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.
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).
**Assistantships**
Department of Educational Policy, Research & Administration
Center for International Education

**Higher Education Project Afghanistan** – 30 hr/week assistantship. This person will provide logistic and professional support to our field staff in Afghanistan. This position requires capability to do research to find needed resources, the ability to review and provide technical input to reports, and the experience needed to write or respond to requests for information or to draft small proposals. This person needs to be fluent in English and comfortable with doing support work on the telephone, often outside of work hours because of the time change with Afghanistan. Preference given to those with experience managing such projects.

**Leadership & Teacher Development Project, AMIDEAST** - This 10 hr/week research assistantship provides professional support to the UMass faculty members who deliver short-term workshops in West Bank and Gaza, Palestine. This position requires the ability to develop training materials, design workshops, support faculty members preparing for the workshops, and liaise with AMIDEAST and other counterparts in the West Bank and Gaza. This assistantship also requires the ability to plan and implement short-term visits of Palestinian educational managers to the Amherst area. This will entail scheduling visits to local schools and districts, among other contacts.

**Qualifications & Experience:** Strong knowledge of faculty development, especially in developing countries; Knowledge of professional practices in pre-service and in-service teacher education; knowledge of training design and materials development; ability to support faculty members while in Palestine, providing feedback on activities, helping to find needed support materials and references, etc.; ability to establish and maintain on-going communication with counterparts in Palestine; ability to plan and implement short-term study tours, including arrangements for translators; and ability to contribute to modifications in annual work plans.

**CER Editorship** – 15-20 hr/week assistantship to work with the editor of *Comparative Education Review*. Tasks will include helping to set up process for managing submissions, preliminary review of manuscripts, assisting in the process of identifying and communicating with peer reviewers and other tasks as needed.

**Qualifications include** good written Academic English, experience with editing, good communications and management skills. May also include providing some assistance to the book review editor. Must be available for workshop on weekend of May 3-6, 2013.

**CIE Web Design** – 10-15 hr/week assistantship. This person will work with current web site manager, with UMass IT, and possibly with an external consultant on the redesign of the CIE web site and transferring content from old site to new one. Requires fairly sophisticated understanding of web sites, Drupal templates, use of Photoshop or equivalent, alternative content management systems, etc. Will also be asked to help set up software & system used to manage book review process for *CER*.

**DEADLINE for Application – Monday, May 6th, 2013**
All positions contingent upon availability of funding. To apply to any of these positions - send a brief cover letter and CV/resume to: Barbara Gravin Wilbur at bgw@educ.umass.edu
Graduate Assistantship
Department of Teacher Education and Curriculum Studies

A graduate assistantship is available to support a faculty research project on critical literacies, multi-literacies, and Waldorf language arts pedagogies. The graduate assistant will be responsible for the following: transcribing interviews, organizing and managing data sets, conducting bibliographic searches, and compiling annotated bibliographies. The graduate assistant must be available for bi-weekly face-to-face meetings.

Qualifications: Excellent oral and written communication skills; experience with databases such as ERIC, AnthroSource, and MLA International Bibliography; knowledge of qualitative research; and background in elementary literacy education and sociocultural theories of language and literacy learning.

To apply, please send letter of interest and resume to Dr. Maria José Botelho at mbotelho@educ.umass.edu. Please include “GRADUATE ASSISTANTSHIP-Spring 2013” in the subject line.
DEADLINE: May 17, 2013.

ANNOUNCEMENT OF FINAL ORAL EXAMINATIONS

BARBARA COLOMBO-ADAMS  May 28, 2013, 10:30 a.m. - 12:00 p.m., Room 100, Furcolo Hall.
"Media cues and gender connections: The relations between young children’s media use, character familiarity, and gender knowledge."
Chairperson: Dr. Sally Galman.

ROBERT J. COOK  June 7, 2013, 10:00 a.m., Room 151, Hills South. "Application of Item Response Theory Models to the Algorithmic Detection of Shift Errors on Paper and Pencil Tests."
Chairperson: Dr. Lisa Keller.

Teaching Assistantship
Department of Teacher Education and Curriculum Studies

10 hr/week teaching assistantships are available starting Fall Semester 2013 with Laura A. Valdiviezo, for EDUC 377 – Introduction to Multi-Cultural Education, a 4 credit course with a community service learning component. Class meets Monday from 12:40 to 2:50 pm.

Responsibilities include: Assisting in teaching a section of 377; holding weekly office hours for students enrolled in the course; collaborating with other teaching assistant to plan course activities, readings, and requirements; grading student papers and other course requirements; meeting with supervisor as needed to review progress of the course.

Qualifications include: Interest in and knowledge of multicultural education and willingness to function as a team member.

To apply please send an updated CV and contact information with EDUC 377 TA FALL 2013 as subject line to Malis Loeung, malis@educ.umass.edu. Qualified applicants will be contacted for an interview. This assistant ship will be available contingent upon enrollment.
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

Javier Campos-Martinez, SD
Global and Local Networks of Educational Governance in the Chilean Neoliberal Experiment
RESEARCH ASSISTANTSHIPS
Department of Educational Policy, Research and Administration

One 10 hr/week research assistant position available for Fall 2013. The RA will provide editorial support for the preparation of an edited book focused on faculty development in fragile regions. The ideal candidate should have strong administrative and scholarly writing skills and be committed to meeting publication deadlines. This individual should also have familiarity with faculty development and/or higher education in fragile states.

**Responsibilities include:** researching and writing related literature reviews; maintaining correspondence with authors as they prepare their manuscripts for publication and to ensure they are completed in a timely manner; editing manuscripts in consultation with the editors in preparation for final publication; assisting during the administration and editing phase of manuscripts in coordination with the editors.

To apply, please send a brief cover letter and CV/resume to: Kate Hudson, khudson@educ.umass.edu

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RESEARCH ASSISTANTSHIPS
Department of Educational Policy, Research and Administration

Two 10 hour/week research assistant positions available for Fall 2013.

Leadership & Teacher Development project, AMIDEAST; Both positions contingent upon continued funding.

**Collaboration Support Research Assistant**—This 10 hr/week research assistantship provides professional support to the UMass faculty members who deliver short-term workshops in West Bank and Gaza, Palestine. This position requires the ability to develop training materials, design workshops, support faculty members preparing for the workshops, and liaise with AMIDEAST and other counterparts in the West Bank and Gaza. This assistantship also requires the ability to plan and implement short-term visits of Palestinian educational managers to the Amherst area. This will entail scheduling visits to local schools and districts, among other contacts.

**Qualifications & Experience:** Strong knowledge of faculty development, especially in developing countries; knowledge of professional practices in pre-service and in-service teacher education; ability to support faculty members while in Palestine, providing feedback on activities, helping to find needed support materials and references, etc.; ability to establish and maintain on-going communication with counterparts in Palestine; ability to plan and implement short-term study tours, including arrangements for translators; and ability to contribute to modifications in annual work plans.

**Policy Analysis Research Assistant**—This 10 hr/week project assistantship provides on-going analyses of major policy documents on education and education-related initiatives developed and disseminated by agencies of the Ministry of Education and Higher Education and other organizations. This position requires the ability to scan the Palestinian policy environment for new developments; summarize key points; and cull key points for integration into the quarterly workshops.

**Qualifications & Experience:** Strong knowledge of comprehensive education reform strategies, especially in developing countries; knowledge of key initiatives shaping pre-service and in-service teacher education; ability to write succinct summaries of policies and other initiatives; ability to interpret these documents for integration into training materials and design; ability to establish and maintain on-going communication with relevant policy actors and agencies in Palestine; ability to write clearly in English; ability to contribute to modifications in annual work plans.

To apply, please send a brief cover letter and CV/resume to: Barbara Gravin Wilbur at bgw@educ.umass.edu
Faculty, students, staff & alumni share what they are doing

Marie Christine Polizzi, Maria José Botelho, and Theresa Austin, Department of Teacher Education and Curriculum Studies, will participate in the Massachusetts Association of Teachers of Speakers Other Languages (MATSOL) conference on Friday, May 3rd, in Framingham. Their presentation, "Multiliteracies for Academic Content Learning: Redesigning Resources and Constructing Knowledge," will explore how teachers can build on students' multilingual, multicultural, and multimodal resources and foster student engagement with critical inquiry, meaning making, communication, and text production.

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

ANNOUNCEMENT OF FINAL ORAL EXAMINATIONS

GERARDO BLANCO RAMIREZ        May 31, 2013, 10:00 a.m., Room 151, Hills South. "United States Accreditation of Mexican Institutions of Higher Education: Exploring Quality Assurance Across North/South Divides."
Chairperson: Dr. Joseph B. Berger.

JOSHUA SCHULZE              May 31, 2013, 9:00 a.m., Room 100, Furcolo Hall. "Supporting the Persuasive Writing Practices of English Language Learners through Systemic Functional Linguistic Pedagogy."
Chairperson: Dr. Margaret Gebhard.

FYI from the SOE Office of Research and Engagement

Qualitative Research and Evaluation Design: Considerations and Tensions
An ISSR two-day workshop

Presenters: Gretchen B. Rossman, Professor of International Education and Chair of the Department of Educational Policy, Research & Administration in the School of Education at UMass-Amherst, and Gerardo Blanco Ramirez, doctoral candidate in Educational Policy and Leadership at UMass-Amherst

Dates: May 16-17, 2013
Time: 9:30 am to 4:30 pm
Location: W32 Machmer Hall

Description: Researchers across the social sciences use qualitative methods to generate knowledge. This workshop will provide a foundation for researchers who are new to qualitative research and evaluation design as well as an arena for exchange among those who have prior experiences.

Read more at http://www.umass.edu/issr/research/workshops/SU13_qualitative_research_design.php
Teaching Assistant Orientation

The Center for Teaching & Faculty Development (CTFD) invites you to participate in the annual campus-wide Teaching Assistant Orientation (TAO) scheduled for Friday, August 30, 2013, from 8:45 am to 12:30 pm (registration starts at 8:15 am) in the Campus Center. The Provost’s Office, CTFD, and Graduate School co-sponsor TAO to provide graduate students new to teaching with a comprehensive preparation opportunity. Additionally, TAO may serve to meet the departmental requirement for TA development as stipulated in the contract negotiated on behalf of TAs by the Graduate Employee Organization (GEO).

Program and registration details will follow shortly. For more information about TAO, please visit the CTFD’s website: http://www.umass.edu/ctfd/teaching/ta_support.shtml

The Management Department at the Isenbg School of Management presents

Dr. Gary Powell

“Six Ways of Seeing the Elephant: The Intersection of Sex, Gender and Leadership”

Date: Friday, May 3
Time: 2:00 – 3:30pm
Location: SOM 106

Dr. Gary Powell is Director of the School of Business Ph.D. Program at the University of Connecticut. He is also a Professor and Ackerman Scholar in the Department of Management. He received his Ph.D. in 1976 from the University of Massachusetts Amherst.

Powell’s area of expertise lies in gender and diversity in the workplace, and the work-family interface.