



THE BEACON

SCHOOL OF EDUCATION

University of Massachusetts Amherst

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Or go to the School of Education home page and click on The Beacon icon.

Research Assistantship

Department of Teacher Education and Curriculum Studies

One 10 hour/week research assistant position for Fall 2011. Will assist Mathematics, Science, and Learning Technology faculty member with the following:

1. **Inquiry support** - search relevant literature and suggest resources; analyze qualitative and quantitative data with faculty support; convert and organize digital audio and video files for storage and analysis; and may assist with data collection through classroom lesson observations using a well-defined protocol, 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. Potential opportunity to co-author papers.

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 research interest in statistics education preferred.

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

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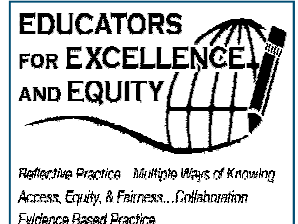
Students: how to submit information for announcements

Students must submit proper forms for announcements about Formation of Dissertation Committees (D-6) and Comprehensive Examinations (D-4) to Linda Guthrie in 123 Furcolo Hall, Office of Academic Affairs.

Linda will submit the items to the Beacon for publication.

The Beacon Deadline is FRIDAY

- Please submit general news and announcements 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.
- Please submit notices of examinations and formation of dissertation committees to Linda Guthrie. These types of announcements will run for one week.



ANNOUNCEMENT OF FINAL ORAL EXAMINATION

ANDREW HAFNER September 29, 2011, 10:00 a.m., Room 219, Furcolo Hall. "Production of Third Spaces for Immigrant English Language Learners: (Re) Negotiating Identity and Discourse in the Secondary Classroom."

Chairperson: Dr. Margaret Gebhard.

Teaching Assistantship

Department of Student Development

One 10 hour/week graduate teaching assistantship is available for the Fall 2011 semester to support the teaching of EDUC 708.

Responsibilities may include: Assisting with course preparation, leading course discussions, creating facilitation lesson plans, tracking student attendance and assisting in the evaluation of students' performance by providing feedback on students' written work. Attendance to all weekly class meetings is required as well as attention to all course material so as to support class discussions.

Qualifications include: The ideal candidate will have successfully completed EDUC 708: Cognitive Assessment or another equivalent course, so as to effectively evaluate student performance. The candidate must have excellent written and oral communication skills and excellent organizational skills. He or she must have the ability to work with various campus constituencies including faculty members, administrators, and students, and have an appreciation of diversity and multi-cultural values in educational contexts. Previous teaching experience is preferred.

To apply, please send a brief letter of application and your resume to Sheila Seuffert at seuffert@educ.umass.edu

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Teaching Assistantship

Department of Teacher Education and Curriculum Studies

EDUC500-TEACH 180 Days in Springfield Pathway Supervisor (up to three)

Ten hour/week teaching assistantship available to supervise student teachers in TEACH 180 Days in Springfield pathway for fall 2011 semester.

Responsibilities include: Supervision of five student teachers, site visits to schools, conferences with students and supervising practitioners, observation reports, weekly email contact, review of student teaching portfolios on Tk20, assisting students in developing and completing their Teacher Performance Assessment. Especially important is the timely completion of ongoing documentation of student performance.

Qualifications: Excellent organizational and communication skills. Classroom teaching experience. Preferences given to students who have or are taking Educ 851 and/or have experience in teacher leadership and supervision.

Applicants should submit letter of interest, resume, and contact information to Dr. Kathleen D. Gagne, Coordinator, TEACH 180 Days in Springfield, 111 Furcolo Hall. kdg@educ.umass.edu

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FORMATION OF DISSERTATION COMMITTEE

DAVID S. NEELY Proposed Dissertation Title: "Dialogue, Community, and Action: Exploring Students' Understanding of Incorporating Intentional Dialogue into a Cohort-Based, Service-Learning Program."

Statement of the Problem: Though college students who participate in intentional dialogue activities are better prepared to understand and engage with others across difference, there has been little integration of dialogue pedagogy into service-learning courses. This qualitative case study will explore how students in a cohort-based, service-learning program understand the impact of dialogue on their relationships with both their peers and the people they work with as part of their ongoing community engagement experiences." **Chairperson: Dr. Gary Malaney.**

Research Assistantship

Department of Teacher Education and Curriculum Studies

One 10 hour/week research assistant position for Fall 2011. Research assistant will assist Language, Literacy and Culture concentration faculty member with school-based qualitative data collection, including observations, interviews and focus groups and data organization including transcription of recorded data (A-V and video).

A qualified candidate will possess research and organizational skills, experience working with teachers/school staff/Latino families and collecting and organizing qualitative data. Candidate must have strong skills in using electronic sources for research purposes and collecting and organizing qualitative data. Knowledge of Excel is required.

To apply: Send a one-page cover letter and updated resume to Nérida Matos, nmatos@educ.umass.edu
Please write "RA PSEG S2011" in the email subject. //

Teaching Assistantship

Department of Student Development

One (10 hour/week) graduate teaching assistantship is available for the Fall 2011 semester to support the teaching of clinical classes EDUC 631 and EDUC 701 for the School Counselor Program.

Responsibilities may include: Managing clinical training technology such as videotaping and recording equipment; developing, supporting, and coordinating school counseling practicum sites; supporting supervising practitioners; completing documentation of student practicum supervision involvement; and other duties as assigned.

Qualifications include: The ideal candidate will be knowledgeable about school counseling (preferably a licensed school counselor) with experience working as a school counselor in K-12 schools. The candidate must have excellent written and oral communication skills and excellent organizational skills. He or she must have the ability to work with faculty members, school counselors, school administrators, the licensing office, and graduate students in the school counseling program. An appreciation of diversity and multi-cultural values in educational contexts is also required and previous supervisory experience is preferred.

To apply, please send a brief letter of application and your resume, with names and contact information for at least two references, to Sheila Seuffert at seuffert@educ.umass.edu. Please use the term "School Counseling TA" in the subject line of the email. /

Research Assistantship

Department of Teacher Education and Curriculum Studies

A 10 hour/week research assistantship position is available immediately for fall 2011 with the possibility of continued funding through spring 2012 in the Children, Families and Schools concentration. The research assistant will participate in a project examining the efficacy of children's e-book app's in supporting the acquisition of early literacy skills.

Responsibilities include: data collection and analysis of parent-child reading interactions, content analysis of children's literature, preparation of literature reviews, and participation in the writing of research reports and publications.

Qualifications include: experience working with young children and families, understanding of early literacy development, strong writing skills, experience with video data collection methods, and basic familiarity in the use of mobile app technology.

Application process: Please send a cover letter and resume to Claire E. Hamilton cehamilt@educ.umass.edu with the subject of your email titled "Ebook TA". //

GRADUATE STUDENT TRAVEL GRANTS 2011-12

The Graduate School will be awarding a limited number of student travel grants for graduate students who will be presenting at recognized conferences during the 2011-12 academic year. The application and expense summary can be downloaded from:

http://www.umass.edu/gradschool/travel/travel_grant_student_app.pdf

Student's Procedure:

Submit your application materials (Application form, Expense Summary, Evidence or confirmation of invitation to present) by email to Dr. Linda Griffin, Graduate Program Director for the School of Education (lgriffin@educ.umass.edu). Check your materials to make sure that they are saved before emailing them.

Submit an email recommendation from your advisor or chairperson to Dr. Linda Griffin to accompany your Travel Grant application.

Applications will be considered exclusively for travel to recognized conferences for the purpose of presenting the results of research conducted while during graduate coursework at UMASS Amherst.

Criteria for nomination include merit of the project, prestige of the conference or event and financial need of the student. Awards are for presentations rather than just attendance at a conference or event. Awards will be made to the individual student rather than for a project (divided among several students). Students are eligible for one grant per year, although the Travel Grant Committee may not be able to fund all nominations that are forwarded for consideration. Grant amounts are up to \$200.00 for regional, \$ 300.00 for domestic and \$ 400.00 for international travel. Students receiving awards must present their receipts to the School of Education's Business Office (125 Furcolo) within 30 days of travel. Applications are considered on a rolling basis for the 2011-12 academic year.

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

BRETT M. KUSTIGIAN September 15, 2011, 2:00 p.m., Room 259, Hills South.
Chairperson: Dr. Rebecca Woodland.

Project Assistantship

Department of Student Development

One 10 hour/week project assistantship is available in the Department of Student Development.

Responsibilities include: gathering and organizing reading list materials; research for publications, compiling references into an electronic format, assisting with all phases of editing various documents; assist with department-based data collection projects; assist with data entry and statistical analyses for various projects; assist in all stages of grant preparation.

If interested, contact: seuffert@educ.umass.edu

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**Think you don't have time to hear about your colleagues' research?
Want to talk about ideas again?
Have we got a deal for you.**

Introducing the much anticipated return of the Children, Families and Schools concentration's

Fortnightly Lecture Series!

The series as a whole will address issues related to children, families and schools from eclectic, interdisciplinary perspectives. Bring your brown-bag and have lunch with us on a few Tuesdays this semester from 12:30-1:30 in Furcolo Hall, Room 21B. We'll provide dessert!

Put these dates in your calendar right now. Topics and speakers are TBA but will be announced soon.

October 11th

October 25th

November 8th

December 6th

Questions? Email Sally Galman at sally@educ.umass.edu

Faculty, students, staff & alumni share what they are doing

Howard A. Peelle, professor, Department of Teacher Education and Curriculum Studies, has been selected by the Fulbright Academy of Science and Technology to be one of 30 delegates to the World Science Forum in Budapest. More than 1000 international leaders from science, government, business, and higher education are expected at the fifth biennial WSF Nov. 16-19.

Please send items to dms@educ.umass.edu

Call for Submissions—Equity and Excellence in Education Special Theme Issue

Global and Local Perspectives on Social Justice Pedagogy: History, Policy, and Praxis

Guest Editors: Thandeka K. Chapman and Nikola Hobbel

The term “global” applies to our desire to have international representation in this special issue. All contexts are indeed “local” to those who research and participate in them, but “global” to those a continent removed. Therefore, our use of “global” and “local” in the title recognizes the diversity of geographical spaces in which social justice education take place. Additionally, we ask that articles submitted for the special issue explore the macro and micro contexts in which social justice pedagogy take place. Authors should locate their work within the greater social and political contexts that shape their research or conceptualizations of social justice education. We ask that the authors explain the tensions (support systems and/ or barriers) between the macro contexts of their district, region, state, and/or country and the micro contexts of the history, policy, or praxis of social justice pedagogy in their specific educational contexts.

The term “social justice education” has gained significant attention in the past decade of education research. The roots and wings of critical pedagogy, such as multicultural education, anti-oppressive education, inter-group education, and women’s and ethnic studies represent some key educational paradigms that have informed social justice education. Historically, educators and activists have used these and related paradigms in education to shape more equal and just educational communities, to challenge discourses of power and privilege, and to foster critical consciousness and social engagement within and beyond their communities. It is indeed this goal, to change the worlds in which we live, that will fuel this special theme issue of Equity & Excellence in Education.

We welcome manuscripts that offer research findings, theoretical perspectives, methodological discussions, and pedagogical reflections concerning (but not limited to) the following areas:

- Empirical studies documenting social justice pedagogy in national and international contexts
- Reviews of research about social justice pedagogy from the United States and other countries, including Australia, China, Africa, Indonesia, South America, the European Union, and First Nations
- Conceptual papers synthesizing, explicating, and challenging concepts of social justice in national and international policy contexts
- Historicizations of social justice pedagogy, including historical figures/elders of the field, seminal works, and early attempts toward equity and access in education
- Reflective accounts detailing enactments of social justice pedagogy
- Research focused on Historically Black Colleges and Universities and Native American Tribal Colleges
- Speculative work connecting social justice pedagogies to larger social justice aims

SUBMISSION GUIDELINES: Follow Instructions for Authors on our website (<http://www.eee-journal.com>). In addition, please include a cover letter indicating that this submission is for the Global Perspectives on Social Justice Pedagogy special issue. Mail submissions so that they will be received by November 15, 2011. Please address questions to the Guest Editors at pedagogyeee@gmail.com This special issue is due to be published in February 2013.