Teaching Assistantship
Department of Teacher Education and Curriculum Studies

A 10 hour/week teaching assistantship is available for Fall 2011 to assist with Human Development 270. HumDev 270 Child Development fulfills the social and behavioral sciences requirement for general education and is a course within the SOE Education Minor.

**Responsibilities include:** attendance at all class sessions (TUTH 9:30 - 10:45 am); scheduled office hours (1 1/2 hours per week); monitoring online discussion sessions (variable times, occasional evenings throughout the semester); assistance in maintaining course materials through Moodle; maintaining attendance records; and grading and evaluating student projects, papers and exams.

**Qualifications include:** Knowledge of theories and research related to child development, previous experience working with children in informal or formal settings, and strong organizational skills. Experience with Moodle or other online Learning Management Systems (e.g. SPARK), general data management computer skills, and/or teaching experience preferred.

To apply, please email: Claire Hamilton, cehamilt@educ.umass.edu, subject line of the email should read “TA HumDev 270” with a cover letter and CV/resume.
TEACHING ASSISTANTSHIP
Department of Student Development

One 15 hour/week teaching assistant to independently teach individual sections of EDUC 210 for Fall 2011. Applicants must have completed the Social Justice Education graduate core and have taught EDUC 392 or 395/202 or equivalent supervised undergraduate diversity/SJE stand-alone courses using interactive/SJE pedagogies.

**Job description:** Primary instructional responsibility, including curriculum design and pedagogy, for one section per semester of EDUC 210, Social Diversity in Education (General Education I & D) which meet twice weekly, Tuesdays and Thursdays 11:15-12:30. Design and teach individual sections of 30 students, assign and grade papers and/or projects, hold weekly office hours, and turn in final grades. TA positions are funded through the School of Education and other campus sources.

EDUC 210 fulfills part of the University’s general education “diversity” and “interdisciplinary” requirements. It also fulfills course requirement for the School of Education minor. Critical thinking and writing are important ingredients of the course, as well as experiential and interactive approaches to social justice education.

Please submit a letter of interest and a resume to Maurianne Adams adams@educ.umass.edu
Research Assistantship  
Department of Teacher Education and Curriculum Studies

A 10 hour/week research assistantship is available for Fall 2011 – Spring 2012 to assist a pre-tenured faculty member with research project.

Responsibilities include: Attend weekly meetings; conduct literature reviews (of self-study methodology, multicultural pedagogy in teacher education, and intergroup dialogue in higher education classrooms); assist with self-study project design; conduct preliminary participant-observation in classrooms; conduct preliminary pilot interviews with students; contribute to preliminary analysis of pilot data; provide consistent administrative support of the project; provide additional research and grant writing assistance to support the professor’s research agenda.

Qualifications include: Strong to expert knowledge of the theories and practices of multicultural, critical, anti-racist, and feminist pedagogies as well as intergroup dialogue; experience implementing these pedagogies with adult learners in a variety of contexts, (preferably both community-based contexts and university classrooms); specific experience as a multicultural educator or intergroup dialogue facilitator with pre-service or practicing K-12 teachers is preferred; a working knowledge of the research literature on multicultural pedagogy in higher education, intergroup dialogue, and self-study methodology is preferred; excellent scholarly writing skills a must; highly organized, detail-oriented and self-disciplined.

To apply, please email a cover letter and CV to Kysa Nygreen, (knygreen@educ.umass.edu) subject line of the email should read “RA Multicultural Pedagogy”

Teaching Assistantship  
Department of Teacher Education and Curriculum Studies (TECS)

One 10 hour/week teaching assistantship is available for Fall 2011 to co-teach NATSCI 590A, Organisms, Diversity, and Interactions and serve as Coordinator of the Science Education Online Program. This position is available only to doctoral students in the MSLT doctoral program.

Responsibilities include: course preparation and presentation, providing office hours for students enrolled in NATSCI 590A, and evaluation of student work. As coordinator, responsibilities include: responding to email inquiries regarding the Science Education Online program, providing matriculated students with advising, completion of academic course approval and instructor approval forms for courses offered in Spring and Summer 2012.

Qualifications required: 1) acceptance into the MSLT doctoral program, 2) Master’s degree in Biology, 3) teaching experience in science at the K-12 level, 4) teaching experience with K-8 teachers, 5) sensitivity to cultural diversity, 6) good interpersonal communication skills, 7) knowledge and experience with computer technology and online learning, and 8) good organizational skills.

To apply, please contact: Dr. Kathleen Davis, Rm. 227A, Furcolo Hall, 577-2317 or e-mail: kdavis@educ.umass.edu Application Deadline: July 15.

This position is contingent upon the availability of funds.
Project Assistantship
Department of Teacher Education and Curriculum Studies

One 20 hour/week project assistantship to assist Professors Azevedo and Sullivan as needed to develop NCATE-compatible rubrics for LMT courses, including defining the standards required for each course and creating assessments that align with these standards. The position is a 3-week PA position.

Please contact flavio@educ.umass.edu.

Research Assistantship
Department of Teacher Education and Curriculum Studies

(3) RA positions for Summer 2011 for NSF Noyce Planning Grant.
Three RA’s to work 20 hours each during one week during the Summer 2011 to complete data analysis.

Responsibilities include: analysis of Needs Assessment classroom data and preparation of reports based on analysis. Attendance at PI meetings for the project.

Qualifications: Doctoral status in the MSLT doctoral program. Background in mathematics and/or science teaching at the middle/high school level. Training in the use of the Needs Assessment classroom observation protocol. Data collection and analysis skills. Excellent communication and problem solving skills.

Applicants should submit letter of interest, resume, example of previously completed data collection/analysis, and names and contact information for two references to Kathleen Davis, kdavis@educ.umass.edu
Application deadline: July 11, 2011.

School of Education website www.umass.edu/education
“PAVEd for Success- Building Vocabulary and Language Development in Young Learners”, by Claire E. Hamilton, associate professor, Department of Teacher Education and Curriculum Studies, and Paula J. Schwanenflugel, University of Georgia, has been published by Brookes. Called a “road map to school readiness for preschool and kindergarten students,” the book is based on K-PAVE, a kindergarten vocabulary instruction program developed by Hamilton and Schwanenflugel, that has been shown to have positive impact on the vocabulary and academic achievement of kindergarten students.

The book includes a complete introduction to the PAVEd for Success approach, with tips, strategies, and classroom examples to help teachers enhance children’s emergent literacy, as well as 24 PAVE lesson plans that are scientifically based and evaluated in more than 300 prekindergarten and kindergarten classrooms. A CD-ROM provides access to all the printable materials needed for the PAVE lessons.

In 2010, the National Center for Education Evaluation and Regional Assistance released a report on a randomized control trial that tested the impact of Kindergarten PAVEd for Success (K-PAVE) on 1300 kindergarten students’ expressive vocabulary. The REL-Southeast K-PAVE study found that the program had a significant positive impact on students’ vocabulary development and academic knowledge, as well as for the classroom instruction outcome of vocabulary and comprehension support.

Send items to dms@educ.umass.edu

THIRD INTERNATIONAL CONFERENCE ON SCIENCE IN SOCIETY
The Catholic University of America Washington D.C., USA  5-7 August 2011
http://www.science-society.com/conference-2011/

This conference addresses the social impacts, values, pedagogies, politics and economics of science. It is an inclusive forum that welcomes a breadth of perspectives on science from practitioners, teachers and researchers representing a wide range of academic disciplines.

The Science in Society Conference is held annually in different locations around the world. The Conference was inaugurated in 2009 at Cambridge University, Cambridge, UK, and was held at Universidad Carlos III de Madrid in 2010. We are pleased to hold this year’s conference at The Catholic University of America in Washington D.C.

The conference will include presentations by the following plenary speakers:
- Sandra L. Hanson, Professor and Research Fellow at Institute for Policy Research and Catholic Studies, The Catholic University of America, USA
- Chris Impey, University Distinguished Professor and Deputy Head of the Astronomy Department, University of Arizona, USA

Full details of the conference, including an online proposal submission form, may be found at the conference website: http://science-society.com/conference-2011/.

In 2012 the conference will be held at the University of California, Berkeley from 15-17 November.