Teaching Assistantship

Department of Student Development and Pupil Personnel Services
EDUC 325.

One (10 hours/week) teaching assistantship is available for Spring 2010 for Educ 325. Educ 325 is designed to teach education and non-education majors the fundamentals of Special Ed. in the U.S.

Responsibilities include: Attending weekly class lecture, meeting weekly with instructor to plan/discuss class, holding weekly office hours, facilitating course instructional planning, helping with grading, and tracking student attendance.

Qualifications include: Teaching experience at any level, computer skills (excel and data management) and strong organizational skills.

To apply, please contact: Robbie Calliham calliham@educ.umass.edu
### Teaching Assistantships

#### Department of Student Development and Pupil Personnel Services
**EDUC 293A**

One (15 hours/week) teaching assistantship is available for Spring (2010) for EDUC 293A.

**Responsibilities include:** Holding weekly office hours, maintaining class materials in SPARK, managing grading through SPARK, coordinating discussion groups, and general assistance in the course.

**Qualifications include:** Teaching experience at any level, computer skills (Excel and data management) and strong organizational skills.

To apply, please contact: Dr. Carey Dimmitt, cdimmitt@educ.umass.edu.

#### Department of Teacher Education and Curriculum Studies.
**EDUC 500-STEP Supervisor-Spring ‘10**

10 hours/week teaching assistantship available to supervise English, History, Science and Math student teachers in Secondary Teacher Education Program.

**Responsibilities include:** Supervision of 5 student teachers, site visits to schools, conferences with students and supervising practitioners, observation reports, weekly e-mail contact, attendance at monthly supervisor meetings, review of student teaching portfolios, maintaining contact between schools and university, timely completion of ongoing documentation of student performance.

For more info go to: [http://blogs.umass.edu/educ510-madeloni](http://blogs.umass.edu/educ510-madeloni)

**Qualifications:** Excellent organizational and communication skills. Classroom teaching experience. Preferences given to students who have or are taking EDUC 851.

Applicants should submit letter of interest, resume, and names and contact information for two references to Barbara Madeloni, Director of STEP Student Teaching, 413-577-0495, madelonij@educ.umass.edu.

Application deadline: December 22, 2009

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### American Educational Research Association
**Award Amount:** Up to $35,000  
**Deadline:** January 7, 2010

The American Educational Research Association Grants Program is offering research grants and dissertation grants for quantitative studies of U.S. education policy and practice using National Center for Education Statistics and National Science Foundation data sets. More information:

[http://www.aera.net/grantsprogram/index.html](http://www.aera.net/grantsprogram/index.html)
**Research Assistantship**

**Department of Student Development and Pupil Personnel Service**

10 hour/week, Spring 2010, doctoral level research assistantship to work on a large-scale database and policy analysis research study funded by the JEHT foundation. The study is an investigation of school referrals to the juvenile justice system.

**Responsibilities:** Development of a database in SPSS from multiple data sources, running descriptive analyses and data cleaning procedures, contacting state and local governmental offices to obtain policy and procedural standards, scholarly writing.

**Qualifications:** Applicants should have an interest in juvenile justice research, a background in data analysis, experience with SPSS, and strong writing skills.

Please send a letter of interest to Robbie Calliham, calliham@educ.umass.edu

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**FORMATION OF DISSERTATION COMMITTEES**

**TIA M. SUKIN**  
Proposed Dissertation Title: "Applying Differential Item Functioning Methods to the Detection of Aberrant Anchor Items: An Exploration of Item Flagging Sensitivity & Classification Accuracy of Examinees."  
**Statement of the Problem:** The presence of outlying anchor items, within the context of a nonequivalent groups anchor test (NEAT) equating design, is an issue faced by many testing agencies and the standard practice for identifying aberrant items has been found to be insufficient in some cases. Thus, there is a need to explore alternative approaches to detecting aberrant anchor items along with their sensitivities.  
**Chairperson:** Dr. Lisa Keller.

**LEAH TEPULUNDE KAIRA**  
Proposed Dissertation Title: "Using Item Mapping to Evaluate Alignment between Curriculum and Assessment."  
**Statement of the Problem:** There is a growing interest in alignment between state's standards and test content partly due to accountability requirements of the No Child Left Behind (NCLB) Act of 2001. Among other problems, current alignment methods almost entirely rely on subject judgment to assess curriculum-assessment alignment. In addition, none of the current alignment models accounts for student actual performance on the assessment and there are no consistent criteria for assessing alignment across the various models. Due to these problems, alignment results employing different models cannot be compared and the results do not provide any evidence about the relationship between alignment and student performance.  
**Chairperson:** Stephen G. Sireci.

**ANNOUNCEMENT OF FINAL ORAL EXAMINATION**

**CHERYL SHEILS**  
January 15, 2010, 10:00 a.m., Room 151, Hills South. "Latinos in the Pipeline to Baccalaureate-Prepared Nursing: Challenges and Supports in Persistence to Degree and Professional Licensure."  
**Chairperson:** Dr. Joseph B. Berger.
CALL FOR SUBMISSIONS

*Equity & Excellence in Education*

Special Issue: Social Justice and the Arts

Guest Editors: Lee Anne Bell and Dipti Desai

Artists have always been engaged with social justice issues, yet social justice educators often overlook or are not aware of their work and its transformative potential. The arts provide a uniquely powerful way to link the individual and systemic levels on which oppression and injustice operate. Given the challenges of helping people discern the relationship between individual acts of injustice and system-wide patterns, the arts offer an important tool for making these connections at a visceral level.

Because oppression is lived not just “out there” in the world but “in here” in our bodies, minds, and hearts, the arts are a vehicle for exploring these connections in a deeper, more embodied way. The arts also inspire our imaginative capacities and break through the crust of conventional thinking, opening new ways to imagine what the world could be like if justice were the organizing principle. Such opening can generate dialogue and divergent viewpoints that expand the possibilities for analysis and action.

In this special issue we emphasize that teaching/learning occurs in many places, including but not limited to K-12 settings, and we invite articles about the arts and education from this broad understanding that draw upon art forms including dance, theater, visual arts, performing arts, music, media arts, poems, storytelling, and spoken word.

We seek articles that show how the arts can enable people in schools and communities to think critically about issues of oppression and imagine creative actions to engender justice in the world. We also welcome articles that explore local/global connections and relationships, as well as those that focus on human rights and justice from an international perspective.

All articles should address in some way the following key points:

- Illustrate praxis, showing how theory and practice connect to promote social justice in schools and communities
- Offer a critical analysis that connects the individual and institutional/levels on which oppression operates
- Grounded in the arts and demonstrate creative ways to imagine otherwise
- Community and/or school based
- Show people as agents with the capacity to act on their analysis and commitments

Connect critique with hope and possibility

Note: If images are included with the article they should be at least 300 dpi, in black and white only, and must include copyright permission from the creator(s) of the images.

**Submission Guidelines**

Complete manuscripts are due May 1, 2010. For author guidelines, please see the inside back cover of this issue or visit the journal website ([http://www.eee-journal.com](http://www.eee-journal.com)). Please confine manuscripts to 25 double-space pages and indicate in your cover letter that the submission is for the special issue on *Social Justice and the Arts*.

All submissions are peer reviewed. This special issue is scheduled to be published August 2011. **Contact Lee Anne Bell (lbell@barnard.edu)** with any questions related to this special issue.