
SCHOOL OF EDUCATION - UNIVERSITY OF MASSACHUSETTS AMHERST

BEACON DEADLINE: The deadline for *Beacon* announcements is 3:30 p.m. on Monday, due in Room 124, Furcolo Hall or to zinnia@educ.umass.edu. All assistantships will run for two issues unless otherwise indicated. Examinations and dissertation proposals run for only one issue.

ATTENTION! The *Beacon* is available on-line at: <http://www.umass.edu/education/publications/beacon.pdf>
If you have problems accessing this link, go to the School of Education home page, click on the *Beacon* button on the left. Earlier issues can be found by going to Publications.

ATTENTION! New Addition to the Beacon: **FACULTY ACTIVITIES, HONORS, AND AWARDS**

SUMMER/FALL 05 ASSISTANTSHIPS AVAILABLE (by department)

Please note: All available positions are contingent upon funding.

Dean's Office

No positions available this week.

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#### **Educational Policy, Research and Administration**

**ASSISTANTSHIPS** – Center for International Education (CIE)  
Fall 2005, Part-time and/or Full-Time (10-20 hrs per week)

Assistantships will be in formal and non-formal sectors of international education.

**Content area skills may include:** research, training, curriculum development evaluation and administration.

Applicants should send a resume and a letter specifying background and skills by May 20, 2005 to:  
**Barbara Gravin Wilbur**, CIE, 285 Hills South, UMass, Amherst, MA 01003

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RESEARCH ASSISTANTSHIPS – Center for Educational Assessment
Summer 2005, Part-time and/or Full-time (20-40 hrs per week)

The Center for Educational Assessment expects up to nine graduate student research assistantships for eight (8) weeks over the summer. Funding for these assistantships will come from one of five current contracts: Comprehensive Evaluation of NAEP, Evaluation of AKOM, STEMTEC Evaluation, Developing Valid Monitoring and Assessment Instruments for Adult Basic Education Students in Massachusetts, or Validity Studies on the MCAS.

Responsibilities include: Conducting multivariate statistical analyses; developing assessment instruments, 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.

Qualifications include: extensive knowledge of item response theory, multidimensional scaling, and test construction, experience in implementing different types of item exposure controls in a computerized-adaptive test environment, and be able to program in FORTRAN.

To apply, please contact **Dr. Stephen G. Sireci** at (413)545-0564 (Sireci@acad.umass.edu)

*Only work-eligible candidates will be considered.
Application review will begin immediately and continue until positions are filled.*

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## Office of Teacher Education

### **PROJECT ASSISTANTSHIPS**

Fall/Spring 2005-06. Two Part-time (10 hrs/wk)

**Responsibilities include:** Advise students interested in Early Childhood or Elementary teaching and the Education minor; maintain and update the advising system; update office advising materials; plan and assume responsibility for the Job Fair; and other tasks related to the work of the Teacher Education Office.

**Qualifications:** Knowledge of teacher education, work well with undergraduate students, have good organizational skills, Computer skills in Word and Excel. Previous teaching experience is desirable.

To apply, please submit a letter of application addressing the above qualifications and resume to:  
**Dr. Judith Placek**, Office of Teacher Education, Rm. 125 Furcolo Hall.

APPLICATION DEADLINE: June 3, 2005

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PROJECT ASSISTANTSHIP

Fall/Spring 2005-06. One half time (10 hours per week)

Responsibilities include: Assist the Director of Teacher Education and Certification Officer with surveys and data management, analysis and reporting; program approval documentation; program literature development; revising and updating MTEL materials; and advising for undergraduate students pursuing Elementary or Early Childhood licensure. Other duties as assigned.

Qualifications: High level organizational and interpersonal skills; Computer skills in Word and Excel. Knowledge of teacher education highly desirable. Previous teaching experience is desirable.

To apply, please submit a letter of application addressing the above qualifications and resume to:
Dr. Judith Placek, Office of Teacher Education, Rm. 125 Furcolo Hall.

APPLICATION DEADLINE: June 3, 2005

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## Student Development and Pupil Personnel Services

**PROJECT ASSISTANTSHIP** – Student Assessment, Research, and Evaluation Office (SAREO)  
Summer 2005 (5/29/05 – 9/2/05). Part-time (10 hrs per week)

**Responsibilities include:** conducting focus group research on undergraduate students, transcribing and analyzing the data, and writing a report based on the data. Three specific studies will be addressed: EPOCH, the first-year residential learning environment at UMass; campus "riot" research; and the Community, Diversity, and Social Justice study.

**Qualifications include:** experience in all phases of focus group research.

To apply, please contact **Dr. Gary D. Malaney** at [malaney@educ.umass.edu](mailto:malaney@educ.umass.edu).

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Teacher Education and Curriculum Studies

TEACHING ASSISTANTSHIP - Collaborative Teacher Education Program (CTEP)
Fall 2005 – Part-time (10 hrs per week)

Supervisor of Pre-Practicum Students -- Educ. 282E

Responsibilities include: supporting students in their first pre-practicum in local elementary classrooms through electronic communication (journal reviews and prompt feedback). Includes three large group meetings and initial visits to schools.

Qualifications: High level organizational and inter-personal skills and an understanding of the culture of the elementary school. Computer skills in WORD and EXCEL highly desirable. Elementary teaching experience highly desirable. Work Study eligibility students only.

Please send resume and letter of interest to Raymond M. Sharick, Room 111 Furcolo Hall;
raymonds@educ.umass.edu; 545-2701.

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## **ANNOUNCEMENTS**

### **FELLOWSHIPS - AERA**

Two exciting new postdoctoral initiatives from AERA - the AERA-AIR Research Fellowships and AERA-ETS Postdoctoral Fellowships. Both partnerships provide early career doctoral recipients with opportunities to develop their research competencies and productivity in organizations known for excellence in education research.

The initial application deadline is **June 15, 2005**. Detailed information is available on the AERA website at the following link: <http://www.aera.net/fellowships> .

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ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

BOBBIE COLEMAN

May 23, 2005, 10:00 a.m. - 12:00 noon, Room 21C, Furcolo.

Chairperson: Dr. Kathleen Davis.

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### **ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

**MOLLY MEI-LING LIM**

May 24, 2005, 8:30 a.m., Room 151, Hills South.

**Chairperson: Dr. David M. Schimmel.**

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ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

BARBARA A. CHOINIERE

June 1, 2005, 10:00 a.m., Room 128, Furcolo.

Chairperson: Dr. Irving Seidman.

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### **ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

**MEREDITH BECKER**

June 7, 2005, 2:00 p.m., Room 151, Hills South.

**Chairperson: Dr. Kathryn A. McDermott.**

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ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

BARBARA BAKER

June 13, 2005, 11:00 a.m., Room 20, Furcolo.

Chairperson: Dr. Masha K. Rudman.

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### **FORMATION OF DISSERTATION COMMITTEE**

**BOB WAJIZIGHA CHULU**

Proposed Dissertation Title: "Invariance of Examination Standards: An investigation into the Consequences of not Equating Educational Tests." Statement of the Problem: Research has not explicitly shown the consequences of not equating educational test scores. On the other hand, there are institutions that must create their own equating design or modify already existing ones to adapt them to their situation if they are to equate tests. The goals of this study are to investigate the consequences of not equating educational tests and to propose an equating design that may be used in situations where traditional designs are not suitable.

**Chairperson: Dr. Stephen G. Sireci.**

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FORMATION OF DISSERTATION COMMITTEE

YEON HAN CHUNG

Proposed Dissertation Title: "A Comparative Study of Changes in Educational Decentralization Policy in China, Korea, and the United States Between 1980 and 2000." Statement of the Problem: Decentralization has long been viewed as a fatal attraction by many policy makers who perceived it as a panacea to the problems facing countries, such as inefficiency, financial inadequacy, legitimacy crisis, and conflict management in education. However, many case studies have shown the discrepancies between the rhetoric and the reality... Little is known about the impact of decentralization on efficiency and equity... Therefore, the consequences of educational decentralization need to be confirmed and validated by examining various situations and circumstances.

Chairperson: Dr. Jeffrey Eiseman.

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## **FORMATION OF DISSERTATION COMMITTEE**

**MARY MONICA GOMES** Proposed Dissertation Title: "Innovative Strategies for Teacher Training and Classroom Pedagogy for Accelerated Learning: An NGO Alternative Schooling Program for Marginalized and Poor Children in Bangladesh." Statement of the Problem: In the present day context of developing countries and post-conflict situations, the failures of the formal educational system to reach the poor, marginalized, and hard-to-reach groups of the population make the case for alternative approaches to education more compelling...The challenges faced by the mainstream education system has led to the development of alternative educational models such as "accelerating learning;" which aims to provide education to those who are unable to devote the full school years required to attain education, or in situations where the normal schooling years have been disrupted by war or conflict... More in-depth studies are required to better understand is "accelerated learning", what are its key strategies, and how do they enable learning to be accelerated.

**Chairperson: David R. Evans.**

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FORMATION OF DISSERTATION COMMITTEE

WILLIAM GROHE Proposed Dissertation Title: "Conversations and discourses related to popular culture and other cultural texts: Learning through cross-cultural sharing." Statement of the Problem: Currently, there is a dearth of information and literature about the use of popular culture for language and literacy development outside the U.S., U.K., Europe, and Australia. Thus, there is an apparent need for research about the influences and uses of popular and other cultural texts for language and literacy development, particularly for communities who come from or live in the post colonial world.

Chairperson: Dr. Jerri Willett.

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## **FORMATION OF DISSERTATION COMMITTEE**

**KEEGAN E. MANCHESTER** Proposed Dissertation Title: "Investigating the Validity of the Dynamic Indicators of Basic Early Literacy Skills' retell Fluency." Statement of the Problem: The Retell Fluency subtest of the Dynamic Indicators of Basic Early Literacy Skills is a new addition to the DIBELS Assessment protocol. The technical adequacy of the subtest, namely concurrent validity, must be established.

**Chairperson: Dr. William Matthews.**

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FORMATION OF DISSERTATION COMMITTEE

AMANDA MARCOTTE Proposed Dissertation Title: "Incremental and Predictive Utility of Formative Assessment Measures of Reading Comprehension." Statement of the Problem: Simple and valid production based assessment tools are readily available for the measurement of reading enabling skills. At the point where decoding has become automatic, production-based assessment tools are needed that enable us to observe and quantify indicators of reading comprehension development."

Chairperson: Dr. John Hintze

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## **FORMATION OF DISSERTATION COMMITTEE**

**ALBERTINA NAVARRO RIOS** Proposed Dissertation Title: Child Abuse in Contemporary Children's Literature: A Critical Multicultural Analysis. Statement of the Problem: Child abuse themes have appeared more regularly in books written for young readers since the 1980s. Because research in this thematic area is still emerging, few research studies have been conducted that assess the impact of these books on their readers. This study is an attempt to study children's literature that deals with child abuse themes so as to understand the social and cultural values informing the writing transmitted by these authors.

**Chairperson: Dr. Masha K. Rudman.**

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FACULTY/STAFF ACTIVITIES, HONORS, AND AWARDS

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