Educator Licensure Assessment Office

One half-time (10 hours per week) Project Assistantship is available in the Educator Licensure Assessment Office for Fall 2009.

**Responsibilities include:** Work as part of the Tk20 Team to assist the Assistant Dean for Educator Licensure and Field Experience Officer with data management, analysis and reporting. Assist Educator Licensure faculty in implementing assessment plans through Tk20. Learn to use the Tk20 data management system; assist faculty in putting assignments, assessments, and rubrics on the system; and train students, faculty and cooperating teachers to use Tk20 data management system. Work with Field Experience Office to get information for Field Experience Placements and Binders. Conduct online and face-to-face Tk20 support sessions as needed by Tk20 office. Other duties related to the work of the Educator Licensure Assessment Office.

**Qualifications include:** Preference given to candidates with the following qualifications: doctoral student; excellent technology and computer skills; ability to learn new technology quickly; high level of initiative; excellent communication skills; team spirit; ability to work assigned hours which will include some evening hours and flexible hours as assigned. To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and resume to: Dr. Marge Magouirk Colbert, School of Education, Educator Licensure Office, Room 130 Furcolo Hall, University of Massachusetts, 813 N. Pleasant St., Amherst, MA 01003-9308. All Project Assistantships are contingent on available funding. **APPLICATION DEADLINE:** June 5, 2009.
Department of Teacher Education and Curriculum Studies
Mathematics, Science, and Learning Technology Concentration

Part-time (10 hour/week) Research Assistant position for Fall 2009. Will assist MSLT 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 Sandy Madden, smadden@educ.umass.edu

Department of Teacher Education and Curriculum Studies
Language, Literacy and Culture Concentration

Part-time (10 hour/week) Research Assistant position for Fall 2009: RA will work collaboratively with an LLC faculty member in the following ways:
1. Inquiry support - compiling sources and updating/conducting relevant literature reviews for faculty grants and publications; collecting data during interviews with mentors, university classroom observations, and large-group seminar; coding and analyzing qualitative data.
2. Teaching support - gathering, organizing, and posting reading materials for various course.
3. Writing support - editing and proofreading manuscripts for publication and grant proposals.

Qualifications: A qualified candidate will possess strong research and organizational skills as well as the ability to work independently. Candidate must have strong skills in qualitative research, writing, and facility with library and online research as well as experience with doing literature reviews. Experience or familiarity with literacy education within elementary and secondary contexts, including multiliteracies and critical literacies practices, and pre-service teacher education is preferred.

To apply: Send application letter and resume to Dr. Maria José Botelho at mbotelho@educ.umass.edu

Department of Teacher Education and Curriculum Studies

One half-time (10 hours/week) Research Assistant position (Summer 2009)
To work with Dr. Allan Feldman on research in teacher education. The position will consist of research activities: data analysis, transcription, and, and preparation of manuscripts. Priority will be given to TESI doctoral students with experience in teacher education, teaching, and student teaching supervision. Knowledge of the SOAR-High research project is also preferred. Please contact: Dr. Allan Feldman, 230 Furcolo Hall, at afeldman@educ.umass.edu. Funding for this position is from the Research Trust Fund.

DONG-SHIN SHIN

June 5, 2009, 2:00 p.m. - 4:00 p.m., Room 20, Furcolo. "A Blog-mediated Writing Curriculum for Teaching Academic Genres in an Urban School Classroom: Second-Grade ELL Students' Emergent Pathways to Literacy Development."

Chairperson: Dr. Margaret Gebhard.
BeaconLOG
School of Education faculty, students, staff & alumni share what they are doing.

Clement Seldin, Professor, Department of Teacher Education and Curriculum studies (TECS), recently lectured to graduate students on "Equality of Educational Opportunity" at San Diego State University. During Dr. Seldin's spring sabbatical, he is also involved in faculty development projects at New Mexico State University, Texas Christian University, and Florida Gulf Coast University and co-authoring a book titled “Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions” that will be published next year by Jossey-Bass.

Sally Galman, Assistant Professor, Department of Teacher Education and Curriculum Studies, will give a lecture in Uppsala, Sweden with her research partner, Renate Kosuch, professor of psychology at University of Cologne.

The presentation, which will be on June 16 at the University of Uppsala, is called "Developing Critical Gender Competencies in the Classroom: Deconstructing Gender and Power." Dr. Galman offered this summary of the lecture: In seeking to develop communities of critique by explicitly putting gender on the classroom agenda, we sought to reframe and collaboratively deconstruct hegemonic gender norms but found that the student effects could vary: Some students reacted with resistance to the material, some internalized only the most facile constructions gender and identity and still others - as a (paradox) result of our explicit treatment of gender and power - reify their gender stereotypes instead of overcoming them. Based on these student reactions, we seek to discuss the development of non-imperative strategies. The conference is called "Challenging Education" and is the first annual Nordic conference on gender.
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