Teaching Assistantship
Department of Teacher Education and Curriculum Studies
Secondary Teacher Education Program (STEP)

One 10 hour/week assistantship for 2011 fall and spring semesters.
The teaching assistant will work with STEP licensure programs to support implementation of the Teacher Performance Assessment system within the student teaching seminars (EDUC 510 in 180 days in Springfield/Bridges to the Future/University to Schools) including maintaining information resources, access to video, and tracking of student work; will also support STEP licensure coordinators in maintaining student practicum records, and in supporting contacts with school partners within field experiences (EDUC 524).

Contact: Barbara Madeloni, STEP Coordinator madeloni@educ.umass.edu 413-577-0495

Students: how to submit information for announcements
Students must submit proper forms for announcements about Formation of Dissertation Committees (D-6) and Comprehensive Examinations (D-4) to Linda Guthrie in 123 Furcolo Hall, Office of Academic Affairs. Linda will submit the items to the Beacon for publication.

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 for two issues.
• Please submit notices of examinations and formation of dissertation committees to Linda Guthrie. These types of announcements will run for one week.
The following are scheduled for tenure and/or promotion review during the 2011-12 academic year:

**Tenure**

- Bjorn Nordtveit, associate professor, Department of Educational Policy, Research and Administration
- Martina Nieswandt, associate professor, Department of Teacher Education and Curriculum Studies

**Tenure and Promotion to Associate Professor**

- Sally Galman, assistant professor, Department of Teacher Education and Curriculum Studies

Those wishing to comment should forward letters to the appropriate department chair: Dr. Grace Craig and Dr. Ernest Washington, TECS; Dr. Gretchen Rossman, EPRA.

---

**Project Assistantship**

**Department of Teacher Education and Curriculum Studies**

Secondary Teacher Education Program

10 hour/week assistantship for fall and spring semesters.

Project assistant will work with STEP licensure programs to support implementation of the Teacher Performance Assessment system within the student teaching seminars including maintaining information resources, access to video, and tracking of student work; will also support STEP licensure coordinators in maintaining student practicum records, and in supporting contacts with school partners within field experiences.

Contact: Barbara Madeloni, STEP Coordinator madeloni@educ.umass.edu  413-577-0495

---

**Project Assistantship**

**Educator Licensure Office**

One 10 hour/week project assistantship is available for Fall 2011 in the Educator Licensure Office.

**Responsibilities include** assisting the Associate Dean, Assistant Dean for Educator Licensure, and the Licensure Officer on various projects (data collection, analysis, etc.). Other duties as assigned.

**Qualifications include:** The candidate must have knowledge of teacher education, work well with undergraduate students, and have good organizational skills, including some knowledge of web maintenance. Previous teaching experience is desirable.

To apply, please submit a letter of application addressing the above qualifications (which will be used as a writing sample) and resume to: Dr. Marge Magouirk-Colbert, School of Education, Educator Licensure Office, Room 130 Furcolo Hall, University of Massachusetts, 813 N. Pleasant St., Amherst, MA 01003-9308. All Project Assistantships are contingent on available funding.

APPLICATION DEADLINE: October 7, 2011
**Project Research Assistantship**  
Department of Teacher Education and Curriculum Studies  
NSF Noyce Project Research Assistant—Mathematics Education

One 10 hour/week research assistant position for Fall 2011.

**Responsibilities** include working closely with the research team on all aspects of the project, including designing, implementing, and researching learning environments for in-service and pre-service teaching. Additional responsibilities may include but are not limited to, conducting lesson observations using a research protocol, facilitating professional learning community sessions with mathematics teachers, interviewing project participants, collecting and analyzing qualitative and quantitative data, conducting literature searches, writing for publication, and general logistical operations associated with this large scale project.

**Qualifications:** Doctoral status in the MSLT doctoral concentration. Background in mathematics teaching at the middle/high school level. A successful candidate will demonstrate proficiency with dynamic technological tools for teaching and learning mathematics as well as qualitative and quantitative research tools such as SAS, SPSS, NVivo, or Transana.

To apply: Send cover letter, resume, and two letters of recommendation to Dr. Sandra Madden at smadden@educ.umass.edu. **Application deadline: October 14, 2011.**

---

**Project Assistantship**  
Department of Teacher Education and Curriculum Studies  
A 10 hour/week project assistantship is available immediately for fall 2011 with the possibility of continued funding through spring 2012 in the Language, Literacy, and Culture Concentration.

**Responsibilities:** Assist with data entry and the preparation, formatting, and editing of a variety of documents. In addition candidates will assist with recruitment, admissions, website maintenance, community events, alumni tracking, NCATE related activities, graduation, student advisory meetings.

**Qualifications:** Applicants must be highly organized and have an advanced ability to use Word, Excel, PowerPoint and a variety of web-based communication tools; an excellent ability to communicate in writing for diverse audiences, to attend to detail, and to meet deadlines.

Application process: Please send a cover letter and one-page resume to Kysa Nygreen knygreen@educ.umass.edu. Please include LLC Project Assistant in the subject line.

---

HERE’s a helpful link...  
**Grants for grad students**  
http://www.umass.edu/gradschool/gsgs/  
Grant Search for Grad Students (GSGS) helps graduate students at UMass Amherst seek and apply for external (that is, not UMass-sponsored) support for their research.
Faculty, students, staff & alumni share what they are doing

Sally Campbell Galman, Assistant Professor, Department of Teacher Education and Curriculum Studies presented a public lecture on post-adolescent girls, teaching and care giving careers, educational attainment and the potential national costs of not paying attention to what’s going on with girls. at Assumption College. Galman is the author of “Wise and Foolish Virgins: Women, Identity, Performance and Expectation in the Feminized Profession” (forthcoming from Roman & Littlefield and Lexington Press.)

Tania Mitchell, Ed.D. 2005, will receive the Early Career Award from the International Association for Research on Service Learning and Community Engagement at the association’s conference in November. Mitchell is a critical service learning scholar. She currently serves as the associate director for undergraduate studies and as director of service learning at the Center for Comparative Studies in Race and Ethnicity at Stanford University.

Mark Zito, Ed.D. 2011, superintendent of the East Hartford Public Schools, announced that his school district is being recognized as one of the Top Workplaces 2011 in the greater Hartford region by The Hartford Courant and FOXCT. The district was ranked #7 in the large business division. Zito said that 793 employers in the greater Hartford region were invited to participate in the program, and 45 were designated Top Workplaces. The rankings were based on feedback from employee surveys. “The designation as a Top Workplace serves as a testament to the quality and dedication of our employees, our consistent focus on providing our students with outstanding educational opportunities, and a high overall level of employee morale,” Zito said. “We are certainly honored to be included in this list, particularly because the judges are the hardworking employees of the East Hartford Public Schools.”

Please send items to dms@educ.umass.edu

GRADUATE STUDENT TRAVEL GRANTS 2011-12
The Graduate School will be awarding a limited number of student travel grants for graduate students who will be presenting at recognized conferences during the 2011-12 academic year. The application and expense summary can be downloaded from: http://www.umass.edu/gradschool/travel/travel_grant_student_app.pdf

Submit your application materials (Application form, Expense Summary, Evidence or confirmation of Invitation to present) by email to Dr. Linda Griffin, Graduate Program Director for the School of Education (lgriffin@educ.umass.edu). Check your materials to make sure that they are saved before emailing them. Submit an email recommendation from your advisor or chairperson to Dr. Linda Griffin to accompany your Travel Grant application. Applications will be considered exclusively for travel to recognized conferences for the purpose of presenting the results of research conducted while during graduate coursework at UMASS Amherst.

Criteria for nomination include merit of the project, prestige of the conference or event and financial need of the student. Awards are for presentations rather than just attendance at a conference or event. Awards will be made to the individual student rather than for a project (divided among several students). Students are eligible for one grant per year, although the Travel Grant Committee may not be able to fund all nominations that are forwarded for consideration. Grant amounts are up to $200.00 for regional, $ 300.00 for domestic and $ 400.00 for international travel. Students receiving awards must present their receipts to the School of Education’s Business Office (125 Furcolo) within 30 days of travel. Applications are considered on a rolling basis for the 2011-12 academic year.
From Steve, Education Librarian...

Here’s a quick reminder from Steve McGinty, Education Librarian, of the services offered by the Library. Some of them are new, and some of them are continuations of what the library has been doing.

THE LIBRARIAN IS IN HILLS SOUTH
Providing reference assistance and research consultations in Hills South.

ELECTRONIC JOURNALS
The Library subscribes to 185 electronic journals in Education.

STREAMING RESOURCES
For faculty looking for streaming video materials to integrate into instructional sessions or student projects, the Libraries provide access to Films on Demand. Here’s a link to what’s available in Education: http://digital.films.com/AccountSubjects.aspx?SubjectID=711

INDIVIDUAL RESEARCH CONSULTATIONS
Please feel free to refer students to Steve McGinty for Individual Research Consultations for help with research for papers or other class projects. And of course, Steve will assist faculty as well.

CLASS INSTRUCTION
If you are finding that your students' research skills aren’t what you’d like them to be, contact Steve to arrange to bring your class to the library for instruction. He can cover everything from ERIC to Google Books.

Contact Steve at: smcginty@library.umass.edu  413-545-1871

Students: how to submit information for announcements
Students must submit proper forms for announcements about Formation of Dissertation Committees (D-6) and Comprehensive Examinations (D-4) to Linda Guthrie in 123 Furcolo Hall, Office of Academic Affairs. Linda will submit the items to the Beacon for publication.

School of Education website  www.umass.edu/education
Call for Submissions—“Equity and Excellence in Education”
Special Theme Issue
Global and Local Perspectives on Social Justice Pedagogy: History, Policy, and Praxis

Guest Editors: Thandeka K. Chapman and Nikola Hobbel

The term “global” applies to our desire to have international representation in this special issue. All contexts are indeed “local” to those who research and participate in them, but “global” to those a continent removed. Therefore, our use of “global” and “local” in the title recognizes the diversity of geographical spaces in which social justice education take place. Additionally, we ask that articles submitted for the special issue explore the macro and micro contexts in which social justice pedagogy take place. Authors should locate their work within the greater social and political contexts that shape their research or conceptualizations of social justice education. We ask that the authors explain the tensions (support systems and/ or barriers) between the macro contexts of their district, region, state, and/or country and the micro contexts of the history, policy, or praxis of social justice pedagogy in their specific educational contexts.

The term “social justice education” has gained significant attention in the past decade of education research. The roots and wings of critical pedagogy, such as multicultural education, anti-oppressive education, inter-group education, and women’s and ethnic studies represent some key educational paradigms that have informed social justice education. Historically, educators and activists have used these and related paradigms in education to shape more equal and just educational communities, to challenge discourses of power and privilege, and to foster critical consciousness and social engagement within and beyond their communities. It is indeed this goal, to change the worlds in which we live, that will fuel this special theme issue of Equity & Excellence in Education.

We welcome manuscripts that offer research findings, theoretical perspectives, methodological discussions, and pedagogical reflections concerning (but not limited to) the following areas:

- Empirical studies documenting social justice pedagogy in national and international contexts
- Reviews of research about social justice pedagogy from the United States and other countries, including Australia, China, Africa, Indonesia, South America, the European Union, and First Nations
- Conceptual papers synthesizing, explicating, and challenging concepts of social justice in national and international policy contexts
- Historicizations of social justice pedagogy, including historical figures/elders of the field, seminal works, and early attempts toward equity and access in education
- Reflective accounts detailing enactments of social justice pedagogy
- Research focused on Historically Black Colleges and Universities and Native American Tribal Colleges
- Speculative work connecting social justice pedagogies to larger social justice aims

SUBMISSION GUIDELINES: Follow Instructions for Authors on our website (http://www.eee-journal.com). In addition, please include a cover letter indicating that this submission is for the Global Perspectives on Social Justice Pedagogy special issue. Mail submissions so that they will be received by November 15, 2011. Please address questions to the Guest Editors at pedagogyeee@gmail.com This special issue is due to be published in February 2013.