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.

http://www.umass.edu/education/news/beacon
ANNOUNCEMENT OF FINAL ORAL EXAMINATION


ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

DANIEL de la TORRE, Jr.  May 23, 2013,  11:00 a.m.,  Room 151, Hills South.
Chairperson: Dr. Ryan Wells.

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; 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.

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
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
Formation of Dissertation Committees

TARA STRAND BALUNIS  Proposed Dissertation Title: "Effect of Banking Time Intervention of Student-Teacher Relationships and Problem Behaviors in Early Childhood."

Statement of the Problem: The importance of fostering a positive relationship with teachers is crucial for the prevention of behavioral problems. Targeting student-teacher relationships may be a direct way of ultimately reducing problem behaviors (Driscoll & Pianta, 2010). One intervention designed to improve student-teacher relationships is the Banking Time intervention (Pianta & Hamre, 2001). The Banking Time intervention is designed to enhance the relationship between children and teachers, particularly for students having behavioral problems in the classroom.

Chairperson: Dr. J. Kevin Nugent.

CHEYNE LeVESSEUR  Proposed Dissertation Title: "The Development and Validation of the Social Emotional Learning Likeliness Scale using the Rasch Model."

Statement of the Problem: While several universal social emotional learning (SEL) programs have been found to be efficacious, there is still much to learn about program effectiveness. In order to effectively transport universal SEL programs into natural settings, it is important to understand implementation barriers that may hinder the likelihood of successful outcomes (Fixsen, Naoom, Blase, Friedman, and Wallace, 2005). The current study is primarily based on the notion that within the planning phase of implementation, no technically adequate assessment measures targeting both provider characteristics and organizational capacity for SEL programming actually exist. The purpose of the current instrument is to extend the current SEL implementation assessment literature by developing a new instrument that targets all professional school staff and evaluates their perceived need, benefits, self-efficacy, and skill proficiency for SEL programming, and school staff belief about the school's universal prevention and intervention delivery system, general organizational factors, practices/processes, staffing, and the support system.

Chairperson: Dr. Sara Whitcomb.

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.
Graduate Assistantship
Department of Teacher Education and Curriculum Studies

A graduate assistantship is available to support a faculty research project on critical literacies, multiliteracies, 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.

RESEARCH ASSISTANTSHIP
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

Can’t Sign a Degree Form Digitally?

Some students and faculty are having problems using the new degree forms with a digital signature. The problem occurs when the PDF form is opened in a browser window like Microsoft Viewer and then is saved. It loses its “special Adobe features”, i.e. the ability to be signed digitally. The workaround is to right-click on the icon for the PDF attachment in the e-mail message and use “Save As” to save it directly to the computer without opening it, then carry out the digital signing procedure.

If you still have problems, or if you have any other problems using the digital signature-enabled forms, contact Jane Clukay at jclukay@educ.umass.edu or 413-545-4345.
Faculty, students, staff & alumni share what they are doing

In their latest book, “Opening Doors to Teamwork & Collaboration: 4 Keys that Change EVERYTHING”, Judith H. Katz (Ed.D. 1976) and Frederick A. Miller build on 30 years of success with Inclusion as the HOW®, their foundational mindset for accelerating results in organizations. Katz and Miller describe four simple behavioral guidelines that transform the way people leverage their talents and differences in order to foster better collaboration: lean into discomfort, listen as an ally, state your intent and intensity, share your street corner. The “4 Keys” provide individuals and teams with a common language to describe their interactions; as a result, people can join in collaboration quickly, simply, and seamlessly, accelerating results, according to the authors.

Lisa Oliner, a second year doctoral student in the Department of Teacher Education’s Language, Literacy and Culture concentration has been invited to present her work on “Multimodal Media Literary Analysis: From Tradition to Transactional Meaning Making” at the 103rd National Council of Teachers of English (NCTE) 2013 Annual Convention. The conference is held at the Hynes Convention Center in Boston in November. The theme this year is ‘(Re) Invent Your Future’.

Associate Professor Meg Gebhard, Department of Teacher Education and Curriculum Studies, and several teachers in the Access to Critical Content and English Language Acquisition (ACCELA) Alliance presented at the Massachusetts Teachers of English as a Second Language Conference on May 3 in Framingham, MA. In the session titled “ELLs’ Academic Literacies, Systemic Functional Linguistics, and Common Core Standards”, Gebhard served as lead presenter in an interactive workshop on “Teaching Reading, Writing, Listening and Speaking” along with doctoral student Lynne Britton (M.Ed. 2011), Rachel Ellis (M.Ed. 2012), grad student Leah Howell, and Sylvia Sanchez, all from the Springfield public schools, and Militza Semidei (M.Ed. 2006), Holyoke public schools.

Additionally, Meg Gebhard, and School of Education students and alumni will present at “Academic Language in the Content Areas for English Learners” - A Conference Examining Effective Teaching Practice for English Learners, May 16 & 17, at Saint Michael's College, Colchester VT. The presentations will include: “Who is the boss? Student Generated Metalinguage: An SFL Perspective”, Holly Graham, doctoral student, Grade 7 English teacher/City of Northampton (MA) Public Schools; “Academic Conversation: Strategies for Incorporating and Assessing Classroom Talk Across Content Areas”, Katie Richardson (M.Ed. 2011), Ware Public Schools; “Impacting Science Literacy with SFL: Lessons from an ELL Chemistry Class”, Kathryn Accurso, doctoral student, and John Levasseur, master’s student, both of Springfield Public Schools and the ACCELA Alliance; “Using SFL to Analyze Literature: Implications for Secondary English Teachers of ELLs”, Gebhard, and Tracie Berry, master’s student, Springfield Public Schools and the ACCELA Alliance.

Please send items of interest to: dms@educ.umass.edu
Be Bold. Stand Out. Make a Difference. Become a Forward 5 Teacher!

Recruitment Fair for Licensed Middle School Teachers and Educators
May 16, 2013 at 4:00 pm
M. Marcus Kiley Middle School

M. Marcus Kiley Middle School Open House
May 17, 2013 at 1:00 pm (By Invitation Only)
Spend an afternoon at our Open House to meet our students, staff, and to learn more about our educational programs and new initiatives.

What is a Forward 5 School?
The Springfield Public School's Forward 5 initiative is a partnership between the district and Harvard University's Education Innovation Laboratory (EdLabs) to deploy a bold, new approach in our turnaround schools with the goal of bolstering student achievement.

Teachers at Forward 5 schools are provided with a targeted professional development program to support their growth, extra compensation to provide increased instructional time, and bonuses if they meet performance goals.

Visit us at http://www.sps.springfield.ma.us/Employment/default.asp for the directions and to apply for positions at the Forward 5 Schools.

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