Access The Beacon online: http://www.umass.edu/education/publications/beacon.shtml.
Or go to the School of Education home page and click on The Beacon icon.

The Beacon will not be published during the weeks of December 27, 2012 and January 3, 2013.

SEEKING NOMINATIONS FOR THE SCHOOL OF EDUCATION
COLLEGE/SCHOOL OUTSTANDING TEACHER AWARD

The College Outstanding Teacher Award program was instituted as a complement to the Distinguished Teaching Awards given by the Graduate School. The purpose of the award is to honor individual faculty members for their teaching and mentoring accomplishments within their own colleges. While classroom teaching is the fundamental criterion, this award also actively values supervision of field/clinical experiences, supervision of research, and mentoring professional publications and presentations.

The Office of Academic Affairs is seeking nominations by colleagues and/or students. Please submit your nomination to Jane Clukay (jclukay@educ.umass.edu) in the form of a letter highlighting why your nominee should be considered for this award. Deadline for receiving nominations is Friday, December 21, 2012.

The Beacon Deadline is FRIDAY
• Please submit general news and announcements to: dms@educ.umass.edu by 5:00 P.M. on Friday for inclusion in the following issue. All assistantship notices will run in two issues.
• Please submit notices of examinations and formation of dissertation committees to Linda Guthrie. These types of announcements will run for one week.
Teaching Assistantship
Department of Teacher Education and Curriculum Studies
EDUC 500-STEP Supervisor-Spring 2012

A 10 hour/week teaching assistantship available to supervise English, history, science and mathematics student teachers in Secondary Teacher Education Program.

Responsibilities include: Supervision of five student teachers, site visits to schools, conferences with students and supervising practitioners, observation reports, weekly email contact, attendance at monthly supervisor meetings, support of students in completing student teaching portfolios, 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

Qualifications: Excellent interpersonal, organizational and communication skills. Classroom teaching experience in the subject area.

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, madeloni@educ.umass.edu. Application deadline: January 3, 2012

AERA’s ERSP deadline is January 8

The submission deadline for the AERA Education Research Service Projects (ERSP) initiative has been extended to January 8, 2013. This is the first competition for this new initiative.

The ERSP program seeks to encourage education researchers to offer their pro bono expertise to educational organizations, institutions, or other community groups in areas where research can make a difference. ERSPs connect research with education needs in local communities and engender a culture of service by providing grants ranging from $1000 to $5000 for projects typically one year of duration.

ERSP projects aim to address the research needs of educational entities at any level of education and in formal or informal contexts of learning. Projects may be situated in one or more locales, including outside of the United States, as long as the issue can be addressed through research or technical research expertise and can be feasibly done within the parameters of this initiative.

See the AERA website for further information about ERSP projects. The Call and Guidelines for submission is available at AERA ERSP. Applications should be submitted to edresearch@aera.net.

You can find our annual newsletter on our website.

The School of Education’s website
www.umass.edu/education
Graduate Assistantship
Department of Teacher Education and Curriculum Studies

One 10 hr/week graduate assistantship for SPRING 2013.
Description: Assist with ethnographic study of students and families in Springfield.
**Responsibilities:** Conduct classroom observations, home visits, and interviews; assist with scheduling and logistics for interviews, classroom and home visits; assist with transcription of ethnographic interviews; conduct library research on Springfield neighborhoods, politics and demographics, SPSD policies and demographics, and relevant local school reform initiatives; assist grant-writing efforts.

**Qualifications:** Experience and training in ethnographic or qualitative methods; excellent scholarly writing ability; academic knowledge of issues pertaining to diversity and equity in urban public schools; ability to use library and online database research tools; ability to work independently, follow through on commitments, and meet deadlines. Additional preferred qualifications include a familiarity with the schools, neighborhoods, and communities of Springfield; background in community organizing or other community-based work.

Applicants should submit letter of interest, resume, and names and contact information for two references to: Denise Ives, dives@educ.umass.edu and Kysa Nygreen, knygreen@educ.umass.edu

Teaching Assistantships
Department of Teacher Education and Curriculum
EDUC. 378: Survey of Children's Literature

Two 10 hrs./week teaching assistantships are available for Spring Semester 2013 with Denise Ives. Class meets on Tuesdays from 1:00 - 3:30 p.m.

**Responsibilities include:** Collaborating with Faculty Supervisor and other Teaching Assistants to plan course activities, readings, and requirements; teaching one section of 378; maintaining attendance records and grading student assignments for one section; and holding weekly office hours for students enrolled in the course.

**Desired qualifications include:** Interest in and knowledge of children's and adolescent literature and reading/writing pedagogy. Previous teaching experience, especially at the college level preferred but not required.

To apply please send a letter of interest, a current resume, and two names of references to Dr. Denise Ives, dives@educ.umass.edu.
Project Assistantship
Department of Teacher Education and Curriculum Studies
Children, Families and Schools (CFS) concentration

A 10 hour/week Project Assistantship position is available for Spring 2013. The PA will assist faculty with tasks related to managing an academic journal and program work as needed. This work requires well-developed communication skills, advanced methodological knowledge and understanding of cultural theories, advanced writing and editing skills and self-directed, highly-organized, professional performance. Additionally, this position requires maintenance of a consistent online presence for monitoring journal activities and frequent project updates and other contacts with a body of international associate editors across varied time zones.

Responsibilities: coordination and execution of academic journal work, including but not limited to: attending and facilitating trainings, communicating with authors, monitoring online software system, managing faculty and international team meeting calendars, setting up meeting equipment and logistics, and acting as liaison with research teams at other university sites. It is also possible that this hire will assist with teacher education program work as needed.

Qualifications: A qualified candidate will be an advanced graduate student who has completed a full complement of research methodology coursework. He or she demonstrates excellent academic writing and editing skills and strong organizational, communication and management abilities. S/he is able to work independently and professionally. S/he has the foundational technology skills necessary to learn and maintain online journal website and feedback mechanism. Motivation to take on various tasks, work independently and show initiative is expected.

To apply: Send a cover letter, academic writing sample, CV and two references to Dr. Sally Galman at sally@educ.umass.edu

TEACHING ASSISTANTSHIP
Department of Teacher Education and Curriculum Studies

A 15 hr/week teaching assistantship is available for SPRING 2013 to assist with EDUC 494RI. EDUC 494RI (Educational Issues in Real World Settings) fulfills the Integrative Experience requirement for students majoring in Psychology. It also fulfills a requirement for the Education Minor.

Responsibilities include: Attendance at all class sessions (Tu/Th mornings); Assisting with planning and teaching; Facilitation of undergraduate student research projects; Facilitation and monitoring of discussion groups (online and in the classroom); Evaluation of student work; Maintaining attendance and grading records; and Scheduled office hours (2h/week).

Qualifications: Excellent communication skills; Experience with Undergraduate teaching; Strong Organizational skills; Experience with and knowledge of local educational settings and issues; Knowledge of research methods; Experience with Moodle preferred.

Applicants should submit letter of interest, CV/resume (including the names and contact information for two references) to Raymond Sharick at rsharick@educ.umass.edu. Subject line of email should read: “TA EDUC 494RI.” (This assistantship is only for the SPRING 2013 semester.)

Application deadline: December 19, 2012

Send your news and other items to: dms@educ.umass.edu
Teaching Assistantship
Department of Teacher Education and Curriculum Studies

A 10 hr/week teaching assistantship is available for SPRING 2013 to teach EDUC482E Pre-practicum in Education. A co-requisite field experience course for EDUC 461 Teaching Reading and Language Arts in the Elementary Classroom.

Responsibilities include: a) assigning pre-practicum undergraduate students to placements in area elementary schools b) serving as a liaison between the university and P-6 schools c) communicating with students, supervising practitioners and administrators d) meeting 482E weekly e) evaluating student work f) meeting bi-weekly with supervising faculty, g) assisting with future course design/redesign.

Qualifications: Experience with fieldwork placements, experience with undergraduate teaching, strong organizational and communication skills, technological background or willingness to learn Moodle and other online course tools. Experience teaching reading in K-12 settings preferred.

Applicants should submit a letter of interest and CV/resume to Barbara Hruska at bhruska@educ.umass.edu by Dec. 14, 2012. Subject line should read: TA EDUC 482E.

Office of National Scholarship Advisement on Fulbright scholarships for UMass students.
The deadline for the application for the Fulbright Public Policy Fellowship is February 1.
This is a program for people who have a Master’s Degree or are currently enrolled in a PhD program and have two years of public policy related experience in a broad range of fields including, but not limited to public health, education (including English as a Second Language), agriculture, justice, energy, the environment, public finance, economic development, information technology, and communications.

Public Policy Fellows are seconded to government institutions overseas in a handful of countries and are able to conduct academic research projects.
Interested students can learn more about this special opportunity at: http://us.fulbrightonline.org/fulbright-public-policy-fellowships.
Candidates do not apply through the university but directly through the us.fulbrightonline site.

FORMATION OF DISSERTATION COMMITTEES
KIMBERLY F. COLVIN Proposed Dissertation Title: “The Effect of Automatic Item Generation on Ability Estimates in a Multistage Test.” Statement of the Problem: Due to on-demand testing and concerns related to test security, testing programs that use multistage adaptive testing are interested in using automatically generated items to supplement their item pool. Because adaptive testing algorithms use each item’s psychometric properties these properties would need to be predicted for the automatically generated items. This dissertation will examine the effect of using predicted item statistics on the accuracy of examinees’ ability estimates.
Chairperson: Dr. Lisa A. Keller.

DAWN RENDELL Proposed Dissertation Title: “The Stress Problem: Exploring the intersections of student stress, involvement, and problem-solving.” Statement of the Problem: College student are reporting feeling stressed at higher levels than ever before (American College Health Assoc, 2012; Pryor J.H., Hurtado, DeAngelo, Palucki Blake, & Tran, 2010). This problem warrants the attention of campus administrators and mental health professionals. Campus activities offices and student affairs professionals have an opportunity to work intentionally with members of student organizations to help them develop the skills they need to manage their stress. However, there is a lack of research about how involvement might be related to stress levels and problem-solving confidence. The purpose of this study is to investigate the intersection of involvement in student organizations, problem-solving confidence, and stress.
Chairperson: Dr. Elizabeth A. Williams.
ENGLISH COMMUNICATION REQUIREMENTS & PROGRAMS
FOR INTERNATIONAL TEACHING ASSISTANTS

If you are funded as a TA:

1. You must meet the requirements of the UMass Amherst Oral English Policy.

University of Massachusetts Amherst Oral English Policy

Each TA with instructional responsibilities must have appropriate oral proficiency in English.

The University currently uses the SPEAK test to evaluate oral proficiency. You do not need to take the SPEAK test if any of the following statements is true:

- When you were admitted to UMass, you were not required to submit your scores on an English proficiency exam like the TOEFL or IELTS.
- You do not have a graduate assistantship.
- Your graduate assistantship does not have instructional responsibilities.
- You took the TOEFL iBT and scored 26 or higher on the Speaking section.
- You took the IELTS and scored 8.0 or higher on the Speaking section.

If none of these statements is true, then you must take the SPEAK test.

Frequently asked questions about the SPEAK test requirement

- I took the TOEFL CBT or the paper TOEFL. Do I have to take the SPEAK test? Yes, because those tests do not have speaking sections.
- I got 95 on the TOEFL iBT. Do I have to take the SPEAK test? Your total TOEFL score is irrelevant. Only your score on the Speaking section matters.
- What does it mean to have “instructional responsibilities”?

You have instructional responsibilities if you teach a class, run a discussion section, or run a lab section. Most graduate students who are appointed as teaching assistants or teaching associates have instructional responsibilities. If you are appointed as a research assistant, then you do not have instructional responsibilities. If you are not sure, ask your Graduate Program Director.

To reiterate: Any international TA with a lower score on the above mentioned tests and those who took tests without speaking components (such as the paper TOEFL and the TOEFL CBT) will still need to report for the SPEAK test.

2. If you are required to take the SPEAK test:

   a. Sign up for the test at the Graduate School, Goodell 518, after you have registered for classes.
   b. Sign up early for best choice of appointment times.
   c. You will be provided with a practice test at the following link: http://www.umass.edu/gradschool/sites/default/files/speak_practice_test.pdf
   d. Test takes approximately 1 hour.
   e. Test location: 358 North Pleasant Street

3. If you are required to take the SPEAK test and score below a 50 on it, you are required to participate in an ITA Communication Instruction class as part of your TA responsibilities.

Classes consist of small groups (about 4 international graduate students) and are led by graduate student instructors with a background in language and phonology. All classes are supervised and monitored by the interim program coordinator, Michelle Boisvert, Ph.D., CCC-SLP.

The focus of the class is to give you the skills you need to communicate effectively as a TA. Skills that will be covered include:

   a. Accent Modification
   b. Presentation of academic information
   c. Pronunciation, intonation and prosody
   d. Idiomatic language and expressions
   e. Cultural awareness
   f. Fluency
   g. Increase self-awareness and self-monitoring through the use of DVD recordings.

Classes will be scheduled for 2 hours/week plus ½ hour/week individual tutorial. Classes will be held on Monday, Wednesday and Friday at a time when you are available.

If you have any questions please contact: Michelle Boisvert, Ph.D. CCC-SLP    mkboisve@comdis.umass.edu
Assistant Professor Laura A. Valdiviezo proudly shares recent news from doctoral students in the Language, Literacy and Culture concentration:

Tamara Chung-Constant recently published the peer-reviewed article titled: "Race, Gender, and Religion in the Performance of Self in an ESL Program", in Liminalities, a Journal of Performance Studies", http://liminalities.net/8-5/.

Katie Lazdowski's proposal "Evaluating the Responsiveness of a Transitional Bilingual Curriculum in the Local Context: Mali, West Africa" was accepted for a paper presentation in AERA 2013.

Daniel Morales will present the paper “Education is a Consumer Good: An Analysis of Neoliberal Ideology in Chilean Education" at the American Association for Applied Linguistics, and the paper "Realizing the Power of Movements through Multicultural Education" at the National Association for Multicultural Education which also awarded Daniel one of the Association's scholarships.

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

FORMATION OF DISSERTATION COMMITTEE

KELLY A. GRAY 
Proposed Dissertation Title: “Restoring Power to Traditional Education: Utilizing Constructivist Career Development to Leverage the Practical Value of the Liberal Arts.”

Statement of the Problem: Over the past two decades, liberal arts programs have seen drastic cuts in funding. Additionally, although student enrollment in the liberal arts has remained constant since the 1970s, enrollment in professional and technical education is expanding much faster. As a result, underfunded liberal arts programs struggle to keep pace, as well as market their value to incoming and enrolled students. One method of career development that may be better suited for the needs of liberal arts students is constructivist career development. This qualitative dissertation will examine constructivist career development from the perspective of liberal arts students and determine if this method meets their unique needs as they prepare to market their major to potential employers.

Chairperson: Dr. Benita J. Barnes