

IX.A

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:
January 4, 2017

RESOLVED, That the State Board of Education, pursuant to Section 10-145d-9(f)(1) of the Regulations of Connecticut State Agencies, appoints the following individuals to serve on the Connecticut State Department of Education (CSDE) Review Committee for new and continuing approval of Connecticut educator preparation programs effective January 4, 2017:

Name	Affiliation	Representation	Term Ending
Hari Koirala	Eastern Connecticut State University	Higher Education	Jan. 3, 2019
Tamika La Salle	University of Connecticut	Higher Education	Jan. 3, 2020
Catherine O'Callaghan	Western Connecticut State University	Higher Education	Jan. 3, 2020
Julie Sochacki	University of Hartford	Higher Education	Jan. 3, 2020
Joseph Bonillo	Waterford Public Schools	K-12	Jan. 3, 2019
Thomas Danehy	Area Cooperative Educational Services	K-12	Jan. 3, 2020
David Erwin	Berlin Public Schools	K-12	Jan. 3, 2019
Ana Ortiz	Oxford Public Schools	K-12	Jan. 3, 2020
Shuana Tucker	New Britain Public Schools	K-12	Jan. 3, 2020
Evette Avila	Connecticut Center for School Change	Community	Jan. 3, 2020
Stanley Battle	University of Saint Joseph	Community	Jan. 3, 2020
A. Bates Lyons	A. Bates Lyons Associates	Community	Jan. 3, 2019

and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fourth day of January, Two Thousand Seventeen.

Signed: _____

Dr. Dianna R. Wentzell, Secretary
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: January 4, 2017

SUBJECT: Review Committee Nominations for the Approval of Connecticut Educator Preparation Programs

Executive Summary

Introduction

In accordance with Section 10-145d-9(a) of the Regulations for Educator Preparation Program Approval, the State Board of Education (SBE) must approve all educator preparation programs (EPPs) leading to Connecticut educator certification, initially and on a continuing basis thereafter. Additionally, Connecticut EPP approval regulations require that a Review Committee consider visiting team findings from program approval evaluations and make recommendations to the Commissioner of Education regarding new and continuing program approval. Review Committee members are appointed by the SBE to serve a three-year appointment. This report presents for the SBE's consideration 12 outstanding nominees for Review Committee service.

History/Background

In accordance with Section 10-145d-9(f) of the Regulations for Educator Preparation Program Approval, the Review Committee shall consist of 12 members, appointed to staggered three-year terms by the SBE upon recommendation of the Commissioner. The Committee shall include representatives from institutions of higher education, professional staff members of K-12 public school systems, and representatives of the community at large. Members are selected based on the following criteria:

- committee members must be individuals who are capable of critical but fair and unbiased judgment relative to program approval issues;
- committee members must reflect the ethnic and geographic (urban, suburban, and rural) diversity of Connecticut schools and students;
- K-12 committee members must be currently employed as educators in Connecticut public schools and have demonstrated leadership abilities and experience;
- higher education committee members must be currently serving as full-time faculty members in Connecticut EPPs and represent both public and private institutions; and
- community committee members must be familiar with Connecticut education issues and have an expressed interest in serving the Connecticut educational community.

Recommendation and Justification

In order to restore full membership to the Review Committee so that it may conduct the business it is charged with in accordance with Connecticut regulations, I recommend the following individuals be named to the CSDE Review Committee, effective January 4, 2017:

Name	Affiliation	Representation	Term Ending
Hari Koirala	Eastern Connecticut State University	Higher Education	Jan. 3, 2019
Tamika La Salle	University of Connecticut	Higher Education	Jan. 3, 2020
Catherine O'Callaghan	Western Connecticut State University	Higher Education	Jan. 3, 2020
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Stanley Battle	University of Saint Joseph	Community	Jan. 3, 2020
A. Bates Lyons	A. Bates Lyons Associates	Community	Jan. 3, 2019

Dr. Koirala, Mr. Bonillo, Mr. Erwin, and Mr. Bates have already completed one three-year term. They are being re-nominated to serve for an additional two years to ensure continuity and the future staggering of appointments. Their term will expire January 3, 2019. The new members will serve for a three-year term ending January 3, 2020.

A short biography and photo for each of the 12 nominees can be found in **Attachments A-L**. These nominees collectively represent the ethnic and geographic (urban, suburban, and rural) diversity of Connecticut schools. Additionally, the higher education nominees represent both private and public institutions in Connecticut. A copy of each nominee's full resume may be found on this webpage: <http://www.sde.ct.gov/sde/EPRC>

Follow-up Activity

If approved, members will begin service effective January 4, 2017. Prior to the first Review Committee meeting, new members will be required to participate in a training session designed to orient them to the work of the Review Committee.

Prepared by: _____
Katie Toohey, Ph.D., Program Approval Coordinator
Talent Office

Reviewed by: _____
Shannon Marimón, Division Director
Talent Office

Approved by: _____
Sarah J. Barzee, Ph.D., Chief Talent Officer
Talent Office

Brief Biography- Dr. Hari Koirala



Dr. Hari Koirala is a Professor in the Department of Education at Eastern Connecticut State University (ECSU). He received his Ph.D. in 1995 from the University of British Columbia, Vancouver, Canada. Prior to joining the faculty in 1995, he had more than 15 years of experience in Nepal and Canada teaching university and secondary students. At ECSU, his primary teaching responsibilities are in the area of mathematics and mathematics education. His research focuses on teacher education and students' conceptions of mathematics. To date, he has more than 40 refereed publications and over 100 presentations. He has published papers in several journals

including *Journal of Mathematics Teacher Education*, *Journal of Mathematical Sciences and Mathematical Education*, *School Science and Mathematics*, *Focus on Learning Problems in Mathematics*, *Mathematics Teaching in the Middle School*, *Computers in the Schools*, and several international proceedings. In addition, he has published over 30 book and/or software reviews primarily in the *Choice* magazine and *Mathematics Teacher*. He is an active participant and presenter in the International Group for the Psychology of Mathematics Education, the International Congress on Mathematical Education, the National Council of Teachers of Mathematics, and other state, national and international professional organizations. To date, he has presented his research in 16 countries across six continents. He has also served as a state-wide reviewer for the teacher education program of various universities in Connecticut. He is a recipient of the University Graduate Fellowship from the University of British Columbia in 1993/94/95 and the Mahendra Vidya Bhusan Gold Medal from the King of Nepal in 1980.

Brief Biography- Dr. Tamika La Salle



Dr. Tamika La Salle received her Ph.D. in school psychology from Georgia State University and joined the University of Connecticut (UConn) as a full-time faculty member in 2013. Her primary areas of research interests include culturally responsive education practices, school climate, and the interrelationships among cultural and ecological variables including the community, family, and school on student outcomes.

Dr. La Salle also serves as a consultant to the Georgia Department of Education and has worked to develop a school climate survey site for students, school personnel, and parents. She is also beginning to examine the impact of Positive Behavioral Interventions and Supports on perceptions of school climate. Dr. La Salle is currently working on a cross-cultural school climate validation study with four countries outside of the United States. She serves as a board member of the National Association of School Psychology Minority Scholarship Board, co-chair of the International School Psychology Association Research Committee, and as an Ex-Officio on the Association or Positive Behavior Support Board in the equity seat.

Brief Biography- Dr. Catherine O’Callaghan



Dr. Catherine O’Callaghan is a Professor of Education and Chair of the Education Department at Western Connecticut State University (WCSU). She entered the teaching profession as a classroom teacher and continued her career with New York State literacy specialist certification. Teaching in New York City within diverse settings afforded her a wide range of teaching experiences. Her doctoral degree from Fordham University in Language and Literacy initiated her research interests in new literacies, critical literacies, teacher education, and intervention plans for helping striving readers and writers. Dr. O’Callaghan began working with pre-service and in-

service teachers at St. Joseph’s College in the Child Study Department and as an adjunct at Fordham University. She also taught in the literacy specialist program at Iona College for 12 years before moving on to WCSU. She has published numerous articles and books including (as coauthors) Antonacci & O’Callaghan, *Portraits of Literacy Development: Instruction and Assessment in a Well-Balanced Literacy Program, K-3* (2004); Antonacci & O’Callaghan, *A Handbook for Literacy Instruction & Assessment Strategies K-8* (2006), Antonacci & O’Callaghan, *Using Children’s Literature Across the Curriculum: A Handbook of Instructional Strategies K-8* (2010), Antonacci & O’Callaghan, *Promoting Literacy Development K-8* (2012).

Brief Biography- Julie Sochacki



Julie Sochacki is a Clinical/Applied Associate Professor of English and Program Director of Secondary English Education at the University of Hartford. She has a wealth of urban education experience, both as a community college instructor and as an English teacher and literacy specialist/coach at Waterbury Public Schools. Ms. Sochacki currently teaches in both the Department of English and Modern Languages and in the Department of Education at University of Hartford. She also supervises pre-service teachers and prepares them for the joys and challenges of a rewarding profession. Besides holding a Connecticut English certification, Ms. Sochacki's enthusiasm also spans educational

leadership and literacy. She recently completed her State of Connecticut intermediate administrator certification at Sacred Heart University and before that, she completed her literacy specialist certification at Albertus Magnus College.

As a member of the Connecticut Bar, Ms. Sochacki's passion for urban education increased after researching *Sheff v. O'Neill* in 1999, as an independent study at Western New England College School of Law where she was awarded a Juris Doctor degree. Currently, her own children partake in the rich, diverse environment of a Hartford magnet school.

Julie is a member of two governance councils, Hartford Magnet Trinity College Academy in Hartford and John F. Kennedy High School in Waterbury. She is also a member of the School-University Partnership Advisory Board at University of Hartford, a former member of a NEASC visiting committee at Farmington High School, and a member of the New England Association of Teachers of English. As a Kripalu Yoga teacher, she also brings mindfulness into the classroom and builds trust within her learning communities. Her courses are engaging, collaborative, and reflective.

Brief Biography- Mr. Joseph M. Bonillo



Mr. Joseph M. Bonillo has served as a history/social studies teacher in Waterford Public Schools since graduating from the College of Holy Cross in 2002. In addition to his 14 years of teaching service, Mr. Bonillo earned his Master of Science in Special Education from Southern Connecticut State University and Certificate of Advanced Studies (Sixth-Year Degree) in Educational Leadership from Sacred Heart University. Over the past decade, Mr. Bonillo has served as a visiting committee member on numerous state program approval visits for the Connecticut State Department of Education (CSDE) and was approved by the State Board of Education to serve a three-

year tenure as a member of the Educator Preparation Program Approval Review Committee beginning in 2013. While simultaneously working with the CSDE Review Committee, Mr. Bonillo has become a trained program reviewer through the National Council for Accreditation of Teacher Education (NCATE) and the more recently formed Council for the Accreditation of Educator Preparation (CAEP), reviewing programs from Washington D.C. to Montana. Mr. Bonillo truly feels fortunate to have reviewed several colleges and universities within Connecticut and on a national level with the goal of positively impacting professional adults in their work to empower our nation's students. The son of two teachers, Mr. Bonillo lives in East Hartford with his two children.

Brief Biography- Dr. Thomas M. Danehy



Dr. Thomas M. Danehy was appointed Executive Director of ACES in April 2014 and began his tenure on July 1, 2014, at the commencement of the 2014–2015 school year. Previously, Dr. Danehy served as Superintendent of the Winchester Public Schools, Executive Director of Human Capital Development for the Stamford Public Schools, Principal of the Capitol Region Education Council (CREC) Great Pathway Academy, and Director of Human Resources for the East Hartford Public Schools. Dr. Danehy’s wealth of experience includes the position of Principal at Portland Middle School, Elementary School Principal at West Middle School and Assistant Principal at Weaver High School, Hartford Public Schools. His teaching experience encompasses grades 4-6 in both public and parochial

school settings. Dr. Danehy earned a Doctorate in Educational Leadership from the University of Hartford and a Sixth-Year Certificate from Fordham University. Additionally, he earned a Doctor of Jurisprudence degree from the Quinnipiac University School of Law, a Master of Science in Reading from Southern Connecticut State University, and a Master of Arts in Communications and a Bachelor of Arts in Marketing from Fairfield University. Dr. Danehy is the son of two retired West Haven school teachers. He lives in West Hartford with his wife and three children.

Brief Biography- David B. Erwin



- Career Educator – 42 years of experience in Connecticut as a classroom teacher at the elementary and middle school levels. Assistant Principal for one year at the middle school level, middle school Principal for nine years, Assistant Superintendent of Schools and Superintendent of Schools for the past twenty-three years.
- Serves as an adjunct professor at Sacred Heart University in the Department of Educational Leadership.
- Serves as an adjunct professor at the University of Connecticut in the TCPCG Program (Teacher Certification Program for College Graduates).
- Possesses Connecticut State Certification in elementary education for grades PK-8, special education K-12, school administration/supervision, and superintendent of schools.
- Selected as University of Connecticut NEAG School of Education Outstanding School Superintendent of Schools in 2005.
- Selected as Connecticut School Superintendent of the Year in 2006.
- Previously served as a Board of Education member in local school district.
- Serves as a member of the Connecticut State Department of Education Review Committee as an appointed committee member; appointment has been renewed four times.
- Was an independent evaluator as part of the TEVAL Program in the New Haven, CT Public Schools.
- Married and a father of three adult sons.

Brief Biography- Ms. Ana Ortiz



Ms. Ana Ortiz has served as a leader in Connecticut schools for over three decades. Ms. Ortiz is presently serving as Superintendent of the Oxford Public Schools. Prior to this position, she served two years as Assistant Superintendent and four years as Superintendent of the Windham Public Schools. Her primary commitment is to academic excellence in educating all children. She has extensive experience working primarily in districts with a diverse student population, with a focus on curriculum and instruction and implementation of the Common Core State Standards. She has strong communication skills in English and Spanish, and expertise in cultural diversity, especially with Latino students.

Ms. Ortiz is a first generation college graduate who grew up in “El Barrio,” in New York. She earned an Associate’s Degree from American Junior College in Bayamon, Puerto Rico; a Bachelor of Arts Degree in Secondary Education and English from La Universidad Central, Bayamon, Puerto Rico; Master of Science in Education with a minor in Reading, University of Hartford; a sixth-year Professional Diploma in Education with specialization in Bilingual/Bicultural Education with a minor in Educational Leadership, Administration and Supervision, University of Connecticut (UConn); Completion of the UConn Executive Leadership Program for Superintendents; and an additional thirty-three credits towards a doctoral degree in Bilingual/Bicultural, UConn.

Brief Biography- Dr. Shuana K. Tucker



Dr. Shuana K. Tucker is an experienced education administrator with nearly a decade of public sector experience in the Connecticut education system. She currently serves as the Chief Talent Officer for New Britain Public Schools. Prior to that, she has held key leadership positions in Waterbury, Danbury, and Hartford. Dr. Tucker has also served in a number of leadership, research, and teaching positions on the Storrs campus of the University of Connecticut, including Director of UConn's Administrator Preparation Program. Dr. Tucker's private sector experience spans nearly a decade and includes positions with the College Fund/UNCF; the U.S. Department of Education; the McKenzie Group, a major education consulting firm in Washington, D.C.; and Texas Instruments, Inc. With specializations in education administration, education policy and history, and educational leadership, Dr. Tucker holds an active certification in Intermediate Administration and Supervision. She earned bachelors from Xavier University of Louisiana, a master's in public administration from Louisiana State University and her Ph.D. from the University of Illinois at Urbana-Champaign.

Brief Biography- Evette Avila



Evette Avila is an established educator. She attended Boston University and Hunter College for her undergraduate degree. In 1993 she obtained a Masters in Administration in Education from Bank Street College and a Masters in Social Work from Fordham University. Her versatile career of 24 years has provided her with extensive experiences. Ms. Avila has taught various grades at the elementary, middle school, and college level in both public and private schools. Additionally she has provided counseling, conducted professional development, implemented district initiatives, presented at conferences such as the National Conference for Teaching Mathematics, The BOCES Data Warehouse, Leading and Learning Conference, as well as supervised staff as an assistant principal, principal, and a national director of professional development.

Presently, as a program coordinator for the Connecticut Center for School Change and facilitator for the LEAD CT Turnaround Principal Program, Ms. Avila supports the improvement of Connecticut's schools and districts by developing leadership capacity. She facilitates community of practice sessions focused on leadership competencies, works individually with principals and central office staff to address school improvement for all. Conducting onsite visits provides insight on current school practices and fosters rich reflective discussions regarding change.

As a principal and assistant principal in diverse communities in Westchester, New York, and New York City, Ms. Avila created caring and rigorous learning environments where all children, staff, parents and community members were valued. She truly believes "It takes a village to raise a child." All community members analyzed data to inform and differentiate their practice, utilized tiered intervention models, embraced change, integrated technology, promoted critical thinking and life-long learning. Everyone shared their expertise and consistently participated in meaningful discussions regarding teaching and learning.

As the NYC Regional Director for School Leaders Network, Ms. Avila provides a dynamic learning environment that support school leaders in increasing their leadership capacity in order to become highly effective change agents that implement sustainable systematic change that impacts teaching and learning. In working with diverse groups of School Leaders (principals and assistant principals), she utilizes differentiated approaches to facilitate monthly learning cohorts that focus on current research based practice and leadership development. School Leaders collaboratively problem solve, identify a focus and transform their school practices by creating a shared vision, positive school climate, cultivate leadership, manage systems and data, improve instruction, develop and monitor strategic planning that incorporate the process of change.

While the National Director of Professional Development at McGraw-Hill for Time to Know, Ms. Avila successfully implemented the Time to Know program across the Nation, in public schools, charter schools, private schools, and in several schools in the Archdioceses. Time to Know provided a one-to-one computing program that utilized a digital teaching platform to deliver a comprehensive curriculum. This change transformed instructional practices into the 21st century for teachers, students, parents, and administrators. Continued strategic planning, principal mentoring, coaching, collaboration, and data analysis positively impacted student achievement for over thousands of students.

Ms. Avila is a well-known educational leader who continues to empower, lead, motivate, and unite others to make sustainable systematic changes that make a difference. She remains dedicated and passionate for the field of education. She takes pride in fostering supportive, safe, caring, and challenging learning environments for all learners.

Brief Biography- Dr. Stanley F. Battle



Dr. Stanley F. Battle, educator, author, and civic activist is currently Director/Professor of the Masters in Social Work (MSW) Program in the Department of Social Work and Latino Community Practice at the University of Saint Joseph in West Hartford, Connecticut.

Previously Dr. Battle was the Interim President at Southern Connecticut State University (SCSU). During his tenure, he raised \$1.4 million dollars for the campus, developed and implemented the Southern Academy, an academic enhancement program for rising 4th graders in preparation for college.

He was previously the Chancellor at North Carolina Agricultural and Technical State University (NCA&T). While at NCA&T, he re-centered the institution's academic excellence by enrolling the finest freshman class in 25 years. In the fall of 2008, NCA&T was the first Historically Black College or University (HBCU) to receive the prestigious Engineering Research Center (ERC) grant awarded by the National Science Foundation, a cornerstone award of \$18 million over five years with a 10 year life span. During his tenure he implemented the Dowdy Scholarship program, a four year scholarship for outstanding scholars.

As President of Coppin State University in Baltimore, Maryland, Dr. Battle led Coppin to new plateaus from the outset of his administration, including an increase of \$300 million in capital support from the state, and a fifty percent increase in operating support. Dr. Battle was the brainchild of several pioneering educational initiatives that are demonstrative of thoughtful attention, energy, and resourcefulness to the development of young people. These included the creation of the urban educational corridor, a partnership with an elementary, middle, and high school. The University managed the Coppin/Rosemont Initiative – the only higher education institution in Maryland, at the time, to manage a public school that was failing and help raise it into the ranks of the very best city schools. In 2005, he established The Coppin Academy – a 400 pupil, on-campus model high school, which was funded in part by the Gates Foundation and the Thurgood Marshall Fund.

In addition to serving as President/Chancellor of several universities, Dr. Battle earned academic administrative experience working as Vice Chancellor for Academic and Multicultural Affairs at the University of Wisconsin-Milwaukee, Associate Vice President of Academic Affairs at Eastern Connecticut State University (ECSU), and Associate Dean for Research and Development at the University of Connecticut (UConn), School of Social Work.

Dr. Battle has authored 10 books and over 50 referred journal articles. He is the Editor of ***Social Work in Public Health***, a journal published by Taylor and Francis.

Dr. Battle earned a bachelor's in sociology from Springfield College in 1973, an M.S.W. from the UConn in 1975, an M.P.H. from the University of Pittsburgh in 1979, and a Ph.D. from the University of Pittsburgh in 1980. He also attended Harvard University's Institute for Educational Management and the American Association of State Colleges and Universities Millennium Leadership Institute in 2002.

Brief Biography- A. Bates Lyons



A. Bates Lyons is retired from his self-employed profession with his consulting firm and employment within Private and Public Sector Firms. He conducted workforce audits and training seminars for target audiences since 1991 with his firm. The primary purpose of his firm, A. Bates Lyons & Associates, had been to provide participants with information, knowledge, and skills in key areas of valuing and managing a diverse workforce. A secondary purpose had been to link the valuing and managing of the workforce to departmental objectives while managing transitions. Mr. Lyons' goal was to work with people to heighten awareness of their inner thoughts, knowledge, feelings, and understanding of the various human qualities basic to people with whom they need to develop interpersonal relations.

Mr. Lyons has substantial experience in the area of personal and professional development, allowing him to design and present workshops that specialize in Workplace Diversity, Multicultural Curriculum Development, Cultural Competency, Team Building, Time Management, Customer Service, Managing Workforce Expectations, Leadership, Career Development, Listening Skills, Conflict Resolution, Sexual Harassment, just to name a few of the subjects presented. The firm was proficient in customizing training to fit the client's needs. His professional experience included over 30 years of high-level management corporate and public sector experience assisting organizations to reach their maximum business potential.

He is presently an Adjunct Professor at the UConn School of Business, and past Adjunct at Capital Community-Technical College. He holds an MBA degree in Organizational Behavior from Columbia University, in New York City, and a B.S. degree in Business Administration from Central State University, Ohio, as well as certificates from MIT, and NY Universities for Executive Management. He was a Captain in the U.S. Army and a Vietnam Veteran.

He resides in Torrington, Connecticut where in 1999 he was first elected to the Torrington Board of Education and re-elected in 2003 until 2011. He had served the Board in various positions of responsibility during his tenure. He presently is a member of the Teacher Review Committee for the State Department of Education.

He remains active in his church, as a member of the Connecticut Episcopal Diocese's Standing, and Finance Committees, Vestry member of St. Monica's Episcopal Church, and remains an active member of his fraternity.