

Nominees for Positions on the MACTE Board for the term: 2018-2020

President Elect: Christine Power Boston College

Christine Power is the Director Practicum Partnerships and Professional Development at the Lynch School of Education at Boston College. Before that, she was the Director of Teacher Education at the University of Massachusetts, Boston, clinical faculty at Clark University, and a high school history teacher at Medfield High School. In addition to serving on the board of the New England Educational Research Organization (NEERO), Christine served on several statewide taskforces and working groups and presented at several national and regional conferences on the topics of teacher education policy and teacher development. Christine holds an EdM in Learning and Teaching from the Harvard Graduate School of Education and is a PhD Candidate at Boston College with a focus on Curriculum and Instruction.

Treasurer: Dr. Beverly Bell Mt Holyoke College

Bev has been involved in teacher preparation for over 20 years. She has served on MACTE for 7 years and her service has included working on the conference committee (reviewing proposals for the fall and spring conferences each year), attending AACTE conference on behalf of MACTE, and working as the treasurer for just over 2 years.

Her work at Mount Holyoke College has included starting and developing the Master of Arts in Teaching Program (during the past 6 years), including growing new programs, developing partnerships with area school districts, and the development of the Holyoke Public Schools Urban Teacher Pathways Program, a program that provides opportunities for local community members, paraprofessionals, and teachers on waivers to earn their initial teaching licenses. Currently as the director of graduate programs, she is working on further developing the Independent School Master of Arts in Teaching/Teacher Leadership program.

Bev's research interests focus on two dimensions of novice teacher development. First, it explores the relationship between structured mentoring, formal induction programs and workplace ecologies in providing learning supports for novice teachers. Second, it seeks to elucidate the role of global immersion experiences in the development of critically reflective and reflexive teachers. She is also currently working on researching the outcomes and impacts of an anti-racism student leadership program at the University of the Free State in South Africa.

Secretary: Pat Fontaine UMass Lowell

Pat Fontaine is Professor of Clinical Education at the College of Education at the University of Massachusetts Lowell.

She is graduate coordinator at the College as well as director of all field experiences. She teaches social studies methods courses as well as history methods at the graduate level. She also supervises elementary teacher candidates, history candidates and coordinates CAP training and CAP seminars.

Public Director's Seat

Dr. Carol Donnelly Worcester State University

I have been a member of the faculty at Worcester State University for 20 years, I have served as Chair of the Department and am currently the Graduate Coordinator for the M.Ed. In Early Childhood Education. Before that I served as an Early Childhood teacher/ coordinator and Special Education Director in the Auburn Public Schools for 13 years. I've also taught English at the high school level and Remedial Writing at the college level. I have degrees in English (BA Wellesley College, MA University of Miami) and Education (M.Ed. Harvard University and Ed.D. Boston University)

As faculty member in Early Childhood Education at Worcester, I've worked closely with Community College representatives to align Early Childhood Curriculum, I served on the statewide Transfer Agreement Committees. Throughout my tenure at WSU, I've served on COMTEC (Commonwealth Teacher Education Consortium) as a board member, treasurer, and vice-chair. I've worked with the department of Education and National Evaluation Systems on the Early Childhood MTEL examination, serving on virtually all of the validity and cut score setting committees as that examination was developed. I served in the DESE SMK revision committee for Early Childhood.

As chair of the WSU Education Department, I worked closely with DESE and TEAC as part of WSU's accreditation process and am carefully following the CAEP agreement with Massachusetts. I've served on four program approval visits under the new guidelines as well as a number of program approval visits in the past.

Dr. Bruno G. Hicks: Fitchburg State University

I believe my diverse experiences in higher education and teacher education would benefit the MACTE board. I am dedicated to effective teacher education programs and the role that a group like MACTE plays in advocacy for teacher education in Massachusetts. I have served as a Dean of Education (2yrs), Department Chair (16yrs) and as college faculty (20yrs), and as a 6-8 classroom teacher (10yrs). I also work one year as an interim principal K-8 while on sabbatical.

Since arriving in MA 2 years ago, I currently serve as Chair of SCOPE, as a member of DESE's Program Review Team, and as a member of SEL4MA's advocacy group. I have a deep experience in accreditation and program review. Throughout my career, I have worked with many public schools in dealing with issues such as curriculum development, assessment and effective school climate.

Dr. Raymond M. Sharick: University of Massachusetts Amherst

I have been involved in teacher education for 20 years, and I will always consider myself to be a teacher, regardless of the role I'm playing or the title of my position. Over the years, I've played various roles to support the preparation of pre-service teachers. I've served as a mentor teacher, a program coordinator and field supervisor, and I spent five years as an elementary school principal and was able to partner with and support local teacher education programs. I was recently appointed the Associate Dean for Partnerships, Educator Preparation, and Innovation in the College of Education at the University of Massachusetts Amherst, and I'm looking forward to playing a critical role for our College as we continue our efforts to prepare educators. I believe my experiences will enable me to play an important role on the MACTE board.

Dr. James Martin-Rehrmann, Westfield State University

James Martin-Rehrmann, Ph.D., is professor of education at Westfield State University. In addition to teaching responsibilities, he currently serves as assistant Coordinator for Assessment and Accreditation for Educator Preparation.

He was Dean of Education from 2004 to 2010. He has served on the board of the Massachusetts Association of Colleges for Teacher Education (MACTE) in the roles of director and president (2006-2014). As past-president, Dr. Martin-Rehrmann represented MACTE on the Educational Personnel Advisory Council (EPAC) from 2012 to 2014. He has been a member of two Department of Elementary and Secondary Education task forces charged with making recommendations to the Commissioner: Massachusetts Tests for Educator Licensure (MTEL) Pass Rate Study Group (2007-2008); and the Massachusetts Advocates for Diversity in Education Task Force (2013-2014).

Private Directors Seat

Andrea Allen Clark University

Because of my diverse professional experiences in Massachusetts, I feel I would bring a unique perspective to the MACTE Board. I have worked as a Director of Admissions at a public community college, a Guidance Counselor at both a private high school and a public vocational high school and now as the Program Administrator at Clark University. These experiences have allowed me to acquire much knowledge and expertise at various levels of education.

More specifically, Clark has just completed a very successful MADESE program approval process, a process in which I played an integral role. My familiarization with the process could prove helpful to others on the board as well as the entire organization. Additionally, the fact that I am the Program Administrator for Clark's MAT Program, a unique program that gained approval with distinction is another element that would allow me to be a helpful force on the MACTE Board.

As a professional, I work very well with others, am highly organized and am always seeking ways to improve as an individual as well as improving the organization with which I am connected.

Dr. Janet Arndt Gordon College

Janet S. Arndt, Ed.D has been an Associate Professor in Education at Gordon College since 2001. She is currently Director of Graduate Education and also holds the licensure officer position. Janet holds a B.A. in psychology from Gordon College, Ed.M. from Boston University in School Counseling, a C.A.G. S. and Ed.D. from University of Massachusetts Amherst in Child and Family Studies. Prior to higher education she worked as a classroom teacher, school counselor, Early Childhood Specialist, and elementary principal. Her research interests include family and school partnerships, Universal Design for Learning in preservice education, and social-emotional development.

Katie Elmes Worcester Polytechnic Institute

I have had many diverse experiences working in PreK-12 education, including teaching elementary school in a rural school district, teaching high school students in an urban program, working on educational policy, and most recently, directing WPI's STEM Teacher Preparation Program. Recently, I co-created a new role at WPI where I focus specifically on equity and diversity in PreK-12 education, especially in educator preparation. These experiences coupled with my passion for creating policies and programs that are best for PreK-12 education, have helped me to effectively serve on the MACTE board during this past term. While on the board, I have helped to ask critical questions of DESE to understand and shape policies, attended AACTE Washington Week to advocate for teacher preparation at the national level, worked with AACTE at the National State Legislator Conference in Boston, and taken on overseeing the MACTE website and future website revisions.

Michelle LeBlanc Curry College

I am currently a full-time faculty member, Department Chair, Licensure Officer and Director of Field Placement at Curry College in Milton, Mass. I have been a member of the Curry College faculty since 2001, starting first as a program supervisor and part-time instructor. I completed my bachelor's degree and teacher preparation program at U-MASS Amherst in Early Childhood Education. I earned an MED from Curry College, and a Certificate of Advanced Graduate Studies from Northeastern University. My professional interests focus on program evaluation, teacher candidate performance and the alignment to evaluation criteria, building readiness in teacher candidates through multiple field experiences and developing the evaluation skills of supervising practitioners and program supervisors.

In my current positions, I oversee programs in Education at the undergraduate and graduate levels including Early Childhood Education, Elementary Ed, Moderate Disabilities, Principal/Asst. Principal, Supervisor/ Director, Early Education and Care, Community Education and Out-Of-School Time Education. In addition to teaching and serving as Licensure Officer, I coordinate teacher candidate placements at the College's off-site campus, develop materials and supports for practicum and pre-practicum experiences, and work on developing relationships with area schools and administrators.

I have served on multiple ESE task forces including the Teacher Performance Assessment Taskforce in 2014, in addition to serving as a program reviewer for teacher preparation programs across the state. Over the past year, I have presented with ESE staff on the topic of building CAP into pre-practicum experiences as a basis for building readiness for the practicum.

Kathleen M McNamara Stonehill College

Kathleen McNamara is an Assistant Professor and the Director of Licensure, Placement and Supervision at Stonehill College in Easton, MA where she has worked since 2004. Previously, she taught in the Department of Special Education at Bridgewater State University where she was also the Coordinator of Graduate Programs in Special Education. A former teacher in the fields of Special Education and Elementary Education, she has worked in classrooms that span all levels of PK-12 and supervised programs at the secondary level. She has presented at local and state meetings/conferences around issues of special education, inclusion and teacher preparation.

Kathleen began on the Massachusetts's MACTE Executive Board in 2006. She has been a Director representing Private IHE's, and served in the president sequence (president-elect, president and past-president) from 2010-2016. She is MACTE's Liaison to AACTE and served (2015-2017) as the Northeast Regional Representative to AACTE's Advisory Committee of State Representatives (ACSR). In all of these positions, she represented and advocated for MA educators and Educator Prep Programs.

Dr. John Michael Pabian Lesley University

I am currently an assistant professor at Lesley University where I have served in the role of program supervisor and seminar leader since 2005. During these years, I have been able to develop a scholarship of teacher preparation that is supported by supervisory experience as an urban principal in Somerville MA, fourteen years of program supervision at Lesley, and scholarly work that resulted in a dissertation focused on the voices of elementary school teachers. I have been active in the implementation of CAP at Lesley and have presented Lesley's work in enhancing CAP through the integration of Inquiry into the SMART goal process at DESE conferences.

Dr. Deb Patterson Western New England University

I am currently full professor and department chair of the education department at Western New England University. I have been a member of the WNE faculty since 1998, teaching methods courses, supervising student teachers in Springfield area schools and also designed two Master's programs for WNE. I completed a doctorate at UMass Amherst in 1998, with a dissertation focused on using children's literature to teach math. While a doctoral student I served as field coordinator for the undergraduate teacher education program, ran the support seminar for university supervisors in the field, taught methods courses and taught several courses at the graduate level. I have also served on the NEERO board (New England Educational Research Organization) for the past ten years, most recently collaborating with other educators and Amherst community members to design and implement a parent literacy program, Baby and Me, in the Amherst area. Baby and Me is celebrating its third year of serving families with home visits, free books, and a weekly parenting program.

I have been a teacher educator in Massachusetts since the early nineties; MACTE has been a consistent presence and resource in supporting and guiding my work with both preservice and inservice teachers in the Commonwealth. I currently serve on the MACTE board and wish to continue sustaining the work and voice of MACTE in teacher education. I bring experience with implementation of many iterations of regulation changes, program reviews and experience serving on the NEERO board to work with MACTE. In addition to offering my service to a group that has been vital to my work, I hope to continue representing the Western part of the state on MACTE, ensuring that the voice of liberal arts colleges and universities are well represented on the board.