Research Assistantship
Department of Educational Policy, Research, and Administration
One 10 hr/week research assistantship is available for Summer 2013.

Responsibilities include: This student will work for 80 hours during June 2013. The student will primarily work on a research project examining aspects of college access and success. S/he will assist with writing for publication and quantitative research.

Qualifications include: The ideal candidate will have developed skills in quantitative research methods. Strong writing, organizational, and time management skills are required, as is the ability to work in collaboration as well as independently. The ability to manage large data sets and use Stata is preferred.

To apply, please send a brief cover letter and CV to Dr. Ryan Wells at rswells@educ.umass.edu.

School of Education’s
GRADUATION CELEBRATION
Thursday, May 9  Campus Center Auditorium  5-7 p.m.
SOE Graduates, education majors and education minors
RSVP jtutun@educ.umass.edu

Always a good time!
TEACHING ASSISTANTSHIP
Department of Teacher Education and Curriculum Studies

10 hr/week graduate assistantship for FALL 2013

Responsibilities: Work as a Teaching Assistant (TA) for an undergraduate lecture course called Education and the Movies, which serves first- and second-year undergraduate students. This course offers a critical examination of gender, race, class, childhood, adolescence and equity in education as represented in dominant and alternative media (film, television, radio, and news media). The responsibilities of the position are: Attend weekly lectures (75 minutes) and one weekly teaching-team meeting (60 minutes); prepare for and lead two discussion sections (75 minutes each, up to 30 students each); grade all student work and track student attendance; calculate final course grades; hold weekly office hours; respond to student email and questions; participate in online discussions on the course website.

Qualifications: Must be able to attend all lectures, discussion sections and teaching team meetings; must have some experience leading, facilitating, planning, or teaching discussion-oriented workshops or classes with youth or adults; ability to work independently and with a team, follow through on commitments, and meet deadlines. Additional desired characteristics include academic knowledge or interest in issues pertaining to diversity and equity in public education, the sociology of education, Hollywood film representations of education, and/or critical media literacy.

Please submit a letter of interest, resume, and the names and contact information for 1-2 references who can speak to your strengths as a teacher or facilitator to: Professor Sally Galman at sally@educ.umass.edu. You may also contact Dr. Galman if you have questions about the position.

Research Assistantships
Department of Educational Policy, Research, and Administration

The Center for Educational Assessment in the expects several graduate student research assistantships for the 2013 summer. These assistantships are associated with projects sponsored by Measured Progress, edCount, Educational Testing Service, Pearson, the College Board, and the MA Department of Education.

Qualifications: All applicants must have a background in psychometrics, statistics and mathematical modeling of educational assessment data, experience working in educational assessment, and working knowledge of classical test theory and item response theory. All candidates should have extensive knowledge of multidimensional scaling, plausible values methodology, test construction, and test validation research.

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.

To apply, please contact Dr. Stephen G. Sireci, (413)545-0564 (Sireci@acad.umass.edu).
Faculty, students, staff & alumni share what they are doing

The editorship of the *Comparative Education Review* will be transferred to the School of Education’s Department of Educational Policy, Research and Administration as of July 1, 2013 for an initial five-year term. The *Comparative Education Review* (CER) is the premier journal in the U.S. in the field of comparative and international education and is the official journal of the Comparative and International Education Society. It is a peer-reviewed journal which is published quarterly. The journal was founded in 1956.

**Bjorn Nordtveit**, associate professor, has been named editor; **Cris Smith**, associate professor, has been named one of the co-editors, and associate professor **Jacqi Mosselson** will serve as the book review editor. They will work in cooperation with four co-editors from partner institutions: Kathryn Anderson-Levitt (UCLA), Stephen Carney (Roskilde University, Denmark), Peter Easton (Florida State University), and Elizabeth King (World Bank). Graduate students will assist in various ways, including as managing editors. The new editorial team, in addition to continuing current practices of the Journal, would like to bring attention to international scholarship by including reviews of articles, themes, debates and books from non-English authors and academic sources.

**Lisa Oliner**, a second year doctoral student in the Language, Literacy and Culture concentration, has been invited to present her work on “Multimodal Media Literary Analysis (MMLA): From Tradition to Transactional Meaning Making” at the 2013 Conference on English Education’s (CEE) Summer Conference at Colorado State University in July. The conference theme this year is: Moving Forward: Possibilities in English Teacher Education.

**David Evans**, director of the School’s Center for International Education (CIE), let us know that international education was strongly represented at the annual CIES conference this year in New Orleans. Included were these presenters (the titles of their presentations are noted, too):

- **Sumera Assan** - Classroom assessment culture in urban secondary schools in Bangladesh: ‘Assessment of learning’ or ‘assessment for learning’?
- **Kefah Barham** - Computer integration in Palestinian secondary schools in Ramallah and Qalqilyah cities: A mixed method study
- **HyeSeung Cho** - A comparative analysis of the Official Development Assistance (ODA) in South Korea and Japan focusing on basic education sector
- **Paul St. John Frisoli** - Literacy design, implementation, and monitoring in the Ouré Cassoni refugee camp in Chad: IRC’s literacy approach and Teachers’ Experiences of Professional Development in Crisis and Post-Crisis Democratic Republic of Congo: A Case Study of “Teacher Learning Circles"

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Please send items of interest to: dms@educ.umass.edu
Continued

Sangeeta Kamat - The Kamma caste and the spirit of capitalism: The corporate college phenomena in Andhra Pradesh, India and The myth of India’s Right to Education Act: Urban school reform and the Mumbai story
Tamar Lomiashvili - The dilemma of accountability in decentralization: A case study of education reform in Georgia
Jaqueline Mosselson & Yaëlle Stempfelet - Migration and mothering: The impact of cross-cultural mothering on young children
Mahboob Morshed - Math anxiety and math achievement in rural junior-secondary students of Bangladesh
Bjørn Nordtveit - China in Africa: Comparative analysis of five country cases
Karla Sarr - Integrating Indigenous knowledges in formal schooling in Senegal
Anna Swai - The effective incentive initiatives: Issues of teacher retention in Tanzania; The case of Rukwa region

Organizing and chairing panels were: HyeSeung Cho, Tamar Lomiashvili, Sangeeta Kamat, and Salma Khan. In addition, the following were on the program: David Bell, Jane Benbow, Nigel Brisset, John Comings, Karen Lennon, Beverly Lindsay, Mark Lynd, Flavia Ramos-Mattoussi, Verity Norman, Rebecca Paulson Stone and Ray Young.

Please send items of interest to: dms@educ.umass.edu

Grad students: please take the Grad School survey

The Graduate School is conducting a survey of all Ph.D. and Ed.D. students. The survey was distributed last Thursday.

This confidential survey takes about 15-20 minutes to complete and covers a very broad range of topics that concern graduate students. It will have a significant influence on programs and policies in the Graduate School and elsewhere on campus.

Ph.D. and Ed.D. students who may not have received the survey should look in their spam or junk mail folder for email from oapamail@acad.umass.edu. These messages were sent to students’ official UMass email addresses.

Students in master’s and professional doctorate programs will be surveyed in the fall.

ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

NURUL YAQIN April 29, 2013, 2:00 - 4:00 p.m., Room 21C, Furcolo Hall.
Chairperson: Dr. Howard A. Peelle.
UMass Amherst School of Education at AERA

Benita J. Barnes, EPRA
Invited panelist, GSC Division J Fireside Chat, “Establishing a Sustainable Program of Research.”

Sangeeta Kamat, EPRA

Katie McDermott, EPRA
"Assigning Opportunity: Student Assignment Policies, Race, and Class in Three School Districts" (co-authors: Elizabeth DeBray, University of Georgia; Erica Frankenberg, Pennsylvania State University; Anna Fung-Morley, University of Massachusetts Center for Public Policy & Administration); discussant in two sessions: "The Struggle for Educational Equity Within and Between Districts", "School Choice, Stratification, and Engagement in U.S. and International Contexts"

Katie McDermott, EPRA, and Kysa Nygreen, TECS
"Is it True That 'Knowledge is Power?' Human Capital, Cultural Capital, and the Politics of Equality."

Sharon Rallis, EPRA
Invited faculty scholar and participant in the 2013 David L. Clark Graduate Student Research Seminar in Educational Leadership & Policy.

Ryan Wells, Cathy Manly EPRA
"Maintaining Inequality through College Admissions: Exploring the changing use of admission-enhancing strategies." Wells: Division J program committee.

Theresa Austin, TECS
Presenter with Fatima Pirbhai Illich, "Negotiating Local Professional Knowledge through Telecollaboration."
Chair, AERA Sessions: Constructing Self: Hybridized Identities Across Contexts, sponsored by Division G - Social Context of Education / Section 1: Local Contexts of Teaching and Learning; Critical Urban Teacher Development sponsored by SIG-Critical Educators for Social Justice; Focus on Methods in Qualitative Research sponsored by SIG-Qualitative Research; Marginalized Voices sponsored by Division K - Teaching and Teacher Education; Multicultural and Multiethnic Education: Research, Theory, and Practice sponsored by SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Second Language Teacher Resourcefulness: Hybrid Virtual Communities in Language Teacher Education Across Global Sites sponsored by SIG-Second Language Research

Denise Ives, TECS
Presenting as a part of the Business Meeting for the Language and Social Processes SIG.
"Looking Backward and Thinking Forward: Roots of and Routes to New Possibilities for Research with Language at the Center."

Hyejin Jeon, TECS
"Genre-Based Pedagogy, Systemic Functional Linguistics and Korean L2 learners"

Barbara Madeloni TECS
Presenter with Ann Berlak, CSU, "From PACT to Pearson: The Teacher Performance Assessment and the Corporatization of Teacher Education”

Continued on page 6
Barbara Madeloni, Kysa Nygreen, Jennifer Cannon, TECS
“The Neoliberal Assault on Teacher Education in the United States: How Corporate Education Reform Is Transforming Our Work, Why We Should Care, and How We Can Resist”

Laura Valdiviezo, TECS
“The Challenges of Gender Mainstreaming in Bilingual Indigenous Peruvian Education”, “Navigating the Fields of Bilingual Education and Hispanic Research: Mentoring Session for Early Career Scholars”

Katrina M. Crotts, EPRA
Moderator, “Large Scale Assessment for ELs”

Molly Faulkner-Bond, EPRA
“Language-as-Resource in Language Instruction Educational Programs: Welfare or Profit-Share?”

Fernanda Gandara, EPRA
Moderator,” ‘Let’s Talk About How You Did’: Research on Communicating Student Performance to Connect Assessment and Learning”

Ronald K. Hambleton, EPRA
Discussant, “‘Let’s Talk About How You Did’: Research on Communicating Student Performance to Connect Assessment and Learning”, “Analysis of Topics in JEM, EM:IP and NCME Program Bulletins”

Ronald K. Hambleton, Hanwook Yoo, EPRA
“Evaluation of Factors that Influence the Equating Process”

Ronald K. Hambleton, MinJeong Shin, EPRA
“A Comparison of Subtest Score Equating Methods”

Lisa A. Keller, EPRA
Discussant, “New Directions in Item Response Theory”
Session Chair, “Exploring Reliability and Generalizability Theory”

Joseph Rios, EPRA
“Adaptation of a Working Memory Battery for Assessing Learning Difficulties in Native Spanish-Speaking Students”

Joseph Rios, MinJeong Shin, Louise Bahry, EPRA
“Assessing the IRT Invariance Property Under Violations of Local Independence”

Stephen G. Sireci, EPRA
Discussant, “Improving Assessment of English Learners: Test Administration Formats, Accommodations, and Score Reporting”

Stephen G. Sireci, Joseph Rios, EPRA
“Contemporary Methods for Evaluating the Comparability of Translated Tests”

Craig S. Wells, EPRA
Discussant, “Differential Item Functioning (I)”

April L. Zenisky, EPRA
Discussant, “Validity Connecting Assessment and Learning”

Cassie Sanchez
2013-2014 Joseph L. Boscov Scholarship

The purpose of the Joseph L. Boscov Scholarship is available to both current and incoming female graduate students who are U.S. citizens. Preference is given to women who are 35 or older, based on financial need, and whose work will "equip them for increased service to the needs of people and/or the environment." One scholarship will be awarded from the Boscov fund.

The Joseph L. Boscov Scholarship is a non-working award, i.e., there are no work responsibilities associated with the receipt of the Joseph L. Boscov Scholarship. The Boscov Scholarship will waive your tuition and the curriculum fee for the 2013-2014 academic year. The Boscov Scholarship does not provide health coverage.

Important Note: Receipt of this Scholarship will affect any loan eligibility for the coming academic year for students who also receive a Federal Direct Loan.

Students must meet the above criteria and submit the following to their departmental office:

- A personal statement, not to exceed two pages, that demonstrates how the graduate student's studies will equip them for increased service to the needs of people and/or the environment and also addresses the student's financial need. Statement should be done in Times New Roman 12 point font, single or double spaced.

- A recommendation from the student's advisor or chairperson.

- A Free Application for Federal Student Aid form (FAFSA) for 2013-2014 must be on file with the Graduate Financial Aid Office (Room 243 Whitmore). (NOTE: Students should allow 4-6 weeks for the FAFSA to be processed). Students can access the FAFSA form on the internet (www.fafsa.ed.gov)

- A resume or curriculum vitae.

Please note that there can only be one student recommended from each of Department. Submit final recommendations to Linda Guthrie.

**DEADLINE TO SUBMIT COMPLETED APPLICATIONS is MAY 10, 2013**

Applications should go to Linda Guthrie, GPD Coordinator,
Office of Academic Affairs, 123 Furcolo Hall or email your completed applications to lguthrie@educ.umass.edu

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**Can’t Sign a Degree Form Digitally?**

Some students and faculty are having problems using the new degree forms with a digital signature. The problem occurs when the PDF form gets opened in a browser window like Microsoft Viewer and then gets saved. It loses its “special Adobe features”, i.e. the ability to be signed digitally. The workaround is to right-click on the icon for the PDF attachment in the e-mail message and use “Save As” to save it directly to the computer without opening it, then carry out the digital signing procedure.

If you still have problems, or if you have any other problems using the digital signature-enabled forms, contact Jane Clukay at jclukay@educ.umass.edu or 413-545-4345.