

IX.C.

Connecticut State Board of Education Hartford

**To Be Proposed:
September 6, 2023**

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) Educator Preparation Provider (EPP) Program Approval Review Committee, effective September 6, 2023, and directs the Commissioner to take the necessary action.

Name	Affiliation	Representation	Term Ending
Joseph Bonillo	Hartford Public Schools	K-12	September 5, 2026
Thomas Danehy	Area Cooperative Educational Services	K-12	September 5, 2026
Stacy McCann	Middletown Public Schools	K-12	September 5, 2026
Kevin Walston	Danbury Public Schools	K-12	September 5, 2026
Paul Whyte	New Haven Public Schools	K-12	September 5, 2026
Dorothea Anagnostopolous	University of Connecticut	EPP	September 5, 2026
Catherine O'Callaghan	Western Connecticut State University	EPP	September 5, 2026
Julie Sochacki	University of Hartford	EPP	September 5, 2026

Approved by a vote of _____ this sixth day of September, Two Thousand Twenty-Three.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

TO: State Board of Education

FROM: Charlene M. Russell-Tucker, Commissioner of Education

DATE : September 6, 2023

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

Executive Summary

Introduction

This report presents for the State Board of Education (SBE) consideration of eight nominees for the Connecticut State Department of Education (CSDE) Educator Preparation Provider (EPP) Program Approval Review Committee due to term expirations on June 30, 2023.

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 judgement 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 September 6, 2023:

Name	Affiliation	Representation	Term Ending
Joseph Bonillo	Hartford Public Schools	K-12	September 5, 2026
Thomas Danehy	Area Cooperative Educational Services	K-12	September 5, 2026
Stacy McCann	Middletown Public Schools	K-12	September 5, 2026
Kevin Walston	Danbury Public Schools	K-12	September 5, 2026
Paul Whyte	New Haven Public Schools	K-12	September 5, 2026
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Julie Sochacki	University of Hartford	EPP	September 5, 2026

Six of the nominees—Joseph Bonillo, Thomas Danehy, Catherine O'Callaghan, Julie Sochacki, Kevin Walston, and Paul Whyte are being re-nominated to serve for an additional three years to ensure continuity and the future staggering of committee appointments. Their three-year term will end on September 5, 2026. The new nominees, Dorothea Anagnostopolous and Stacy McCann will also serve for a three-year term ending September 5, 2026.

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 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 September 6, 2023. 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: Lauren Tafrate, 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 years¹, 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.

¹ Seven Years as of 2016 to align with CAEP seven year accreditation cycle.

- (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 semesters 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- Joseph M. Bonillo

Attachment B



Mr. Joseph M. Bonillo, currently serves as Assistant Principal of Sport and Medical Sciences Academy in the Hartford Public Schools. Prior to joining the Hartford Public Schools, Mr. Bonillo served as a history/social studies teacher in the Waterford Public Schools upon graduation from the College of Holy Cross in 2002. In addition to his 20 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 and a half, 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 wife and 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. He is the

President of AESA, the national organization for education service centers in the United States. 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- Stacey McCann

Attachment D



Stacey McCann, Assistant Superintendent of Teaching and Learning at Middletown Public Schools, is responsible for improving teaching and learning districtwide to maximize students' achievement and career outcomes. She has supervisory and leadership responsibilities for building principals, assistant principals, curriculum directors, and supervisors spanning the PreK-12 academic environment. Ms. McCann oversees integrated and collaborative afterschool programs and summer programs.

Prior to Middletown, Ms. McCann, former Assistant Superintendent for School Improvement and Intervention at Bloomfield Public Schools, was named Chief Academic Officer in 2017, given her key leadership in improving district student performance and being responsible for all teaching and learning aspects of the District. She played an instrumental role in improving student performance and reducing the academic achievement gap at Bloomfield High School.

Ms. McCann believes that to raise the level of educational attainment for our schools, all instructional decisions and practices must be research-based and highly effective. In addition, curriculum must reflect a culturally responsive equitable lens; challenging rigor of current state and national standards, while aligning both formative and summative assessments. Her educational experience spans 26 years, working as a teacher, literacy facilitator, turnaround specialist, assistant principal, principal, executive principal, director of literacy, director of school improvement, chief academic officer, and assistant superintendent. She has a solid foundation in both application and theory, with practical experiences in the areas of literacy, rigorous curriculum, instruction, assessment, professional development, diversity, equity and race as well as family and community engagement. Ms. McCann's professional and personal life includes a passion for education. She is committed to making a difference in the lives of ALL youth.

During her tenure in the Hartford Public Schools, as Principal of Henry C. Dwight Elementary School, Ms. McCann was a recipient of the *2005 No Child Left Behind Blue Ribbon School Award*, *2005-06 Vanguard Award*, and received a #1 ranking in 2009 as a neighborhood school reaching *Adequate Yearly Progress set forth by NCLB laws*. While serving as an Executive Principal of both Joseph J. Bellizzi and Henry C. Dwight elementary schools, Ms. McCann redesigned the two schools and merged them into an Asian Studies Academy, which afforded urban students with the opportunity to explore East Asian Culture and study the Mandarin language.

Ms. McCann received her Executive Leadership certificate from the University of Connecticut and her Administrative Supervisor certificate from Central Connecticut State University. She holds her M.S. Degree in Early Childhood Development; B.S. Degree in Elementary and Special Education from the University of Hartford. Ms. McCann is currently a Doctoral candidate in Educational Leadership at Central Connecticut State University. As a member of Alpha Kappa Alpha Sorority, Inc., and The Greater Hartford Chapter of The Links, Inc., Ms. McCann engages in civic duties that contributes to community outreach.

Brief Biography—Mr. Kevin Walston

Attachment E



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

Attachment F



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).

Brief Biography- Dr. Dorothea Anagnostopoulos

Attachment G



Dr. Dorothea Anagnostopoulos is currently the Associate Dean of Academic Affairs in the Neag School of Education and Professor of Curriculum and Instruction at the University of Connecticut. In addition to leading faculty development efforts, she oversees the School's academic and educator preparation programs. In her current role, she led the School in securing accreditation for its educator preparation programs through the Council for the Accreditation of Educator Preparation (CAEP). Dr. Anagnostopoulos previously served as the Neag School's Executive Director of Teacher Education. Under her leadership, the program was selected by the American Association of Colleges of Teacher Education (AACTE) as one of ten institutions nationally to participate in its

Networked Improvement Community on Changing the Demographics of the Teaching Force. Dr. Anagnostopoulos has served as a member and co-chair of the CAEP Research Committee from 2014 - 2017. She was elected to lead the American Educational Research Association's (AERA) Division K. Teaching and Teacher Education as Vice President (the highest Divisional office) from 2019 – 2022 and elected to the AERA Executive Board from 2020-2022. As Division VP, Dr. Anagnostopoulos created multiple grant competitions that sparked innovative research-practice partnerships centered on equity-oriented teacher education.

Dr. Anagnostopoulos' scholarship explores questions related to teaching quality, teacher education and the organization of teachers' work. In addition to authoring and co-authoring numerous articles published in research and professional journals, she is the lead editor of *The Infrastructure of Accountability: Data Use and the Transformation of American Education* (Harvard Education Press), and co-author of *The Education Mayor: Improving America's Schools* (Georgetown University Press). She recently co-edited *The Corona Chronicles* (DIO Press), a two-volume set that documents the effects of the COVID-19 pandemic on teachers, teacher educators and their students. Dr. Anagnostopoulos' research has been supported by several grants. This includes a recent large-scale, longitudinal study that examines how teacher education learning opportunities and school resources can support beginning elementary teachers' development of ambitious instruction, funded by the National Science Foundation and the Spencer Foundation.

Prior to joining the University of Connecticut faculty, Dr. Anagnostopoulos was an Associate Professor of Teacher Education at Michigan State University (MSU) where she served as faculty leader of the *Urban Educators' Cohort Program* and co-led the *Future Teachers for Social Justice*, a grant-funded project that supported high school students from the Detroit Public Schools to matriculate into MSU and enter teacher preparation and teaching. Dr. Anagnostopoulos taught high school English for seven years, primarily in an alternative high school in Chicago, prior to receiving her PhD.

Dr. Anagnostopoulos holds a Bachelor of Arts in English from Stanford University and a Masters of Teaching (MAT) in English from the University of Chicago. She received her PhD in Education from the University of Chicago.

Brief Biography- Dr. Catherine O'Callaghan

Attachment H



Dr. Catherine O'Callaghan is a Professor of Education in 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

Attachment I



Julie Sochacki is a Clinical Associate Professor of English, Director of the English Secondary Education Program, and Interim Director of the Center for Teaching Excellence and Innovation. She is a former urban educator and has the Connecticut credentials as an ELA teacher (015), remedial reading teacher/literacy (102), and intermediate administrator (092).

Most recently, in her role in the teaching and learning center at University of Hartford, Professor Sochacki has led a series of faculty panel discussions on campus on inclusive pedagogies and leads the New Faculty Teaching Seminars.

Professor Sochacki holds a Juris Doctor and has been a member of the Connecticut Bar since 2001. She is a council member on the Connecticut State Department of Education Educator Preparation Advisory Council.

Her research concerns teacher mentorship and the resilient teacher and compassionate, inclusive pedagogies in secondary and higher education. Professor Sochacki is currently mentoring teachers at Hartford Public Schools. She is a 200 hour Kripalu Yoga teacher; she also brings mindfulness into the classroom. Her courses are engaging, collaborative and reflective.