cadiero-Kaplan**, with any questions related to this special issue: [kcadiero@mail.sdsu.edu](mailto:kcadiero@mail.sdsu.edu)

(NCATE continued from page 1)

setting the stage for continuous professional development by the candidates under their tutelage.

Faculty make candidate and P-12 student learning central in their professional work. They are actively engaged as a community of learners and model good teaching. They inquire systematically into and reflect upon their own practice and are committed to lifelong professional development. Faculty provide leadership in developing, implementing, and evaluating preparation programs that embrace diversity and that are rigorous, relevant, and grounded in theory, research, and best practice. They collaborate with members of the university and professional community to improve teaching, learning, and teacher education. They serve as advocates for high-quality education for all students, public understanding of educational issues, and excellence and diversity in the education professions. They also contribute to improving the teacher education profession. 19 Faculty are actively involved in professional associations as shown through their provision of education-related service and leadership at the local, state, national, and international levels.

Professional education faculty are teacher scholars who value teaching and learning in their own work. They inquire into and contribute to one or more areas of scholarly work related to teaching, learning, or teacher education. They exhibit intellectual vitality in their teaching, scholarship, and service. Scholarship is broadly defined and extends beyond traditional research and publications. Scholarly inquiry may include application of knowledge, interpretation or integration of current research findings in new settings, and rigorous and systematic study of pedagogy. All scholarly inquiry includes submission of one's work for professional review and evaluation.

One of the roles of faculty is to be aware of new and developing research in their fields and emerging theories and practice. They are engaged in deepening understanding of research and practice that informs their work. Professional education faculty model the use of performance assessments in their own work. They are assessing the effects of their teaching on the learning of candidates and using their findings to strengthen their own practice. They are also expanding their knowledge of and skills related to diversity and exceptionalities and integrating these concepts in their teaching. They continue to develop their skills in using technology to facilitate their own professional work and to help candidates learn. Faculty participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence and intellectual vitality.

The unit's responsibility for the performance of professional education faculty includes systematic and comprehensive evaluations conducted by both candidates and peers. Evaluations are designed to collect data on the quality of faculty teaching, scholarly contributions, and service. They are used to improve faculty performance through the provision and support of professional development activities.

(Assistantships continued from page 3)

## **Educational Policy, Research & Administration**

### **Research Assistantship in Higher Education Administration**

One part-time (10 hour/week) research assistantship is available for the fall 2007-spring 2008 academic year with the possibility of continuation for a second academic year. The position will entail working with a early career faculty member in the concentration of Higher Education Administration.

**Responsibilities include:** 1) *Teaching Related:* Researching and preparing course reading lists and reviewing existing curricula. 2) *Writing Related:* Assisting with research for publications, compiling references into 'Endnotes', assisting with all phases of editing, and compiling bibliographic database. 3) *Research related:* conducting literature reviews, transcribing interviews, and conducting statistical analysis. *Grant Related:* Assisting in finding grant applications, and assisting in all stages of grant preparation.

**Qualifications include:** The ideal candidate will have both quantitative and qualitative research skills, be a self-starter, have strong organizational and time management skills, and be able to complete projects independently.

To apply, please send a brief letter of application and your resume to **Benita J. Barnes:** barnesbj@educ.umass.edu.

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### **Teacher Education & Curriculum Studies**

#### **Project Assistantship for CTEP**

15 hour PA position doing field placement and other liaise work for a licensure program.

**Responsibilities include:** The position will involve coordinating large numbers of individuals involved in student teaching and practicum organization and supporting the many complex relationships involved. Additionally, the candidate will be expected to become familiar with program and state requirements and conceptual framework. Specific tasks include: communicating with students, cooperating practitioners and program faculty; preparing bi-weekly progress reports for relevant program faculty; confirming placements for large number of students for both fall and spring semesters; managing

database for placements and developing/managing tracking system for student progress and field-based licensure requirements; revising and managing program handbook and database; working with program faculty to develop outreach initiatives; coordinating, planning and conducting trainings and orientations for students and cooperating practitioners; attending and organizing program meetings; liaising and potentially problem-solving with stakeholders across sites.

**Qualifications include:** Experience in educational research, higher education, early childhood and elementary contexts highly desirable. Candidates should demonstrate exemplary organizational, creative problem-solving and communication skills.

For further information, please contact **Sally Galman** at: sally@educ.umass.edu

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#### **Teaching Assistantship for EDUC 482**

10 hour Teaching Assistantship to place pre-practicum undergraduate students in area elementary schools.

**Responsibilities include:** act as liaison between university and public schools, communicate with supervising practitioners, and respond to student's journals three times during the semester.

**Qualifications include:** Excellent communication and writing skills, understanding of teacher education and excellent time management/organizational skills.

For more information, please contact **Cynthia Rosenberger:** CTEP@educ.umass.edu.

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#### **Teaching Assistantship for EDUC 377**

**Responsibilities include:** Assisting in teaching a section of 377; holding weekly office hours for students enrolled in the course; collaborating with other Teaching Assistant to plan course activities, readings, and requirements; grading student papers and other course requirements; meeting with supervisor as needed to review progress of the course.

**Qualifications include:** Excellent communication and writing skills, understanding of teacher education and excellent time management/organizational skills.

For further information, please contact **Masha Rudman** at 545-4325.

(Continued from page 8)

No positions available this week in the following:

**Dean's Office,  
Office of Academic Affairs,  
School of Education Business Office,  
Student Development and Pupil Personnel  
Services**

(Faculty/Staff/Students continued from page 1)

pate in the project in order to include the high-needs schools served by the Bridges to the Future program.

### **CALL FOR NEWS**

If you know of a student, faculty or staff member, who has been honored with an award or is involved in an interesting activity, please email Linda Neas at llascell@educ.umass.edu. Thank you for your assistance!

Ultimately, we have just one moral duty: to reclaim large areas of peace in ourselves, more and more peace, and to reflect it towards others. And the more peace there is in us, the more peace will be in our troubled world.

-- Etty Hillesum

Etty Hillesum was a young Jewish woman, a member of the Dutch Jewish council, who helped interned Jews and kept a diary during WWII. She died in Auschwitz in 1943.

Reference: [http://en.wikipedia.org/wiki/Etty\\_Hillesum](http://en.wikipedia.org/wiki/Etty_Hillesum)

## **Sigma Phi Epsilon Fraternity - Resident Scholar Position University of Massachusetts- Amherst**

Sigma Phi Epsilon is seeking a graduate student at the University of Massachusetts- Amherst to serve as the chapter's Resident Scholar. A Resident Scholar is a full-time graduate student who resides within a chapter facility, providing undergraduate members with daily mentorship. The position is designed to support the development of undergraduate chapter members in the areas of *Academics & Leadership*.

**A Resident Scholar's responsibilities include:** facilitating high academic achievement through scholastic programming; mentoring the chapter and executive board in leadership development; assisting new members in their transition from high school to college; setting goals for the semester with the undergraduate executive board and AVC each semester; communicating the chapter's progress, goals, and metrics to the Alumni & Volunteer Corporation (AVC), the SigEp Headquarters Staff, and the university; spending approximately 5-10 hours per week on chapter activities; meeting monthly with the AVC to discuss progress and opportunities; advising undergraduates on pertinent university policies and procedures.

**Potential learning outcomes for the position include:** goal setting and strategic planning skills - the ability to evaluate an organization and plan effectively for its future; application of theory to practice - the ability to apply theory and readings from classes to activities and issues within a group; conflict resolution skills - the ability to mediate when disagreements arise and assist in finding productive solutions; communication and networking skills - the ability to communicate to a variety of audiences; programming skills: - the ability to plan and execute several types of programs, e.g., experiential learning, academic and professional development; personal growth - the ability to serve as a role model and mentor to a large group of students.

*Resident Scholar specific training* is provided by the fraternity throughout the academic year at national events like Resident Scholar Weekend (when offered), Carlson Leadership Academy, and Grand Chapter Conclave.

A meal plan, one bedroom apartment in the chapter house, and a \$2000 annual stipend are provided by the fraternity.

For more information on the position and SigEp in general, visit [www.sigep.org](http://www.sigep.org) or contact Brian Warren, Director of Learning Communities at (804) 353-1901 ext. 346 – [brian.warren@sigep.net](mailto:brian.warren@sigep.net).