



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

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in the menu under News and Events.

EPRA ASSISTANTSHIPS

Department of Educational Policy, Research and Administration

Graduate assistantships available for Fall, 2010. Assistantships range from 10 to 20 hours per week.

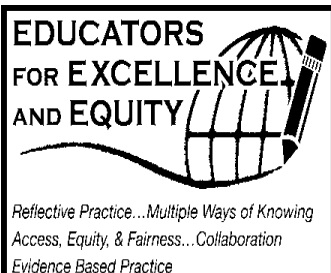
Responsibilities may include: conducting library and internet research, assisting with research projects, basic data collection and analysis, report writing, database development and maintenance, attending meetings.

Qualifications include: Excellent written and oral communications skills, excellent organizational skills, experience with personal computers including knowledge of basic word processing and spreadsheet computer programs, strong library and internet research skills, ability to work with various campus constituencies including faculty members, administrators, and students.

To apply, please send a resume to Susan Overstreet 161 Hills South – sue163@educ.umass.edu.

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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 ASSISTANTSHIPS

Department of Educational Policy, Research and Administration

Graduate teaching assistantships (10 hours per week) available for Fall, 2010 for EDUC 115.

Responsibilities may include: assist with course preparation, lead discussion sections with 25-30 undergraduate students, attend weekly meetings, provide feedback on students' written work, assist with evaluation of students' written work.

Qualifications include: Excellent written and oral communications skills, excellent organizational skills, ability to work with various campus constituencies including faculty members, administrators, and students, appreciation of diversity and multi-cultural values in domestic and international contexts, previous teaching experience preferred.

To apply, please send a resume to Sue Overstreet 161 Hills South – sue163@educ.umass.edu.
Availability of the positions is contingent upon the availability of funds. /

PROJECT & RESEARCH ASSISTANTSHIPS

Department of Educational Policy, Research and Administration

Center for International Education

Project and research assistantships (10 to 20 hours/week) available for Fall 2010 in connection with international education both in the non-formal and formal sectors.

Responsibilities may include: undergraduate teaching, research, training, curriculum development, evaluation, and administration.

Additional hourly work may be available on CIE funded projects, including the Higher Education Project, Afghanistan. All assistantships are contingent upon funding.

Applicants should send a resume and a letter specifying background and skills by June 17, 2009 to:

Center for International Education, 285 Hills South, UMass, Amherst, MA 01003

Phone: (413) 545-0465 E-mail: cie@educ.umass.edu /

The School of Education's website.....www.umass.edu/education

RESEARCH ASSISTANTSHIPS

Department of Educational Policy, Research, and Administration

The Center for Educational Assessment expects up to 8 part-time graduate student summer research assistantships for 10 to 20 hours per week. These assistantships are associated with projects sponsored by Measured Progress, the World Bank, Educational Testing Service, and the MA Department of Education.

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

Responsibilities include: Conducting multivariate statistical analyses; equating analyses; simulating data; editing technical reports; attending project meetings; 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; 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). //

Teaching Assistantship

Department of Teacher Education and Curriculum Studies

EDUC 378: A Critical Survey of Children's Literature

One half-time (10 hrs. per week) teaching assistantship is available for Fall 2010 with Dr. Maria José Botelho. The course meetings are scheduled on Mondays from 1:00 p.m. to 3:30 p.m.

Responsibilities include: Collaborating with Supervisor and other Teaching Assistant to co-design course, select readings, construct mini-presentations, and plan course activities; teaching one section of EDUC 378; maintaining attendance records and grading student assignments for one section; and holding weekly office hours for course participants.

Qualifications include: Interest in and knowledge of children's literature and critical multicultural education, as well as willingness to participate as a team member.

To apply please send a letter of interest and current CV to Dr. Maria José Botelho at mbotelho@educ.umass.edu. //

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

KYLE OLDHAM June 10, 2010, 3:00 - 5:00 p.m., Room 151, Hills South.
Chairperson: Dr. Ximena Zuniga.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

KATE HUDSON June 24, 2010, 10:00 a.m., Room 151, Hills South. "Working Together: The Role of Collaborations in Promoting the Use of Academic Technologies in Higher Education."
Chairperson: Dr. Joseph B. Berger.

Project Assistantship

Educator Licensure Office

One half-time (10 hours per week) project assistantship is available for Fall 2010 in the Educator Licensure Office.

Duties include providing self-directed leadership for marketing, planning and implementing face-to-face and online workshops to prepare students for the Communication and Literacy Skills Portion of the Massachusetts Tests for Educator Licensure (MTEL).

The candidate must be able to function independently in a highly responsible, self-directed fashion, 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. Previous leadership experience is required and experience with online teaching is a plus.

To apply, please submit via email attachment, a letter of application addressing the above responsibilities (which will be used as a writing sample) and a current resume to: Dr. Marge Magouirk Colbert at magouirk@educ.umass.edu

All Project Assistantships are contingent on available funding.

APPLICATION DEADLINE: 6/18/2010 (No late applications accepted)

Send your news and items of interest to: dms@educ.umass.edu

ATTENTION: DOCTORAL STUDENTS AND SUMMER DISSERTATION CREDITS

If you have passed your comprehensive examination and have completed your residency requirement (two consecutive semesters of 9 credits each) you may want to register for dissertation credits during the summer. They are offered through Continuing and Professional Education (C&PE) with a cost of \$195.00 per credit plus a one time \$45.00 registration fee. To register you can call C&PE at 413 545 3653. The catalog number is: Educ 899. If you have any questions concerning this or your eligibility, contact Linda Guthrie at: lguthrie@educ.umass.edu.

The Beacon will be published every two weeks throughout the summer.

FORMATION OF DISSERTATION COMMITTEES

LARISSA E. HOPKINS Proposed Dissertation Title: "Beyond the Pearly Gates: Low-income Student Experience at Elite Colleges." **Statement of the Problem:** Historically elite institutions served as a preserve for young adults from affluent and prestigious families. Students of color, Jews, women, and low-income populations were often left outside the gates of these exclusive upper-class "clubs" (Karabel, 2005). Recently, smaller elite colleges have taken strides to increase access for qualified low-income students through need-blind admissions policies. Increasing opportunities through admission practices does not automatically translate into social and academic success for students who have been historically excluded. Presently, there is an inadequate amount of research on low-income student experiences at elite institutions and existing research highlights that low-income students are facing some challenges. **Chairperson: Dr. Maurianne Adams.**

LYNN STEPHENS Proposed Dissertation Title: "Student interpretation of Physics Simulations in Whole Class and Small Group Settings: Scaffolding the Use of Visual Affordances." **Statement of the Problem:** Pilot studies suggest that even experienced teachers may underestimate the cognitive difficulties their students face in utilizing interactive physics simulations. There is little research identifying classroom strategies for scaffolding student use of affordances of simulations to deal with their conceptual difficulties (as opposed to using them primarily for data-collection), and this study seeks to do that. **Chairperson: Dr. John J. Clement.**

REBECCA PAULSON Proposed Dissertation Title: "A case study of mother tongue-based multilingual education in the Philippines: Teachers' roles and contributions." **Statement of the Problem:** Education at the primary level in the Philippines takes place in English and Filipino. Students from minority language groups enter school without either of these languages and end up doing poorly. **Chairperson: Dr. Cristine Smith.**

Hewlett Foundation Expands Focus of Education Program to Include 'Deeper Learning'

The **William and Flora Hewlett Foundation** in Menlo Park, California, has announced that it will expand the focus of its education program to include "deeper learning" — a combination of the fundamental knowledge and practical basic skills that students need to succeed in a fiercely competitive global economy.

Deeper learning brings together five key elements: core academic content, critical thinking and complex problem solving, effective communication, working in collaboration, and learning how to learn. Future education grants will be awarded to organizations working to promote policies or strategies that reward schools for focusing on deeper learning; build teaching practices and the capacity of educational systems both online and in the classroom in order to reach large numbers of students using deeper learning principles; support "proof points," including model K-12 schools and community colleges, and fund research that promotes deeper learning as an attainable and necessary goal for all students; and develop new, innovative models designed to improve deeper learning for all students. The foundation will place special emphasis on projects which ensure that underserved students in schools with persistent racial and ethnic achievement gaps benefit from this type of instruction.

The announcement is the culmination of months of research and analysis, during which the foundation conducted more than a hundred interviews with top thinkers in the fields of education, business, and public policy. Over the course of its exploration, Hewlett found widespread agreement that America's schools must shift focus dramatically in order for all students to succeed.

Although the change represents a significant shift for Hewlett's education program, the foundation remains committed to improving the conditions for education reform in California and to supporting the Open Educational Resources movement.

In fall 2010, the Foundation will begin to accept unsolicited letters of inquiry for Deeper Learning, for consideration for funding in 2011 and beyond.

For more information, please see <http://www.hewlett.org/programs/education-program/deeper-learning>
Heather Savage, Corporate and Foundation Relations, Memorial Hall 413-545-5483

Funding Opportunity: Education Research

Deadline: Ongoing for pre-proposals

The Spencer Foundation Major Grants Program provides grants greater than \$40,000 for research that contributes new knowledge to the improvement of education, broadly conceived, in the U.S. and abroad. A variety of disciplinary and interdisciplinary approaches are favored; though emphasis is given to the behavioral sciences. Priority areas of inquiry are: Relation between Education and Social Opportunity; Organizational Learning in Schools, School Systems, and Higher Education Institutions; Teaching, Learning, and Instructional Resources; and Purposes and Values of Education. Spencer also gives grants for three strategic initiatives: Civic Learning and Civic Action; Data Use and Educational Improvement; and Philosophy in Educational Policy and Practice. Research may range from medium-sized studies that can be completed in a year by an individual researcher to more extensive collaborative studies that last several years. Field-initiated proposals outside these areas will also be considered. For more information:

<http://www.spencer.org/content.cfm/budgets-over-40000>