Project Assistantship
Fredrickson Center for School Counseling Outcome Research & Evaluation

One 20 hour/week project assistantship for Fall 2013 - Spring 2014

Responsibilities include: Assisting with the Center’s Institute of Education Sciences grant, including providing support to Project Manager, overseeing entry of survey data, creating presentations, writing reports, and presenting results at conferences.

Qualifications include: Demonstrated excellent written skills (including knowledge of APA formatting); outstanding organizational skills; strong technology skills (proficiency with Microsoft Office required; knowledge of Dreamweaver a plus); knowledge of school counseling theory and research-based interventions; experience in supervising others; ability to work with various constituencies, including undergraduates, faculty members, and administrators; ability to conduct library/internet research; ability to work in collaboration as well as independently.

Position is contingent upon funding.

To apply, please send a cover letter, resume/ CV, and writing sample to Karen Harrington at karenh@educ.umass.edu. Please write “IES Assistantship” in the subject line.

The Beacon’s vacation
The Beacon will not be published during the summer from the week of July 18 through August 22. The last issue in July will be published on July 11. Please plan accordingly.
Thank you.
ASSISTANTSHIP
Department of Teacher Education and Curriculum Studies

Practicum supervisor: 500L and 698AP
One 10 hour/week assistantship for fall 2013 to supervise the ESL licensure practicum and the Advanced Practitioner field experience. Both programs have placements in K-12 public schools in Western Massachusetts (e.g., Amherst, Northampton, Springfield, Holyoke, Hadley, Westfield, etc.).

Responsibilities include:
• Attending an orientation and meetings with UMass Amherst faculty regularly to problem solve and trouble shoot issues.
• Establishing and maintaining professional relationships with administrators and teachers in the schools and at field experience sites as well as with the faculty.
• Conducting observations of candidates’ teaching practices according to specified timetables and using appropriate forms.
• Providing quality oral and written feedback to candidates to support them in designing and reflecting on curriculum, instruction, and assessment practices.
• Writing weekly written reports to the LLCAP/Licensure advisor regarding all feedback that you provide candidates/field experience practitioner.
• For 500L:
Conducting three three-way meetings among the Supervising Practitioner, the UMass Amherst teaching candidate, and the Program Supervisor according to specified timetables and using appropriate forms; observing the students on site at least five times and providing feedback during post-observation meetings.
• For EDUC 698AP:
The Advanced Practitioner Program has field experience sites for teaching English and other world languages in a variety of traditional and non-traditional settings in Western Massachusetts (e.g., Chinese immersion, adult education, after school programs, informal teaching contexts).
• Meeting with each cohort of three students every two weeks during the semester to help learners self-assess their own teaching and provide some feedback on the teaching activity that they have videotaped.
• Assisting UMass faculty in assessing candidate’s course projects using TK20.
• Going to the partner schools when requested by partners at least once or twice during the semester to observe student work on site and meet with partners.

Qualifications:
• Classroom teaching experience in K-12 schools and/or international contexts
• Knowledge of language/culture of diverse students (e.g., Spanish, Chinese)
• Expertise in designing curriculum, instruction, and assessments for language learners
• Commitment to social justice in education
• Excellent communication and problem-solving abilities; ability to negotiate differences and meet professional standards
• A research interest in teacher education in ESL is a plus for EDUC 500L
• A specific research interest in World Languages is a plus for EDUC 698AP

Applicants should submit letters of interest, resume, and contact information for two references to Marie-Christine Polizzi mpolizzi@educ.umass.edu
Application deadline: August 25, 2013. Applications will be reviewed until the positions are filled. Hiring is contingent upon availability of funding.

Please Share The Beacon
If you receive the Beacon weekly through ft-fac, please send it to your list servs so that all students, staff, faculty and friends of the School have an opportunity to read its good news and important information. Thank you.
**Teaching Assistantship**
Department of Teacher Education and Curriculum Studies

10hr/week graduate assistantship for Fall 2013 and Spring 2014 to assist with Education 497I (Tutoring in Schools) that meets the pedagogy requirement for undergraduate students pursuing an Education Minor. Education 497I also meets a cultural diversity requirement for middle and high teacher license candidates. The course also offers a fourth credit option under Education H497I.

**Responsibilities:** Assisting in planning and teaching of Education 497I; Facilitating discussion and workshop groups; Meeting with public school personnel at tutoring sites; Maintaining attendance and grading records.

**Qualifications:** Experience with undergraduate teaching; Strong organizational skills; Experience with and knowledge of local K-12 schools; Excellent communication skills; Familiarity with technology including wikis as an instructional resource.

Applicants should resume letter of interest, CV/resume and contact information for two references to: Robert Maloy rwm@educ.umass.edu and Sharon Edwards sedwards@educ.umass.edu

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**Teaching Assistantship**
Department of Teacher Education and Curriculum Studies
Program Supervisor Early Childhood Licensure

10 hr/week assistantship for fall 2013 for program supervisors for Early Childhood Licensure program. Supervision of students seeking early childhood licensure in pre-K or K practicum in the Fall semester.

**Responsibilities** include observations, giving verbal and written feedback, problem solving with and supporting pre-practicum and practicum students, supporting supervising practitioners, conducting three-way meetings, conducting debriefing sessions with students, timely completion of ongoing documentation of student performance, attending weekly seminar meetings (Monday mornings), attending program supervisor meetings twice a month.

**Qualifications:** Classroom teaching experience (PreK-6). Excellent communication and problem solving skills.

Applicants should submit letter of interest, resume, and names and contact information for two references to Camille Cammack at jcammack@educ.umass.edu

Application deadline: June 28, 2013

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**ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION**

YEDALIS RUIZ  July 30, 2013, 10:00 a.m., Room 163, Hills South.

Chairperson: Dr. Ryan Wells.
**Project Assistantship**  
Office of Research and Engagement  
Up to two 10-20 hr/wk project assistantships are available for Fall 2013.

**Responsibilities include:** Assisting the Associate Dean for Research and Engagement with proposal development, grant management, workshops, and report writing.

**Qualifications include:** Excellent written and oral communications skills; excellent organizational skills; ability to work with various constituencies in the United States and elsewhere - including faculty members, administrators, and students; appreciation of diversity and multi-cultural values in domestic and international contexts. Fluency in a language other than English is preferred.

To apply, please send a brief cover letter and CV to Hanni Thoma at hthoma@educ.umass.edu

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**FORMATION OF DISSERTATION COMMITTEES**

**SHANNON BARRY**  
Proposed Dissertation Title: "Using Social Network Analysis to Examine the Relationship Between Teacher Networks and Implementation of Behavior Support Systems."

**Statement of the Problem:** The implementation of school reform innovations such as Positive Behavior Interventions and Support (PBIS) is supported through ongoing, job embedded professional development for school staff. Quality JEPD includes the diffusion of practices to all those individuals who will be expected to use them. The diffusion of an innovation such as PBIS depends upon a connected network of administrators, teachers, and school staff (Rogers, 1963; Sugai & Horner, 2006) working together in and across teams. This study will use social network analysis to examine the relationship of teacher networks and implementation of PBIS.  
**Co-Chairs:** Dr. Rebecca Woodland and Dr. Sara Whitcomb.

**YANG GYALTSHEN**  

**Statement of the Problem:** With far-reaching reforms on incorporating Gross National Happiness principles and values into educational curricula nationwide beginning 2007, a Civil Society Organization in Bhutan has put into place an integrated curriculum framework, an educational process that is driven by the goals of GNH. This is being pilot tested in a Buddhist Studies Institute, a monastery. This project's attempt is to make it relevant and useful not only for a Buddhist studies institutes in monastic schools but also in contemporary schools throughout Bhutan and in fact globally. What we need to understand is what supports this curriculum to be used in these two different settings--state-run schools and monastery institutes. This dissertation seeks to ascertain what supports part of an integrated curriculum being implemented in the Buddhist Studies Institute. Also this dissertation seeks to find if this integrated curriculum sports the outcomes that the education reform in Bhutan wants.  
**Chairperson:** Dr. Cristine A. Smith.

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**About computer lab access this summer**

This summer, the Hills South computer lab will be open by request. A log of all users, which includes dates and times, will be maintained by the administrative assistants in the Hills South office. Please also note that the Open Lab as well as the PC Lab and the Mac Lab in Furcolo will be closed from now until August 31 for renovations.
Teaching Assistantships

Department of Teacher Education and Curriculum Studies

Four 10-hour/week teaching assistantships for fall 2013 to support EDUC 591SE: Sheltered English Immersion (secondary sections). Please note that the exact number of TAs will be contingent upon enrollment.

Responsibilities include:
- Attending all classes on Mondays from 7:00 – 9:30
- Attend a weekly planning meeting with other TAs under the direction of Dr. Gebhard. These meetings will most likely also be on Mondays.
- Lead a discipline-specific discussion section for secondary English, history, math, or science licensure candidates. In these separate sections, TAs will take attendance and keep student performance records; implement weekly lesson plans; collect and evaluate students’ weekly assignments related to readings and class discussion, provide feedback on three short course papers; and provide input on the assessment of students’ progress in the course. TAs will also be responsible for responding to students’ emails in a timely manor and for holding weekly office hours.
- Act as a liaison between this course and the secondary methods courses in specific disciplines as needed (e.g., English, history, math, science).

Ideal candidates will have the following qualifications and experiences:
- Knowledge of second language literacy development and ESL teaching experience, preferably at the secondary level
- Knowledge of how language and other semiotic systems work within specific disciplines to construct meaning (e.g., literacy practices used to construct scientific knowledge)
- Knowledge of sociocultural theory (e.g., Moll’s funds of knowledge; Halliday’s systemic functional linguistics, Martin’s genre theory; Vygotsky’s Zone of Proximal Development) and an ability to use these theories to design critical content-based units of instruction for secondary English learners.
- A commitment to equity in education and a knowledge of a language other than English
- A demonstrated knowledge of the schooling experiences of ELL and the policies that shape these experiences
- A demonstrated ability to collaborate, communicate, and negotiate conflict
- A demonstrated ability to use technology to support teaching and learning (e.g. Word, PowerPoint, Excel, Moodle, Tk20)

Interested applicants should send a cover letter that includes the names of two former employers who can provide a telephone reference, and CV/resume to Dr. Meg Gebhard at gebhard@educ.umass.edu. The subject line should read TA 591SE and specify the content area (e.g., TA 591SE Secondary Science (or English, Math or Social Studies). These assistantships are contingent upon enrollment and are only for fall 2013. Application deadline: July 1, 2013.
Donna M. Wilson (Ed.D. ’08) of Durham, NC, was honored with the Stephen Shank Award for Excellence in Teaching in April from Capella University, Minneapolis. Wilson is a member of the graduate faculty in Capella’s online doctoral program in Educational Leadership and Management where she directs dissertation research of secondary and post-secondary educators.

In her nomination, Wilson was recognized for "her gift of intense, rigorous and scholarly mentoring of doctoral students, and making a difference in their pathway to success at Capella". Wilson noted that she “earned her doctorate in Higher Education Policy and Leadership under the guidance of Dr. Joe Berger.”

An article by senior lecturer Robert Maloy and clinical faculty member Sharon Edwards appears in the Fall 2012/Spring 2013 issue of The New England Journal of History. Titled “Tag Bundles, Education Boards, and Internet Playlists: Constructing Historical Biographies Using Social Bookmarking Technologies”, the article is summarized by the Journal’s editor as follows: “(The authors) share an exciting educational strategy: using Internet social bookmarking techniques in the classroom. Tag bundles and Playlists are ways that students can learn about selecting accurate and reliable resources on the internet in order to build collages of information pertaining to historical figures. The authors champion these research tools as highly useful in the classroom as a way to engage students in creating well-rounded perspectives of people from history.” It is good to note that the editor then requests Journal readers who implement the methods described in Maloy and Edwards’ article to let the editor “hear of your experiences.”

Darrell Earnest, assistant professor, Department of Teacher Education and Curriculum Studies, was awarded a Mellon Mutual Mentoring Micro Grants through the Center for Teaching and Faculty Development. These grants provide up to $1,200 for one year to individual pre-tenure faculty. Micro Grants are intended to encourage early-career faculty to identify desirable areas for professional growth, and to develop the necessary mentoring relationships to make such opportunities possible.

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

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Digital sig problems? Contact Jane.

If anyone experiences any problems creating a digital signature on the School of Education Advising forms, please contact Jane Clukay at jclukay@educ.umass.edu or 545-4345.