



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

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Research Assistantship

Department of Educational Policy, Research, and Administration

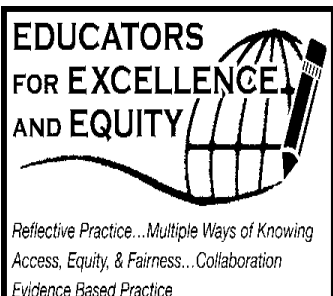
One 10 hour/week research assistantship is available for Spring 2011. The position will entail working with faculty member to facilitate an international cross-cultural online exchange project.

Responsibilities include: The research assistant will assist in developing five web-based teaching and discussion modules for 5th grade students. The RA will also help with facilitation of cross-cultural online exchange based on these modules among students from three 5th grade classrooms in the U.S., India, and South Africa. In addition, the RA will assist with gathering and analyzing the data on cultural awareness and stereotypes at the start of the project and at the conclusion of the web-based learning project.

Qualifications include: The ideal candidate will have an international education background and be competent in web 2.0 software for educational purposes. Experience developing media based curriculum in a participatory setting is a plus. Candidate must have strong organizational skills and must be able to maintain regular contact with the project participants.

Applicants should submit a brief cover letter and CV or resume to Dr. Sangeeta Kamat at skamat@educ.umass.edu. Deadline: December 17, 2010

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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 Development

Two 10-hour/week research assistantships are available for Spring 2011. The positions will involve working with an early career faculty member in the Language, Literacy and Culture concentration.

Responsibilities include: Research-related activities such as assisting with qualitative data collection including participant observation, field note writing, in-depth interviewing, and data management and analysis as well as support with writing for publication.

Qualifications include: The ideal candidate will have training and/or experience with qualitative research methods, especially ethnographic methods; working with audio and video equipment; managing and analyzing qualitative data; conducting literature reviews; and using APA-formatting.

The ideal candidate must also have strong organizational and time management skills and be able to complete projects independently. An interest in ethnography, literacy as social practice, linguistic diversity, and/or writing pedagogy is preferred.

To apply, please send a brief letter of application and your resume to Denise Ives dives@educ.umass.edu. Include the phrase Spring11 RA Position in the subject line. /

Research Assistanships

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. //

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ANNOUNCEMENT OF COMPREHENSIVE EXAMINATIONS

CATHERINE LYNCH January 9, 2011, 12:00 noon, Room 163, Hills South.
Chairperson: Dr. Ryan Wells.

JESSICA R. FERRIERO January 19, 2011, 10:00 a.m., Room 163, Hills South.
Chairperson: Dr. Ryan Wells.

DAVID S. NEELY January 19, 2011, 11:00a.m., Room 163, Hills South.
Chairperson: Dr. Gary Malaney.

LORETTA MINOR January 19, 2011, 1:00 p.m., Room 163, Hills South.
Chairperson: Dr. Benita J. Barnes

BRIAN J. O'SHAUGHNESSY January 19, 2011, 2:00 p.m., Room 163, Hills South.
Chairperson: Dr. Benita J. Barnes.

KELLY A. GRAY January 19, 2011, 3:00 p.m., Room 163, Hills South.
Chairperson: Dr. Benita J. Barnes.

PATRICIA CARDOSO January 21, 2011, 10:00 a.m., Room 418, Hills North.
Chairperson: Dr. Elizabeth A. Williams.

SHULI ARIEH ARCHER January 20, 2011, 12:00 noon, Room 163, Hills South.
Chairperson: Dr. Benita J. Barnes.

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.

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" //

FORMATION OF DISSERTATION COMMITTEES

HANWOOK YOO **Proposed Dissertation Title:** "Evaluating Several Multidimensional Adaptive Testing Procedures for Formative Assessment." **Statement of the Problem:** Concisely, the goals of most and probably all formative testing programs are to minimize the amount of testing time and the number of administered test items, and to achieve precise performance classifications. In this study, (a) the increasing significance of formative assessments, (b) the multidimensional nature of formative assessments, and (c) the linking to adaptive testing procedures will be explained. Research on formative assessment using multi-dimensional adaptive testing (MAT) is still in its early stage, and research would be timely because there is a great premium on shortening tests in educational contexts, especially when the tests are developed for diagnostic purposes.

Chairperson: Dr. Ronald K. Hambleton.

MARTHA NYONGANI **Proposed Dissertation Title:** "Mitigating Negative Externalities Affecting Access and Equity of Education in Low-resource Countries: A study exploring social marketing as an alternative strategy for planning school food programs in Malawi." **Statement of the Problem:** In many low-resource countries, school feeding programs are designed to protect children from the effects of hunger. However, the continuity of such programs is threatened by over-reliance on external funding. Given the patterns of withdrawal of external support, countries that rely on donor funds to implement such programs need to develop plans that will move them from external to localized support. This study will use social marketing strategies to design a campaign that will promote community participation in school feeding programs in Malawi. **Chairperson: Dr. Gretchen B. Rossman.**

School of Education faculty, students, staff & alumni share what they are doing.

School of Education assistant professor **Sandra R. Madden's** article "Designing Mathematical Learning Environments for Teachers" appeared in the November 2010 issue of *Mathematics Teacher*. The article suggests that scaffolding tasks can help increase teachers' comfort and competence with technology. http://www.nctm.org/eresources/toc.asp?journal_id=2&Issue_id=959

School of Education associate professor **Claire Hamilton and** Paula J. Schwanenflugel of the University of Georgia have developed K-PAVE, a kindergarten vocabulary instruction program that has been shown to have positive impact on the vocabulary and academic achievement of kindergarten students. The National Center for Education Evaluation and Regional Assistance recently released a report on a randomized control trial conducted by REL-Southeast in the Mississippi Delta to test the impact of Kindergarten PAVEd for Success (K-PAVE) on students' expressive vocabulary. The report's results included findings that kindergarteners who received the K-PAVE intervention were one month further ahead in vocabulary development at the end of kindergarten compared with their peers who did not receive the intervention. The study also found that K-PAVE training had a positive impact on teachers' instructional practices. This study was the first independent test of the effectiveness of the K-PAVE vocabulary intervention, using a rigorous randomized design, and testing the intervention as it is implemented in multiple school districts.

K-PAVE is designed to promote kindergarten students' vocabulary development through frequent, interactive book reading, explicit vocabulary instruction, and teacher-child conversations built around enhanced use of vocabulary. <http://www.serve.org/KPAVEd.aspx>

Erold Bailey, lecturer, Department of Teacher Education and Curriculum Studies, has been invited to present a paper, "*From Cultural Dissonance to Diasporic Identity and Affinity: The Experience of Jamaican Teachers in New York Urban School*", at the 20th Annual British Commonwealth and Postcolonial Studies Conference, February 25 – 26, 2011, at the Coastal Georgia Center, Savannah, Georgia.

**You can read more about our faculty, students, staff and alumni on the
School of Education's website.
www.umass.edu/education**

Send items to dms@educ.umass.edu

Please send items of interest to dms@educ.umass.edu. Thanks.

Real Worlds: (dis)Locating Realities April 16, 2011

English Graduate Organization of the University of Massachusetts Amherst

From surrealism to social networks to the “real” housewives of New Jersey, it’s no secret that reality is socially constructed. “Reality”—as a state of mind or as an embodied experience—has historically been positioned in opposition to such realms of infinite possibility as dreams, fantasy, and imagination.

In fact, far from being a state of stability and sanity, reality is often treated as that which must be *escaped*. But escape to what?

The **English Graduate Organization of the University of Massachusetts Amherst** invites submissions to the 2011 graduate interdisciplinary conference. This year's conference will explore multiple realities, how they are formed and demarcated, and the problems inherent in this practice. At question are states of mind, lived experiences, and subcultures that complicate or challenge traditional notions of reality and perceived states of normalcy. We urge submitters to consider the multiplicity of realities and how cultural phenomena impact our experience of those realities.

We invite submissions from a diverse range of disciplines and critical perspectives. Projects may include papers and/or panel presentations, performance pieces, and multi-media approaches.

Possible topics include (but are not limited to):

- Film and television
- The stage, theatricality, theater production
- Literary worlds (dystopias/utopias, science fiction, realism, and fantasy)
- Constructions of gender
- Social spaces and institutions (academia, the classroom, politics)
- Representations of madness
- Digital spaces (gaming communities, social networks, internet sex-industry)
- Drug culture and altered consciousness
- Rhetorical spaces, notions of audience, meaning-making
- National boundaries (globalism, post-colonialism, and migrant communities)
- Visual and performance arts
- Theoretical approaches to reality

SUBMISSIONS:

We accept three different types of submissions:

1. Individual papers/projects: please submit an abstract of no more than 500 words. Include your name, paper title, institution, and email address.
2. Panels: please submit an 800 word proposal for an entire panel of presentations (3-4 presenters). Included in this proposal should be abstracts of all presentations, an abstract of the panel itself, title of the panel, and information for each presenter (name, paper title, institution, and email address). If you are forming your own panel, you have the option of providing your own chair.
3. Performances and creative presentations/panels: we welcome submission of creative works, including creative writing, visual art, and dramatic performance. Please include a brief description of your project, as well as your name, project title, institution, and email address.

Email submissions to umassengconf@gmail.com no later than January 25th, 2011.

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.