



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

Access The Beacon online: <http://www.umass.edu/education/publications/beacon.shtml>.
Or go to the School of Education home page and click on The Beacon
in the menu under News and Events.

Teaching Assistantship

Department of Student Development and Pupil Personnel Services

EDUC 210 - 10 hrs/week, Fall 2010 with an additional 5 hrs to support transition to a 4 credit Gen Ed funded from campus sources.

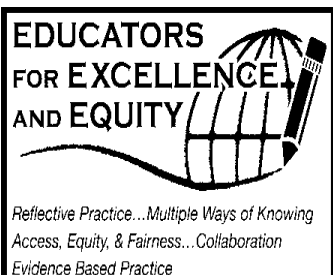
Teaching Assistant to solo teach sections of EDUC 210 for Fall 2010. Applicants must have completed the Social Justice Education graduate core and have taught EDUC 392 or 395 or equivalent undergraduate diversity/Social Justice Education courses using interactive pedagogies.

Job description: Primary instructional responsibility, including curriculum design and pedagogy, for one section per semester of EDUC 210, *Social Diversity in Education* (General Education I & D) which meet twice weekly, Tuesdays and Thursdays 11:15-12:30. Design and teach individual sections of 30 students, assign and grade papers and/or projects, hold weekly office hours, and turn in final grades.

EDUC 210 fulfills part of the University's general education "diversity" and "interdisciplinary" requirements. Critical thinking and writing are important ingredients of the course, as well as the experiential and interactive approach to social justice education.

Contact Maurianne Adams adams@educ.umass.edu /

PLEASE NOTE THAT THE BEACON WILL BE PUBLISHED EVERY TWO WEEKS DURING THE SUMMER.



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.

Teaching Assistantship

Department of Student Development and Pupil Personnel Services

Summer Assistantship for online course

One (10 hours/week) teaching assistantship is available for Summer 2010 for EDUC 305.

Hiring contingent upon enrollment. EDUC 305, Summer 2010, is an online course designed to provide students with an understanding of the major historical and contemporary theories of human development and learning and their educational implications.

Responsibilities include: Maintaining class materials in SPARK, managing grading both online and in database, and general assistance to the instructor throughout the course.

Qualifications include: Excellent data management computer skills and strong organizational skills.

To apply, please email: Wendy Kohler, wkohler@educ.umass.edu, the subject line of the email to read "Educ 305 Summer." (Use the email for the cover letter and attach resume or CV). /

Teaching Assistantship

Department of Student Development and Pupil Personnel Services

One (10 hours per week) teaching assistantship is available for Fall 2010 for EDUC 305.

Educ 305 is designed to provide students with an understanding of the major historical and contemporary theories of human development and learning and their educational implications.

Responsibilities include: Maintaining class materials in SPARK, managing grading both online and in database, grading papers, and general assistance to the instructor throughout the course.

Qualifications include: Excellent data management computer skills and strong organizational skills.

To apply, please email: Wendy Kohler, wkohler@educ.umass.edu, the subject line of the email to read "Educ 305 Fall." (Use the email for the cover letter and attach resume or CV). //

Research Assistantship

Department of Teacher Education and Curriculum Studies
Mathematics, Science, and Learning Technology Concentration

Part-time (10 hour/week) Research Assistant position for Fall 2010. Will assist Math, Science, Learning and Technology faculty member with the following:

1. *Inquiry support* - will search relevant literature and suggest resources; will analyze qualitative and quantitative data with faculty support; may assist with data collection through videotaping or interviewing participants.
2. *Instructional support* - obtain reference materials and assist with the development of instructional materials.
3. *Writing Support* - edit and proofread manuscripts for purposes of publication or grant proposals. Opportunity to co-author papers under certain circumstances.

Qualifications: A qualified candidate will possess research and organizational skills and be able to work independently. Candidate will be able to accurately transcribe video and/or audio data. Experience in secondary mathematics teaching and interest in statistics education preferred, but negotiable.

To apply: Send cover letter and resume to smadden@educ.umass.edu /

Research Assistantships

Department of Educational Policy, Research, and Administration

Two graduate student research assistantships are available for 10 to 20 hours per week beginning July 1, 2010 and Fall 2010; contingent upon funding.

These assistantships are associated with the *Teacher Collaboration and Instructional Improvement Project (TCIIP)*, which is a partnership between the School of Education and the Amherst Regional Public School system focused on instructional improvement and building capacity for student learning. Assistantships are contingent upon funding.

Qualifications: All applicants must have teaching experience, a strong background in curriculum, instruction and assessment, and have highly effective communication skills. School leadership experience preferred.

Responsibilities include: Working with Dr. Rebecca Woodland to develop and provide specialized consultation for the Amherst Regional Public Schools in the topical areas of Professional Learning Communities (Dufour, Dufour & Eaker, 2008), Instructional Rounds (City, Elmore, Fiarman, & Teitel, 2009) and evaluating and improving teacher collaboration (Gajda & Koliba, 2008). Assist in the collecting, analyzing, reporting, and using TCIIP evaluation data.

To apply, please send brief letter of interest and resume to Sue Overstreet, EPRA Administrative Assistant, (413) 545-3610 (sue163@educ.umass.edu) /

ANNOUNCEMENT OF FINAL ORAL EXAMINATIONS

LEAH TEPELUNDE KAIRA July 23, 2010, 10:00 a.m., Room 151, Hills South. "Using Item Mapping to Evaluate Assessment Curriculum Alignment."

Chairperson: Dr. Stephen Sireci.

MATTHEW DiBARTOLOMEO July 28, 2010, 10:30 a.m., Room 151, Hills South.

"The Impact of Judges' Consensus on the Accuracy of Anchor-Based Judgmental Estimates of Multiple-Choice Test Item Difficulty: The Case of the NATABOC."

Chairperson: Dr. Joseph B. Berger.

FORMATION OF DISSERTATION COMMITTEE

YVONNE FARINO Proposed Dissertation Title: "Critical Language Awareness in the Spanish Classroom: A Teacher's Journey on Experiencing Cultural and Linguistic Otherness."

Statement of the Problem: Demographics in the United States show the disparity between the social and educational resources that are needed for educating a fast growing culturally and linguistically diverse population. Linguistic plurality as a resource and the valuable knowledge that language diversity brings to the public school curricula is missing in the *No Child Left Behind* policy; therefore the bill appears to only value that mainstream teachers are "qualified to teach high standards", and that the qualification is honored when the teacher becomes certified, which means the teacher is proficient in content and standards knowledge and this knowledge now gives teachers cultural capital. **Chairperson: Dr. Theresa Austin.**

Research Assistantship

Department of Educational Policy, Research, and Administration

The Center for Educational Assessment expects up to 15 full-time graduate student research assistantships for the 2010-2011 academic year. These assistantships are associated with projects sponsored by Measured Progress, the World Bank, Educational Testing Service, NSF, the Lower Pioneer Valley Education Collaborative, and the Massachusetts Department of Education.

Qualifications: All applicants must have a background in psychometrics, statistics and mathematical modeling of educational assessment data. All candidates must also have knowledge of classical test theory and item response theory, and experience working in educational assessment.

Responsibilities include: Conducting multivariate statistical analyses; equating analyses; simulating data; editing technical reports; writing computer code for psychometric activities such as item calibration, score scale linking, and population invariance studies; performing literature reviews on equating, scaling, standard setting, and score reporting; attending project meetings; and co-authoring research reports. All candidates should have extensive knowledge of 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). //

Attention Graduate Program Directors

International Teaching Assistants (ITA) Screening Test of Spoken English ---Fall Semester 2010

The screening test of Spoken English Communication skills for fall semester 2010 will be conducted from September 7 to September 13, 2010. The purpose of the test is to identify any potential difficulties international teaching assistants may have in understanding spoken English or in being understood in the undergraduate classroom.

All incoming international teaching assistants/associates (ITAs and ITOs) and returning students who will be assuming TA responsibilities for the first time are required to demonstrate their oral English proficiency by passing a test of spoken English. A standardized test, (SPEAK test), designed by the Educational Testing Service, is used for assessing and measuring the spoken English ability of International Teaching Assistants. A score of 50 or above is required to pass the test. We recommend that students who are not currently funded but who may be funded for a TA or TO position in the future should also take the test.

Students who do not pass the test are encouraged to either participate in the English communication instruction classes, offered by the Graduate School, or enroll in another suitable program recommended by their Graduate Program Director (GPD).

The English communication classes are free, meet in small groups for one hour twice a week plus ½ hour weekly individual tutorial. Classes are offered throughout the academic year. When space is limited, priority is given to those with the greatest need. Therefore, students with a score of 45 are included in classes on a space available basis. At the end of each semester, students are re-evaluated and progress report is sent to the graduate program directors. Students who do not meet the criteria may continue in the Communication Instruction classes for additional semesters. International Research Assistants and graduate students without funding may participate in the instructional classes offered during spring on a space available basis.

We would appreciate it if you could let us know approximately how many students from your department would be participating in the screening test during fall 2010 semester. This information will be very helpful to us in planning both the screening and instruction sessions.

Send the information to Lori Baronas in the Graduate Dean's Office, 518 Goodell.

E-mail information to Lori Baronas at baronas@grad.umass.edu

Call Lori Baronas at 545-5278

Please respond by August 20, 2010. If you have any questions, or need any additional information, please call Nigar J. Khan, Director, Associate Graduate Dean of the Graduate School at 545-5278 or Dr. Myrna Cronen, Coordinator, ITA Communication Program at 545-4011.

ARE YOU A NEW TEACHING ASSISTANT? This is for you.

The Center for Teaching offers **Teaching Assistant Orientation (TAO)**, scheduled for **Friday, September 3, 2010**, to provide graduate students new to teaching with a comprehensive preparation opportunity. TAO may serve to meet the departmental requirement for TA development as stipulated in the contract negotiated on behalf of TAs by the Graduate Employee Organization (GEO). For more information about TAO, please visit the Center for Teaching's website: <http://www.umass.edu/cft/development/tao.htm>.

The Academy for Educational Studies presents the

Critical Questions in Education Conference

November 8-9, 2010, Ambassador East Hotel, Chicago, Illinois **Deadline for proposals: July 30, 2010**

How should we prepare new teachers?

Proposals also welcome on past conference questions

Opportunity for presenters to publish in a peer-reviewed journal or edited collection

The Academy for Educational Studies offers this Call for Proposals for the sixth annual Critical Questions in Education Conference. Deadline for receipt of proposals is **July 30, 2010**.

Each year the Critical Questions in Education Conference addresses a timely and provocative question—this year, “How should we prepare new teachers?” This question is the subject of lively debate in a time of Race to the Top proposals with national and state legislators pressing for educational reform and calling for alternative certification of teachers. As the Call for Proposals announces, we also invite you to offer proposals on one of our past theme questions. As always, we are excited to offer you a chance to publish the essay you present at the conference, either in the Academy’s new peer-reviewed on-line journal or in an edited collection. We invite you to peruse the Academy’s web-site <http://education.missouristate.edu/acaded/> for more information.

Philip Jackson from the University of Chicago will be this year’s keynote speaker. Author of several books, including *John Dewey and the Lessons of Art*, *The Moral Life of Schools*, and *Life in Classrooms*, Jackson will speak about his forthcoming book *Rethinking Education*—a meditation on the last paragraph of Dewey’s *Experience and Education*. **Rene Arcilla** (New York University) and **David Hansen** (Teachers College, Columbia) will discuss the following question in a lively, interactive forum: What is the role of philosophy in educational culture?

Details: Steven P. Jones, Director, Academy for Educational Studies

Missouri State University, AcademyEdStudies@missouristate.edu 417-836-5982

The Government of Mexico City, through its Department of Education and its Prepa Sí Programme, invites researchers, teachers, students, administrators and officials of upper-secondary and higher education to participate in the

Third International Congress on Upper-secondary and Higher Education “building knowledge societies for a sustainable future” (CEMSS2010)

November 14-18 in Mexico City

The Congress aims to provide a forum for the exchange of knowledge, experiences and ideas on the design, operation, evaluation and perspectives of upper-secondary and higher education. At the same time, it seeks to motivate discussions on the mechanisms that promote quality and equity in education as well as to share insights into the promotion of civic culture. It also intends to encourage a debate on the impact that information and communication technologies have on students and (the process of) learning as well as on the internationalization of education and the importance and role of arts, culture, and sports in the youth’s social, academic and intellectual development. This Congress will also reflect on education and the construction of knowledge societies for a sustainable future.

Submission deadlines

Abstracts should be sent **via the webpage** of the Congress before **September 5th**. A notification of acceptance or rejection will be sent via e-mail within 10 days. Papers should be sent before **September 15th**.

For more information please contact us at: contacto@cemss2010.org or visit our website: www.cemss2010.df.gob.mx/en