

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford****TO BE PROPOSED:
July 14, 2020****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 the approval of Connecticut educator preparation provider (EPP) programs, effective July 14, 2020:

Name	Affiliation	Representation	Term Ending
Joseph Bonillo	Waterford Public Schools	K-12	June 30, 2023
Thomas Danehy	Area Cooperative Educational Services	K-12	June 30, 2023
Sinthia Sone-Moyano	Manchester Public Schools	K-12	June 30, 2023
Kevin Walston	Danbury Public Schools	K-12	June 30, 2023
Paul Whyte	New Haven Public Schools	K-12	June 30, 2023
Tamika La Salle	University of Connecticut	EPP	June 30, 2023
Catherine O'Callaghan	Western Connecticut State University	EPP	June 30, 2023
Julie Sochacki	University of Hartford	EPP	June 30, 2023

and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fourteenth day of July, Two Thousand Twenty.

Signed: _____
Dr. Miguel A. Cardona, Secretary
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: July 14, 2020

SUBJECT: Appointments to Educator Preparation Provider (EPP) Program Approval Review Committee

Executive Summary

Introduction

This report presents for State Board of Education (SBE) consideration eight nominees for the Connecticut State Department of Education (CSDE) Educator Preparation Provider (EPP) Program Approval Review Committee for seats now vacant due to term expirations on January 1, 2020.

History/Background

In accordance with Section 10-145d-9(a) of the regulations for EPP program approval, the SBE must approve all EPP programs leading to Connecticut educator certification, initially and on a continuing basis thereafter. Additionally, Connecticut regulations (Section 10-145d-9(g)) require that a CSDE Review Committee consider program evaluation findings and make recommendations to the Commissioner of Education regarding new and continuing program approval (Attachment A).

CSDE EPP Program Approval Review Committee members are appointed by the SBE to serve a three-year term. Due to the significant role of the Review Committee in the EPP program approval process, members are selected based on specific 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;
- EPP committee members must be currently serving as full-time faculty members and represent both public and private EPPs in Connecticut; 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

I recommend that the following eight individuals be named to the CSDE EPP Program Approval Review Committee, effective July 14, 2020:

Name	Affiliation	Representation	Term Ending
Joseph Bonillo	Waterford Public Schools	K-12	June 30, 2023
Thomas Danehy	Area Cooperative Educational Services	K-12	June 30, 2023
Sinthia Sone-Moyano	Manchester Public Schools	K-12	June 30, 2023
Kevin Walston	Danbury Public Schools	K-12	June 30, 2023
Paul Whyte	New Haven Public Schools	K-12	June 30, 2023
Tamika La Salle	University of Connecticut	EPP	June 30, 2023
Catherine O'Callaghan	Western Connecticut State University	EPP	June 30, 2023
Julie Sochacki	University of Hartford	EPP	June 30, 2023

Five of the nominees—Joseph Bonillo, Thomas Danehy, Tamika La Salle, Catherine O'Callaghan, and Julie Sochacki—have already completed one three-year term. They are being re-nominated to serve for an additional three years to ensure continuity of critical work related to revising EPP program approval procedures and the future staggering of committee appointments. Their term will expire June 30, 2023. The new nominees—Sinthia Sone-Moyano, Kevin Walston, and Paul Whyte—will also serve for a three-year term ending June 30, 2023.

The CSDE is very pleased to put forth the nomination of these outstanding professionals. All have impressive credentials and will bring to the Review Committee unparalleled experience and expertise, as well as represent the ethnic and geographic (urban, suburban, and rural) diversity of Connecticut schools. Additionally, the EPP nominees represent both private and public EPPs in Connecticut. A short biography and photo for each of the eight nominees can be found in Attachments B-I. A copy of each nominee's full resume or curriculum vitae is available through the Talent Office upon request.

Follow-up Activity

If the SBE approves these appointments, these eight individuals will begin serving their respective terms beginning July 14, 2020. Prior to the next Review Committee meeting, new members will be required to participate in a training session to orient them to committee work and procedures.

Prepared by: Katie Moirs, Ph.D., EPP Program Approval Coordinator, Talent Office

Approved by: Shuana K. Tucker, Ph.D., Chief Talent Officer, Talent Office

**Regulations of Connecticut State Agencies
for Educator Preparation Program Approval
Section 10-145d-9(g)**

Board action

After reviewing the recommendation of the Review Committee, the Commissioner shall make one or more recommendations to the Board. Based on the Commissioner's recommendation, the Board shall take one of the following actions.

(1) For programs requesting continuing approval:

- (A) Grant full program approval for five years, or for a period of time to bring the program into alignment with the five year approval cycle. The Board may require that an interim report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board may require an on-site visit in addition to this report.
- (C) Grant probationary approval for a time period not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

(2) For new programs in institutions which have current approved programs:

- (A) Grant full program approval for a period of time to bring the new program into the five year approval cycle of all other programs offered by the institution. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board,

a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board may require an on-site visit in addition to this report.

- (C) Grant probationary approval not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

(3) For new programs starting in institutions without other approved programs:

- (A) Grant program approval for two years. The institution shall submit to the Review Committee, after two semester of operation a written report which addresses the professional education unit's progress in implementing the new program. The Board shall require an on-site visit in addition to this report.
- (B) Following the on-site visit after two years of operation, grant full program approval for three years. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (C) Following the on-site visit after two years of operation, grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board may require an on-site visit in addition to this report.
- (D) Following the on-site visit after two years of operation, grant probationary approval for up to three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board shall require an on-site visit in addition to this report.
- (E) Deny approval.

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 18 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 first 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 Glastonbury with his fiancé and daughter.

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—Ms. Sinthia Sone-Moyano



Sinthia's leadership and management skills, coupled with her business background and extraordinary communication and interpersonal skills, are important professional and personal attributes she brings to her current position as Director of Human Resources for Manchester Public Schools. Before moving into her current role, Sinthia served in the capacity of an assistant principal at Manchester High School, followed by three years as principal at the Manchester Preschool Center where she oversaw a federal Head Start program. She began her career in public education in 2002, working first as a Bilingual/Science and World Language teacher. Sinthia has a Bachelor of Science in Public Health from Southern Connecticut State University, a Master's in Business Management from Albertus Magnus University, and completed both the PreK-3 Leadership Program as well as the Executive Leadership program at the University of Connecticut. A member of the American Association of School Personnel and the Association of Latino Administrators and Superintendents, she lives in Wethersfield with her husband Luis and children Leilani and Jeremiah.

Brief Biography—Mr. Kevin Walston



An educator for more than 22 years, Kevin Walston was recently appointed to a three-year term as Assistant Superintendent of School and District Development for Danbury Public Schools. He holds a Bachelor of Arts degree in Black Studies from Lehman College, a Master of Education degree in Administration and Supervision from the College of New Rochelle, and a Professional Diploma in School District Administration from the College of New Rochelle. Mr. Walston previously taught high school social studies and was a high school administrator in New York City Public Schools, Bridgeport Public Schools, and Waterbury Public Schools.

Brief Biography—Dr. Paul Whyte



Dr. Paul Whyte is currently an Assistant Superintendent for Instruction in New Haven Public Schools. Previously, he was Instructional Leadership Director for High Schools and Turnaround Schools for Waterbury Public Schools. He supervises principals to assure effective instruction in classrooms and proper management of schools. Dr. Whyte is driven to improve the life outcomes of students within the district. Also, in this role he has supported two schools through a comprehensive transformation of programs and culture to support student learning. Prior to this role, Dr. Whyte was the principal of New Beginnings Family Academy, a public K-8 charter school, in Bridgeport, Connecticut. As principal, he focused on building a culture of achievement and high expectations for students and staff.

Under his leadership, NBFA scores on the Connecticut Mastery Test improved dramatically, with the school achieving the most improvement among middle schools in the state. Prior to serving as the principal, Dr. Whyte oversaw the development of formative assessments, data driven decision-making processes and a teacher evaluation program. Earlier in his career, Dr. Whyte taught at Park East High School in New York City. Besides traditional settings, Dr. Whyte has also focused on bringing sound educational practice to non-traditional education settings. As an Echoing Green Fellow, Dr. Whyte created Young Voices Initiative, a comprehensive education and athletics program for teenagers in New Haven, CT. He has been a New York Council of Urban Professionals (NYCUP) Fellow. NYCUP prepares emerging change agents to become powerful civic and public sector leaders.

Dr. Whyte holds a Bachelor of Arts in Psychology from Yale University and a Master of Education in Administration, Planning, and Social Policy (APSP) from Harvard Graduate School of Education, an Intermediate Administration and Supervision Certificate from Sacred Heart University and a Doctor of Education from Teachers College, Columbia University in the Urban Education Leaders Program (UELP).