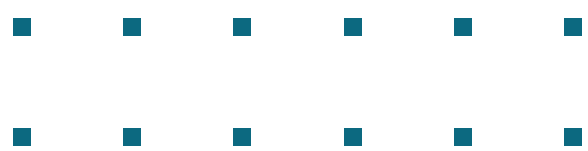
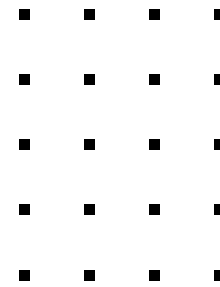


Welcome to the

2023 MACTE SPRING CONFERENCE

**Thursday, April 27
College of the Holy Cross**



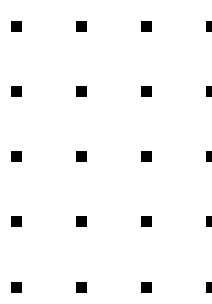


WELCOME

Welcome to the Spring 2023 Conference of MACTE, MAECTE, and COMTEC on Thursday, April 27, 2023 at the College of the Holy Cross in Worcester. It is our first in-person gathering in three years and an opportunity to reengage in our collective work to support teaching and learning across the Commonwealth of Massachusetts. For those of you who are long-standing members of MACTE, we look forward to collaborating with you and to strengthening our partnership. To those who are new to the educator preparation community, we welcome you to join us for the day-long event. Our conference creates space for you to learn new strategies, network, and to engage with the state.

The Spring 2023 Conference theme is Literacy Learning: Reconciling Policy and Practice for ALL Learners. In 2019, the Massachusetts Department of Elementary and Secondary Education launched the Mass Literacy Initiative. The goal of this work is to "to support pre-service and in-service educators in grades preK–3 to gain deep knowledge of literacy development and to skillfully implement evidence-based, inclusive, culturally responsive practices using high-quality instructional materials and assessments" (DESE, 2022). As part of this initiative, DESE released a series of tools designed to support literacy including the Early Literacy Program Review Criteria, Early Literacy Observation Tool and revised MTEs. We, as educator preparation institutions, are working to unpack these new requirements and to embed literacy learning through an anti-racist lens.

To that end, our Board has crafted a robust program with opportunities to learn with and from Afrika Afeni Mills, colleagues from educator preparation institutions across the Commonwealth of Massachusetts and the Massachusetts Department of Elementary and Secondary Education. We look forward to collaborating with you throughout the day!



MACTE BOARD 2022-23

The Massachusetts Association of Colleges for Teacher Education (MACTE) is a statewide organization dedicated to facilitating steady improvement of educator preparation in the Commonwealth. Our membership is comprised of nearly sixty private and public colleges and universities with educator preparation programs. We are also the state affiliate of the American Association of Colleges for Teacher Education (AACTE), which is based in Washington, D.C.

One of our main objectives is to maintain an effective voice for educator preparation at the state level of matters of policy, legislation, regulations, and other matters related to educator preparation and licensure. For example, board members are active in a number of statewide committees such as the Educator Personnel Advisory Council (EPAC), and the Teacher and Administrator Evaluation Task Force. In this and other ways, the MACTE Board is active at both the state and national levels to advocate for our member institutions in an effort to facilitate both policies and regulations that strengthen educator preparation in Massachusetts.

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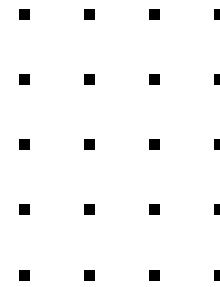
Dr. Shannon Dillard, Elms College

Michelle LeBlanc, Curry College

Dr. Stephanie Logan, Springfield College

Dr. Deb Patterson, Western New England University

Dr. Ellen Rustico, Bay Path University



CONFERENCE OVERVIEW

8:30 - 9:00 AM
Registration

9:00 - 9:05 AM
Welcome & Introductions
Hogan Ballroom

9:05 - 10:05 AM
Keynote Speaker: Afrika Mills
Hogan Ballroom

10:15 - 11:15 AM
Breakout Session I
Hogan Center 320, 328, 406 or 408

11:20 - 12:05
Early Literacy Speakers: Siobhan Allen & Jessica Bazinet
Hogan Ballroom

12:05 - 1:05 PM
Lunch & MACTE Board Election
Hogan Ballroom

1:10 - 2:10 PM
Breakout Session II
Hogan Center 320, 328, 406, 408 or Hogan Ballroom

2:15 - 3:00 PM
DESE Presentation & Closing Remarks
Hogan Ballroom



KEYNOTE SPEAKER

10:15 AM - 11:15 AM - HOGAN BALLROOM

Afrika Afeni Mills, MEd, is the CEO of Continental Drift, LLC, an author, Education Consultant, and Adjunct Professor at Boston College's Lynch School of Education and Human Development and Mount Holyoke College. She has been an educator since 1999 with a background as a classroom teacher, instructional coach, teacher developer, and school administrator.

Afrika works with teachers, instructional coaches, and administrators to develop and sustain culturally responsive and sustaining, antibias, anti-racist, pro-human instructional practices. Afrika has been featured on podcasts, blogs, delivered keynote addresses and facilitated sessions at conferences across the United States.

Afrika is the author of [Open Windows](#), [Open Minds: Developing Antiracist, Pro-Human Students](#), as well as the viral blog post, A Letter to White Teachers of My Black Children. Her TED-Ed Talk, Having Conversations About Race is Just Another Hard Thing We Can Learn to Do will be released in Spring 2023. Afrika was chosen as one of Brightbeam's Top 22 Education Influencers of 2022 and is a member of the National Council of Teachers of English (NCTE), and Learning Forward. Afrika has an M.Ed. in Elementary Teaching from Boston College's Lynch School of Education and Human Development, where she graduated first in her class.

The Opening Windows, Opening Minds session will build on the content of [Open Windows](#), [Open Minds: Developing Antiracist, Pro-Human Students](#) and Emily Style's and Rudine Sims Bishop's concept of windows and mirrors, exploring why learning to appreciate the experiences and perspectives of others is essential for students. Afrika offers an approach to teaching and learning that will equip students to become informed, empathetic, inclusive, racially and historically literate global citizens, who genuinely value diversity and can actively engage in dismantling systemic inequities.





BREAKOUT SESSION I

10:15 AM - 11:15 AM

Critical Literacy and Themes with Children's Literature Depicting Trans Children

Dr. Mark D. McCarthy, Springfield College
Hogan Center 320

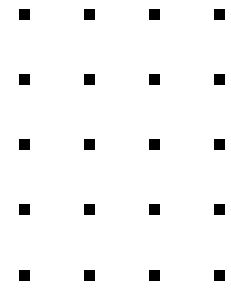
An important part of teacher education is for prospective teachers to become aware of their biases and boundaries, and in some cases to push themselves to the margins of their comfort in order to deepen their capacity to critically engage with issues of social justice. To achieve this, we can begin with one-word takeaways to dig deeper into a text, focus on the last words to better understand the message, and then state a theme as a sentence. Once we've established a sense of the themes of a text, we can put it into dialogue with other texts to critically interrogate the books we use and social narratives we encounter around marginalized people.

Articulating Identity as a Pathway to Developing Culturally Sustaining Literacy Practices

Dr. Deb Patterson, Western New England University
Hogan Center 328

This session is focused on connecting the role of identity articulation ('Who am I' activities at varying levels) to implementing 'windows, mirrors and sliding doors' as a culturally sustaining literacy pedagogy.

Participants will practice several identity articulation exercises, discuss how these exercises develop language for analysis, creation and implementation of culturally sustaining pedagogy.



BREAKOUT SESSION I

10:15 AM - 11:15 AM

Growing Confidence in Multicultural Efficacy: A Study to Illuminate Pre-Service Teachers' Increasing Anti-Racism

Dr. Jacquelynne Boivin, Bridgewater State University

Dr. Marlene Correia, Bridgewater State University

Hogan Center 406

Presenters share their investigation of the impact an anti-racist book study, using Tiffany Jewell's "This Book is Anti-Racist", had on elementary pre-service teachers the semester before their full-time practicum. Their mixed methods study asked two guiding research questions: 1.) Does participation in an anti-racist book club increase the value that pre-service teachers place on anti-racism work personally, professionally, or both? 2.) What is the multicultural proficiency of pre-service teachers before and after completing an anti-racist book club and online learning community? Attendees will consider how these results could be used to improve anti-racist programming and cultural responsiveness of future teachers.

Making Literacy Learning Accessible for Students with Disabilities: Practitioner Inquiry as a Tool for Teacher Candidates

Dr. Lindsey Chapman, Boston University

Kathryn Meyer, Boston University

Hogan Center 408

This session will examine the use of practitioner inquiry to promote teacher candidates' ability to provide accessible literacy instruction for students with disabilities. Opportunities and challenges related to implementation of practitioner inquiry during the student teaching and CAP process, as well as recommendations for practice, will be discussed.



EARLY LITERACY SPEAKERS

11:20 - 12:05 PM - HOGAN BALLROOM



Siobhan Allen is a Literacy Specialist on the Educator Effectiveness team in the Department of Elementary and Secondary Education. Siobhan began her career in education as a preschool teacher's aide in an inclusive classroom, learning first hand the importance of fostering a love of school and learning in those early years. She went on to become a Reading Interventionist in Brockton Public Schools and then a middle school English and Social Studies teacher in Hull. Her twelve years serving middle school students sparked a drive for improving equitable literacy outcomes for all students, ultimately leading her to join the team at DESE last year.

Jessica Bazinet is a recipient of the 2012 Berkshire County Educator Recognition Award and was named a 2022 MA Teacher of the Year Finalist. She has been teaching for 17 years as an early childhood educator, ESL teacher, and technology specialist. She has her Masters in Language and Literacy and Bachelors degrees in Early Childhood Education and Interdisciplinary Studies. Jessica is a certified Wilson Dyslexia Practitioner and a presenter for ed tech integration in her community. She has mentored many teacher candidates from educator prep programs and is a member of the Leadership and PBIS teams in Lenox, MA. Her practices include being a student choice/voice advocate and integrates yoga, meditations, positive affirmations, and growth mindset with her students. Her work has also been cited in articles and books from the Center For Educational Improvement.





BREAKOUT SESSION II

1:10 PM - 2:10 PM

Sowing the Seeds of Early Literacy in Massachusetts: A Critical Analysis

Dr. Maria José Botelho, University of Massachusetts Amherst

Dr. Deb Patterson, Western New England University

Hogan Ballroom

“The science of reading” informs Mass Literacy (preK-3). Unfortunately, these studies overlook the situated details of children’s literacies and script teaching and standardize learning. In this session, we reconcile the contradiction between this policy and DESE’s commitment to anti-racist-multilingual-and-culturally-sustaining teaching through an analysis of the Appleseeds curriculum in teacher education.

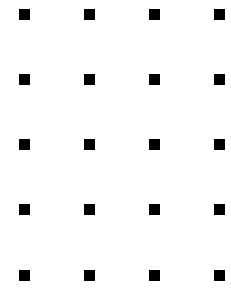
Selecting Culturally Authentic Literature for the Classroom

Ryan Ambuter, Elms College

Dr. Tyra Good, Elms College

Hogan Center 328

This workshop is designed to support teacher educators and classroom teachers in thinking through the literature we share with students. We will focus on developing a critical analysis about representation in literature, and on how to choose diverse, culturally authentic books that provide students with windows and mirrors.



BREAKOUT SESSION II

1:10 PM - 2:10 PM

Utilizing Assessment to Deconflate Language and Disability with Prospective Teachers

Dr. Mark D. McCarthy, Springfield College

Dr. Sara Scribner, Springfield College

Hogan Center 406

Our presentation workshops data gathered by prospective teachers (PTs) to enable us to collectively brainstorm potential avenues for assessment to teach us more about what an ELL student can do and what they need. We will highlight how our process led PTs to more subjective, nuanced glimpses into student capacity.

Relearning Elementary History/Social Sciences SMKs

Rachel Kramer Theodorou, Brandeis University

Hogan Center 408

Elementary history education has taken a backseat to ELA and math leaving pre-service educators with little experience and practice including diverse perspectives and teaching from a critical stance. Teacher educators learn and share resources to deepen SMK fluency for History/Social Sciences SMK and PCK through a positional and equity lenses.



BREAKOUT SESSION II

1:10 PM - 2:10 PM

Mentorship and Classroom Placements: Building Strategies and Learning from Challenges in Teacher Placements at the Elementary and Secondary Level

Dr. Letina Jeranyama, Clark University

Carmen Oco'n, Clark University

Hogan Center 320

The process of teacher candidate placements involve the identification of supportive classroom and knowledgeable teacher mentors. At Clark University, university supervisors have engaged a variety of critical strategies to sustain collaborative mentorship relationships across K-12. The purpose of this presentation is to share successful strategies and ongoing challenges with participants.



THANK YOU

We deeply appreciate your partnership and collaboration. To learn more about our organization or to become involved in future programming, we invite you to connect with the MACTE Board:
macteboard@gmail.com

