RESEARCH ASSISTANTSHIP

Department of Student Development

10 hour/week graduate research assistantship available for fall 2015.

Responsibilities include: The graduate assistant will work on research projects exploring competence and risk factors among adolescents with challenging behavior and symptoms of ADHD, as well as implementing Positive Behavior Supports within family and secondary school contexts. The student will assist in reviewing relevant research; collecting, managing and analyzing data; developing future research projects; and writing for conference presentations and publications.

Qualifications include: The ideal candidate will have an interest in research related to supporting students with challenging behaviors and have well developed skills in collecting/managing/analyzing data for single-case, qualitative, and quantitative research projects. Additionally, the position requires strong writing and organizational skills, as well as excellent time management. The ability to work both independently and collaboratively is also required. Knowledge of statistical analysis is preferred. Applicant must complete CITI training. Preference will be given to doctoral students.

To apply, please send a resume to Dr. Sarah Fefer at sfefer@educ.umass.edu. Please put Fefer RA in the subject line of your email.

More assistantship announcements inside
RESEARCH ASSISTANT
Department of Teacher Education and Curriculum Studies
Urban Education

One 10 hour/week research assistantship is available for the fall semester 2015. This position will support a youth participatory action research project examining literacy, education narratives, and academic achievement of high school students in Holyoke, Massachusetts.

Responsibilities include: conducting literature reviews; attending site visits to Dean Technical High School; co-facilitating presentations and discussions for Dean Technical High School students related to educational and social issues as well as research skills/methods; collecting and archiving data, including audio and video; attending research team meetings; writing for conference presentations and publications; and assisting with the overall project.

Qualifications include: experience working with youth across educational contexts; familiarity with Holyoke School District; ability to create supportive environments for students of color to become researchers of their own schools and communities; strong writing and oral communication skills; ability to use digital audio/video equipment; willingness to travel to Holyoke by car. Additionally, the ideal candidate must have strong organizational and time management skills, and be able to complete research tasks independently. Previous research experience or familiarity with qualitative methodology is preferred. Spanish-speaking skills preferred. Applicant must complete CITI training.

Priority given to doctoral students. Position contingent upon funding.

To apply, please send a brief cover letter and CV/resume to Keisha Green at klgreen@umass.edu and Jason Irizarry at jirizarry@educ.umass.edu

TEACHING ASSISTANTSHIP
Department of Student Development

10 hour/week teaching assistantship available for fall 2015 for EDUC 325.

Responsibilities include: Working with the instructor to identify resources for class lectures and activities; working with the instructor to print and copy materials for students; attending each class and supporting the instructor with in-class activities; monitoring class discussions in Moodle, and giving students feedback on their discussion posts; supporting the instructor in the grading weekly quizzes; providing support and feedback to students on class projects; supporting the instructor with grading of final projects. May lead 1-2 class discussions with instructor support.

Qualifications include: Excellent data management and computer skills, strong organizational skills, effective and efficient reading and writing skills. Priority will be given to doctoral students.

To apply, please send a brief letter of application and your resume to Michael Krezmien at krezmien@educ.umass.edu. Please use the phrase “EDUC 325” in the subject line of the email.
International Teaching Assistants
Screening Test of Spoken English -
fall 2015

The SPEAK test is a screening test for spoken English communication skills. The SPEAK test for first-time international teaching assistants (ITAs) for fall semester 2015 will be administered during the week of September 13. Students who took the test previously and scored 45 but did not participate in Communication Instruction classes should also take the test. We also recommend this test for students who are not currently in a TA/TO position but may be in the future. RAs and other international graduate students may also take the test and participate in small group Communication Instruction classes on a space-available basis. Priority for participation in the classes will be given to currently funded TAs and to those with the greatest need.

Students are exempt from taking the SPEAK test if they satisfy one of the following criteria:

- TOEFL exemption at admission. This appears as “TOEFL Exempt” in the student’s SPIRE record. (The list of reasons for exemption appears under the FAQ “Can the TOEFL requirement be waived?” at http://www.umass.edu/gradschool/admissions/faq.)

- A score of 26 or higher on the Speaking section of the TOEFL iBT at the time of admission. The SPIRE record shows the Speaking section score.

- A score of 8.0 or higher on the Speaking section of the IELTS. IELTS scores are not currently broken down in SPIRE, but the Speaking section score is available from Graduate Admissions. (Very few applicants report IELTS scores.)

The purpose of the SPEAK test is to identify any potential difficulties ITAs may have in understanding spoken English or in being understood in the undergraduate classroom. A score of 50 or above is required to pass the test.

Students who do not pass the test are encouraged to attend the English Communication Instruction classes offered by the Graduate School through the Center for Language, Speech and Hearing. The classes are offered throughout the year. At the end of each semester, students are reevaluated and those who do not meet the criteria are allowed to continue in the Communication Instruction classes for additional semesters.

Progress reports for students currently enrolled in English Communication Instruction classes will be sent to Graduate Program Directors at the end of the fall semester. The report will indicate each student’s current functional level and the SPEAK Test equivalent score.

If you have any questions, or need any additional information, please contact Lori Baronas at 545-5278 or Lori Laughren at lviglian@comdis.umass.edu.
PROJECT ASSISTANTSHIP
Department of Student Development

10 hour/week project assistant for fall 2015.

Responsibilities include: assist the department with national accreditation reports; provide support gathering and analyzing department data; assist in planning in department meetings; support department strategic planning and other college and university-wide initiatives; any other duties as assigned.

Qualifications include: excellent written and oral communications skills; excellent organizational skills; ability to work with various campus constituencies including faculty members, administrators, and students. Priority will be given to doctoral students.

To apply, please send a resume to Judy Pierce at judithpierce@umass.edu.

TEACHING ASSISTANTSHIP
Department of Student Development

One 10 hour/week teaching assistantship is available for the fall 2015 semester. The position will entail supporting the school psychology program’s Field Practicum experiences course EDUC 698Q.

Responsibilities may include: Communicating with school-based personnel to help arrange field placements, assisting with course preparation and leading course discussions, coaching graduate students in the implementation of new testing and evaluation procedures, providing feedback on students’ written work and assisting in the evaluation of students’ performance, assisting with the documentation of clinical training and gathering data necessary to meet accreditation requirements.

Qualifications include: Candidates must have successfully completed EDUC 708 and EDUC 705. He or she must have excellent written and oral communication skills; be able to work with various campus constituencies including faculty members, administrators, and students, as well as foster and maintain excellent relationships with school-based professionals in the community; have an appreciation of diversity and multicultural values as they related to educational contexts. Additionally the ideal candidate must have strong organizational, time management skills, and be able to complete projects independently. Preference will be given to doctoral students.

To apply, please send a brief letter of application and your resume to Judy Pierce judithpierce@umass.edu. Please put EDUC 698Q GA in the subject line of your email.
**Graduate Assistantship**
Department of Student Development
Social Justice Education

One 10 hour/week graduate assistantship for fall 2015.

**Responsibilities include:** Supporting research activities of a project on media making and learning opportunities serving minoritized youth: conducting literature reviews, facilitating site visits, collecting and analyzing data, writing reports and conference proposals, attending research meetings, and assisting with the overall project.

**Qualifications include:** Prior experience working with minoritized youth in city schools; ability to relate to partners in education; strong writing and oral communication skills; familiarity with ethnographic approaches and qualitative data analysis software; facility of digital audio/video equipment; and willingness to travel by car. The ideal candidate must have strong organizational and time management skills, and be able to complete tasks independently. Doctoral student preferred; applicant must complete CITI training.

To apply, please send a brief cover letter and CV/resume to Korina Jocson at kjocson@umass.edu.

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**Teaching Assistant and Graduate Student Orientation**
Friday, September 4, 2015 Campus Center

**8:00-12:00 Teaching Assistant Orientation**

**8:00-8:30 Check-In**
- Name Badges
- Flash Drives
- Teaching Handbooks
- Shopping Bags
- Breakfast

**8:30-8:45 Dean’s Welcome**

**8:45-8:50 GSS Welcome**

**9:00-9:55—Concurrent Session I**
- Assessing Student Learning
- Teaching to All Learners
- Leading Effective Discussions
- Engaging Students in Large and Small Classes
- Responding to Student Writing
- The First Day of Class

**10:00-10:55—Concurrent Session II**
- Assessing Student Learning
- Leading Effective Discussions
- Responding to Student Writing
- Teaching to All Learners
- International TAs and Cross-Cultural Teaching Issues
- Library Support for Teaching

**11:00-11:55—Concurrent Session III**
- Effective Teaching: Advice from Top CNS TAs
- Effective Teaching: Advice from Top SBS TAs
- Effective Teaching: Advice from Top HFA TAs
Teaching Assistantship
Department of Student Development

One 10 hour/week graduate teaching assistantship is available for the fall 2015 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, 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. Preference will be given to doctoral students.

To apply, please send a brief letter of application and your resume to Judy Pierce judithpierce@umass.edu. Please put EDUC 708 GA in the subject line of your email.

Graduate Assistantship
Department of Student Development

One 10 hour/week graduate assistantship is available for the fall 2015 semester to support the coordinator of the school psychology program handle management activities related to accreditation procedures.

Responsibilities may include: Assisting with preparation for the APA site team accreditation visit, the data management within the Tk20 portfolio system, aligning accreditation documentation, the student handbook materials, and the school psychology program website, and assisting with the organization of data for self-study reporting.

Qualifications include: Candidates must have taken EDUC 741 and have knowledge and understanding of both APA and NASP standards. Candidates 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 constituents across multiple professional accrediting bodies. Preference will be given to doctoral students.

To apply, please send a brief letter of application and your resume to Judy Pierce judithpierce@umass.edu. Please put SCH PSYCH GA in the subject line of your email.

Like the college
https://www.facebook.com/UMassCollegeofEd
Thursday, August 27th - 1:00-2:00pm
165-169 Campus Center
**Intro to Grant Writing**

Intended as a follow-up to Intro to Grant Searching, this session will focus on developing a competitive external funding application. We will outline common application elements and provide tips to craft a clear, cohesive proposal. While prior participation in Intro to Grant Searching is not required, it is assumed that participants will arrive with a basic understanding of how to search for external funding. **Pre-registration** is requested.

Thursday, September 3rd - 12:00-1:30pm
804-808 Campus Center
**NSF Graduate Research Fellowship Info Session**

Co-sponsored by the Institute for Social Science Research (ISSR). Fall is fast approaching and with it comes the NSF Graduate Research Fellowship Program (GRFP) application deadlines. A three year award that provides an annual stipend of over $32,000, the GRFP is one of the most prestigious awards for early-career graduate students. This event features a panel of faculty members and UMASS GRFP recipients to share tips for crafting competitive proposals, offer insight on what reviewers look for, and outline UMASS resources available to you as you prepare your application. This event is highly recommended for first and second year graduate students. Please join us and bring your questions--a pizza lunch is provided! **Pre-registration** required.

Thursday, September 10th - 12:00-1:30pm
917 Campus Center
**NSF Graduate Research Fellowship Info Session**

Co-sponsored by the Institute for Social Science Research (ISSR). Fall is fast approaching and with it comes the NSF Graduate Research Fellowship Program (GRFP) application deadlines. A three year award that provides an annual stipend of over $32,000, the GRFP is one of the most prestigious awards for early-career graduate students. This event features a panel of faculty members and UMASS GRFP recipients to share tips for crafting competitive proposals, offer insight on what reviewers look for, and outline UMASS resources available to you as you prepare your application. This event is highly recommended for first and second year graduate students. Please join us and bring your questions--a pizza lunch is provided! **Pre-registration** required.

http://www.umass.edu/gradschool/
RESEARCH ASSISTANT
Department of Teacher Education and Curriculum Studies

One 10 hour/week research assistantship is available for fall 2015.

This position will support research on Secondary English language arts (ELA) teacher preparation and development, as well as on ELA curriculum and instruction designed to serve linguistically and culturally diverse students in urban contexts.

Responsibilities include: conducting literature reviews; participating/attending UMass College of Education English methods (pedagogy) courses; attending site visits to local secondary English language arts classrooms; co-facilitating presentations and discussions for teacher candidates in the English methods courses; attending research team meetings; writing for conference presentations and publications; and assisting with the overall project.

Qualifications include: experience working with pre- and in-service secondary English language arts teachers, teacher professional development, experience working with culturally and linguistically diverse youth across educational contexts; strong writing and oral communication skills; ability to use digital audio/video equipment; willingness to travel to Amherst, Holyoke, and/or Springfield. Additionally, the ideal candidate must have strong organizational and time management skills, and be able to complete research tasks independently. Previous research experience or familiarity with qualitative methodology is preferred. Applicant must complete CITI training.

Priority given to doctoral students. Position contingent upon funding.
To apply, please send a brief cover letter and CV/resume to Keisha Green at klgreen@umass.edu.

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RESEARCH ASSISTANT
Department of Teacher Education and Curriculum Studies

One 10 hour/week research assistantship is available for fall 2015. This position will support research on how current English language arts teachers, working within the Common Core framework, are enacting culturally relevant pedagogy.

Responsibilities include: conducting literature reviews; site visits to Springfield secondary English language arts (ELA) classrooms; co-facilitating professional development for ELA teachers; attending research team meetings; writing for conference presentations and publications; and assisting with the overall project.

Qualifications include: background in curriculum reform, experience working with secondary English language arts teachers, teacher professional development, experience working with culturally and linguistically diverse youth across educational contexts; strong writing and oral communication skills; ability to use digital audio/video equipment; willingness to travel to Springfield. Additionally, the ideal candidate must have strong organizational and time management skills, and be able to complete research tasks independently. Previous research experience or familiarity with qualitative methodology is preferred. Applicant must complete CITI training.

Priority given to doctoral students. Position contingent upon funding.
To apply, please send a brief cover letter and CV/resume to Keisha Green at klgreen@umass.edu.
CTEP students check out Furcolo’s new hub area located in front of the Mac classroom and classrooms 101 and 102.
Deadline is FRIDAY.

- **Deadline for submissions is 5:00 P.M. Friday** for inclusion in the following week's issue.

- All assistantship notices will run in two issues. For information about preparing assistantship notices refer to the **Faculty Resources** pages (How to Write a Beacon Announcement) of our web site. [www.umass.edu/education](http://www.umass.edu/education)

- Please submit notices of examinations and formation of dissertation committees to Kristin Tyler at ktyler@educ.umass.edu. These types of announcements will run for one week.

- Please submit announcements about departmental or concentration-related conferences, workshops, events and activities of interest to students to dms@educ.umass.edu.

**Do it the right way: for information about Beacon announcements**
http://www.umass.edu/education/faculty-staff/faculty-resources
Interested in exploring the intersection of learning and technology, developing your teaching repertoire, and enhancing your CV?

Enroll in a Learning, Media, and Technology course for fall 2015:

**EDUC 603 - COMPUTER MEDIATED COMMUNICATION**
Examine text-based computer mediated communication from three critical lenses: dialogue and pedagogy; gender and equity; and issues of identity in an online context.

**EDUC 612 - EDUCATIONAL WEB DESIGN**
Learn how to design, facilitate, and evaluate an open online course.

**EDUC 692K - THEORIES OF LEARNING**
Explore various learning theories currently ascribed to by professional educators and educational researchers.

**EDUC 897C - SEMINAR IN DIGITAL MEDIA LEARNING**
Examine how images, video, sound, and social media shape learning, while also gaining practical multimedia production skills.

If you have questions about the courses, please contact Dr. Torrey Trust (torrey@umass.edu).