



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

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Teaching Assistantship

Department of Teacher Education and Curriculum Studies

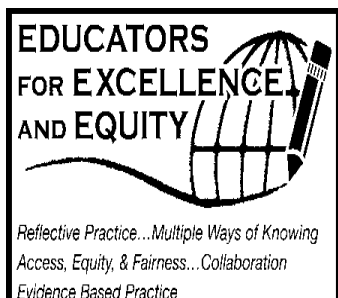
(1)10 hour/week TA for spring 2011 for Program Supervisor for the LLC ESL/Reading Licensure Program

Supervisor of students seeking ESL/Reading Licensure in practicum in the spring 2011 semester.

Responsibilities include observations, giving verbal and written feedback, problem solving with and supporting ESL/Reading Practicum students, supporting supervising practitioners, conducting three-way meetings, conducting debriefing sessions with BEM/LLC students, timely completion of on-going documentation of student performance, attending monthly program supervisor meetings, and assisting course instructor with final project assessment on Tk20.

Qualifications: Classroom teaching experience as well as communication and problem-solving skills, and experience with Tk20.

Applicants should submit letters of interest, resume, and names and contact information for two references to Dr. Nelida Matos at nmatos@educ.umass.edu. Application deadline: December 18, 2010. /



The Beacon Deadline is FRIDAY

Please submit *Beacon* announcements to: **Room 126 Furcolo Hall or to dms@educ.umass.edu**

by 5:00 P.M. on **Friday** for inclusion in the following issue.

All assistantship notices will run for two issues;
notices of examinations and formation of dissertation committees will run for one.

Research Assistantships

Department of Teacher Education and Curriculum Studies

Two 10 hr./week research assistantships for the spring 2011 semester (total of 190 hours)

Responsibilities: Design and implement a 16-week (32 sessions) Scratch-based curriculum for an after-school program at the middle school level. Assist researchers in data collection and analysis. Attend weekly project meetings and monthly meetings on-site with after school coordinators. Coordinate with community-based organizations and personnel as part of service delivery.

Qualifications: Expertise with Scratch programming; minimum of three years teaching experience at the K12 level; background in developing and implementing technology-based curricula; experience working with diverse student populations; strong organizational skills; good communication skills; ability to travel to site.

Other desirable qualities: Interest in school-based research; able to work collaboratively as well as independently.

Interested applicants should send resume and cover letter to Florence Sullivan (fsullivan@educ.umass.edu). Please use "Scratch Research Assistant" as subject header of email. /

Research Assistantship

Department of Teacher Education and Curriculum Studies

One part-time (10 hour/week) research assistantship is available for Spring 2011.

Responsibilities include: This job involves supporting an ethnographic research project on popular education with Latina/o immigrant families in Los Angeles. Specific responsibilities include: 1) managing ethnographic and audio/video data (transcripts, fieldnotes, lesson plans, audio/video files); 2) conducting library research on neighborhood, school, and district-level demographics and policies; 3) producing an annotated bibliography of key research literature on transnationalism/immigration, ELL students, and high-stakes testing; 4) other administrative support of the project as needed.

Qualifications include: The ideal candidate will be able to work independently, doing high-quality work with minimal supervision. Some parts of the job may require contacting reference librarians or other professionals to get needed information; the ideal candidate will be able to proactively seek that support when needed (for example, figuring out who to contact and how to do so rather than waiting for specific instructions from the PI). The data-management portion of the job will require meticulous organization; the ideal candidate will be highly organized and detail-oriented. In addition, the ideal candidate will have some background knowledge of the ethnographic/qualitative research literature on topics of transnationalism, ELL students, Latinos in education, and high-stakes testing. Proficiency in Spanish is preferred.

To apply, please send a brief cover letter and CV to Dr. Kysa Nygreen at knygreen@educ.umass.edu. Please mark the subject line: "Research Assistantship Application" /

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Research Assistantship

Department of Student Development

One 10 hour/week research assistantship is available for Spring 2011. The position entails working on an outcome study of the 5-College Intergroup Dialogue Initiative project co-directed by associate professors Ximena Zúñiga and Carey Dimmitt.

Responsibilities include: Assist with quantitative and qualitative data management, analysis and reporting, including overseeing undergraduate hourly employees and data inputting on SPSS and Nvivo qualitative software; assist with coordinating and conducting interviews and working with undergraduate hourly-employee transcribers.

Qualifications: The ideal candidate will have training/experience with qualitative and quantitative analysis and interviewing and will be familiar with the literature on intergroup dialogue in higher education. Candidate must have strong organizational skills and must be able to maintain regular contact with the project participants, and supervise undergraduates students data entry.

Applicants should submit a brief cover letter and CV or resume to Dr. Kelly Smiaroski at kns@educ.umass.edu. Deadline: December 31, 2010. //

To all graduate students...

To all graduate students: spring semester course EDUC 693Y: Mathematics, Science and Learning Technologies (MSLT) Research

Are you working on research or would you like to? Are you trying to get your comps going? Do you need to write a dissertation proposal? How about preparing a conference paper? Or maybe you are trying to write your thesis or dissertation?

If any of these things apply to you, perhaps you will consider the support of **EDUC 693Y: MSLT Research** during spring 2011. The purpose of the course is to support graduate students as they move forward in their research and scholarly work in mathematics, science, and/or learning technologies. One intent of the course is to encourage the development of a community of learners and scholars who will continue to support each other throughout the graduate program and into professional lives. Graduate students from other concentrations may also enroll in the course.

The course meets on Tuesdays from 7:00 to 9:30 p.m. with Dr. Sandra Madden. Hope to see you there! //

Family Research Scholars Program

The Center for Research on Families (CRF) is now accepting applications to the Family Research Scholars Program for 2011-12. The Family Research Scholars Program provides a course release and other support for up to six faculty to each produce and submit a major grant proposal for family research in collaboration with the Center. Family research is broadly defined as research on issues affecting families and thus encompasses all disciplines.

Faculty from all ranks (assistant, associate, full professors), departments and colleges are eligible to apply. The deadline for applying is January 14, 2011. (Notification -- January 31st) Please go to the website for complete details and application: <http://www.umass.edu/family/scholars.htm>

If you have questions about the program or whether your research fits within its parameters please contact Wendy Varner, Associate Director (545-3593; wendy@sbs.umass.edu) or Sally Powers, Director (powers@psych.umass.edu).

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATIONS

CATHERINE LYNCH January 19, 2011, 12:00 noon, Room 163, Hills South.
Chairperson: Dr. Ryan Wells.

Teaching Assistantship

Department of Teacher Education and Curriculum Studies

One 10 hr./wk. Teaching Assistantship (TA) for Spring 2011. Assist TEAMS Project faculty in the teaching of Education 4971 (Tutoring in Schools).

Duties include: Assist in placement of tutors at school sites served by the TEAMS Project. Serve as site coordinator for University students working in local schools. Support integration of web-based resources at school sites. Perform other duties as needed.

Qualifications: Teaching experience or other experience in schools preferred. Experience with web-based technologies for teaching and learning also preferred.

Send letter and resume to Robert W. Maloy, Room 110, School of Education. Send materials by email to robert.maloy7@gmail.com. Review of application will begin immediately. //

Research Assistantship

Department of Teacher Education and Curriculum Studies

One 15 hr./week Research Assistantship (RA) for the upcoming Spring term

Dr. Azevedo is developing a line of research on students' history cognition, in particular with regard to the critical understanding of historical narratives (e.g., hegemonic vs. alternative accounts of historical events, perspective taking, and so on). Findings should lead to the design of curriculum guidelines and activities that are highly engaging to students, and which support students' constructing critical narratives of history, past and present.

Duties include: Participate in the design of curriculum units and associated activities, develop strategies for classroom data collection and analysis, and broker connections with local schools and other potential "test sites."

Please submit a hard copy of resume and cover letter highlighting professional experiences relevant to the project's goals, as well as a brief writing sample to Dr. Flávio Azevedo, 105 Furcolo Hall, or directly through email (flavio@educ.umass.edu). Review of applications will begin immediately. //

The School of Education
www.umass.edu/education

50,629 pageviews
Number of SOE website pages viewed
from Nov. 12-Dec. 12, 2010

Research Assistantships

Department of Teacher Education and Curriculum Studies

Five 4-hour/week research assistantships are available for Spring 2011. The positions will involve working on statistics education research projects with a faculty member in the Mathematics, Science, and Learning Technologies division.

Responsibilities: Assist researcher with analysis and interpretation of qualitative and quantitative data including pre/post written assessments, interview data, video data, and curriculum data with the intention of writing collaboratively for publication. Weekly face-to-face research sessions are mandatory.

Qualifications: The ideal candidates will have extensive experience in mathematics or statistics education. Additionally, training and/or experience with qualitative and quantitative methods, experience working with audio and video equipment; managing databases; conducting literature reviews; and strong writing and editing skills are preferred. Successful completion of EDUC 697CC or EDUC 711 also preferred.

Interested applicants should send resume and cover letter to Sandra Madden (smadden@educ.umass.edu). Please use "Stat Ed Research Assistant" as subject header of email. //

AERA Grants

Supported by the National Science Foundation (NSF), the AERA Grants Program fosters advanced scientific study of education and learning using large-scale data sets collected or supported by the National Center for Education Statistics (NCES), NSF, or other federal agencies. Currently there are two research initiatives (dissertation grants and research grants) and two institutes (statistics institute for researchers and faculty institute for teaching in the use of large-scale data) with imminent deadlines in January 2011. For further information about AERA and the Grants Program, see the AERA website at www.aera.net.

AERA Dissertation Grants. AERA provides dissertation support for advanced doctoral students to undertake doctoral dissertations using data from the large-scale national or international data sets supported by the NCES, NSF, and other federal agencies. Applications are encouraged from a variety of disciplines, such as but not limited to, education, sociology, economics, psychology, demography, statistics, and psychometrics. The selection process is competitive. The application deadline is **January 10, 2011**. For detailed information, see http://www.aera.net/grantsprogram/res_training/diss_grants/DGFly.html

AERA Research Grants. AERA provides small grants for faculty members, postdoctoral researchers, and other doctoral-level scholars to undertake quantitative research using data from the large-scale national or international data sets supported by the NCES, NSF, and other federal agencies. Applications are encouraged from a variety of disciplines, such as but not limited to, education, sociology, economics, psychology, demography, statistics, and psychometrics. The selection process is competitive. The application deadline is **January 10, 2011**. For detailed information, see http://www.aera.net/grantsprogram/res_training/res_grants/RGFly.html.

AERA Institute on Statistical Analysis for Education Policy: *Transitions from High School to College*. The Institute's goal is to build the capacity of the U.S. education research community to use large-scale national and international data sets supported by the NCES, NSF, and other federal agencies. Hands-on training is provided in the application of large-scale data sets, with special emphasis on using them for policy-related research in education. In 2011, the Institute will focus on using these data sets to address research questions related to student transitions from high school to college. Senior researchers, agency staff, and other experts jointly provide this training, to be held May 24-26, 2011, in Washington, DC. The Institute will cover participant expenses (transportation, meals, and lodging.) The selection process is competitive. The application deadline is **January 20, 2011**. For more detailed information, see http://www.aera.net/grantsprogram/res_training/stat_institute/SIFly.html.

Questions? Please contact 202-238-3200, ext. 227, or grantsprogram@aera.net.

FORMATION OF DISSERTATION COMMITTEES

Michael Sean Funk. Proposed Dissertation Title: *Factors That Contribute to the Academic Success for Promising Black males at predominantly White Institutions of Higher Education.*

Statement of Problem: It is important to contribute to the research on the academic achievements of collegiate Black males as a group and as unique individuals with multiple identities. In the past, research has overwhelmingly been limited to focusing on individual racial identity, but factors such as social-economic status, region, national origins, high school demographics, college preparedness, ethnicity, and language must also be considered. Better understanding of the role of these factors will assist educators with tailoring goals toward academic success for each student.

Chair: Bailey Jackson.

Wai Yan Wendy Lam. Proposed Dissertation Title: *An Empirical Examination of the Impact of Item Parameters on IRT Information Functions of Mixed Format Tests.*

Statement of Problem: Test construction under item response theory (IRT) framework uses item information function (IIF) and test information function (TIF) to either build or evaluate tests for any desired set of test specifications. The process selects items with the most information to include in a test to maximize the test information at a particular level of ability. It is probably the most widely used and oldest item selection algorithm. Since tests are often built to provide maximum information about the examinee's ability, test length and testing time could be reduced; but at the same time, the measurement precision could be higher for those examinees at the extreme ends of the ability continuum. The effects of item parameters for dichotomously scored items on IIF were studied extensively; however, only limited studies were found for the polytomous IRT models or mixed IRT models. Given the increased popularity of performance assessment, it seems important to evaluate the impact of item parameters on IRT information functions of mixed format tests.

Chair: Ronald Hambleton.

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Read about faculty, students and friends of the school
there

The 2010 Faculty and Staff Directory is online at
http://www.umass.edu/education/faculty_resources/downloads/directory_2010.pdf

University of Massachusetts Amherst School of Education Social Justice Initiative

FORUM ON SOCIAL JUSTICE IN EDUCATION, APRIL 1, 2011 9 a.m.- 4 p.m.

CALL FOR PARTICIPATION!! DEADLINE FOR PROPOSALS -- DECEMBER 22, 2010

The School of Education has a distinctive reputation for its commitment to social justice in education through its programs, scholarship and school/community/university partnerships on issues of equity, access, inclusion, diversity and multiculturalism. The purpose of the Social Justice Initiative is to renew our historic commitment to social justice in education while recognizing the new challenges presented by a rapidly transforming national and global environment. Educational issues have become infinitely more complex and multi-faceted in an interconnected and globalized world intensified by war, the increased movement of people across borders, new labor markets, and the spread of media. In this changed economic, political and cultural landscape issues of social justice are urgent. Equally, the changed context has far-reaching effects on the work of educators and researchers at all levels. Any meaningful change in education requires that we consider the changed national and global context and deepen our understanding of implications for teachers, students, families, and the wider community.

To this end, the Social Justice Initiative forum is an opportunity for all SOE faculty, faculty project colleagues, and students to engage in collective dialogue and exchange on ongoing projects that advance our mission and to formulate new and innovative investments that will help further social justice in education. We invite proposals that will contribute to our collective understanding of social justice in education and lead to discussions about approaches to researching and teaching for social justice.

The objectives of the forum are as follows:

- To provide a collegial environment for faculty, project colleagues, and students to share their scholarly and professional projects that address issues of social justice in educational contexts
- To formulate and support interdisciplinary and collaborative partnerships on specific research, teaching and community-based projects that will advance social justice as integral to our core mission in education
- To facilitate interdepartmental dialogue and interaction on contemporary trends and issues in education and the possibilities and tensions these pose for realizing social justice commitments
- To integrate social justice theories, issues and practices in our teaching and research

The forum will be structured to fully represent the range of social justice themes, practices, interests, and issues reflected in faculty and student work. We expect the school-wide forum to generate insights into how issues of social justice are framed similarly and differently within our respective fields of expertise and help us find common ground in our research, pedagogical, and community-based activities and interests. We look forward to receiving your proposals and to your participation in this forum.

Proposal Submission Guidelines

To help us organize the forum in ways that support and advance the work of faculty, faculty project colleagues, and students, we invite the submission of proposals that identify areas of research, teaching and/or outreach with a focus on social justice in education. We welcome proposals that represent the work of faculty and students in collaboration with faculty sponsors.

1. Proposer (Individual faculty, group of faculty, faculty with student/s or project partners or collaborators)
2. Social Justice in Education theme (please do not exceed 250 words): brief description; describe if it is part of an ongoing project or prospective work; specific possibilities, questions, issues, challenges related to the theme that you would like to see addressed in the forum; relevant partners and area resource persons or institutions to be invited
3. Preferred format: panel, roundtable, poster session, performance
4. Media or other special requirements

Deadline: Proposals must be received no later than Wednesday, December 22nd.

Please submit your proposal or send questions to Jane Clukay, jclukay@educ.umass.edu, Office of Academic Affairs, Furcolo.