

NEW PROFESSIONAL STAFF, K-12
2013-2014

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Sal. Step</u>	<u>FTE</u>
Cecilia Hylton	Social Studies Teacher	ABRHS	M1	1.0
Emily Mullin (Fishkin)	English Teacher	ABRHS	M10	1.0
Kathleen Turner	Counselor	Merriam	M2	1.0
Amy-Jo Conant	5 th Grade Teacher	McT	B1+36	1.0
Lisa Dahill	Special Education Teacher	ABRHS	M10	1.0
Sara O'Neal	Science Teacher	RJGJHS	M1	1.0
Jenna Larrenaga	Assistant Principal	Douglas		.5
Hayley Kadaba	English Teacher	ABRHS	M3	1.0
Steven Martin	Dean of Students	ABRHS		1.0
Glenn Manning	English Teacher	ABRHS	M1	1.0
Maurin O'Grady	Dean of Students	ABRHS		1.0
Rebecca Mazonson	Social Studies Teacher	RJGJHS	M1	1.0
Stephanie Gardner	Grade 5/6 Teacher	Merriam	M6	1.0
Tasha Peterson	Grade 5/6 Teacher	Merriam	B1	1.0
Valery Glod	Special Educator	RJGJHS	M1	1.0
Chelsea Stetson	5 th Grade Teacher	Gates	B3	1.0
Erin McGovern	Spanish Teacher	RJGJHS	M1	1.0
Darren Gwin	Social Studies Teacher	ABRHS	M6	1.0
Patricia Underwood	½ Day Kindergarten Teacher	Merriam	M1	.5
Erika Cormier	Grade 2 Teacher	Gates	M3	1.0
Rose Antonuccio	Grade 5 Teacher	Gates	M1	1.0
Liza Levitsky Duffy	Special Education Teacher	McT	M3	1.0
Maria Roumbakis	Occupational Therapist	APS/ ABRSD	M4	1.0
Joshua Mishrikey	Social Studies Teacher	ABRHS	M1+30	1.0
Evelyn Harriott, EdD	School Psychologist	APS	D10	1.0
Allison Nutting	Art Teacher	Douglas	B1+36	.6
Janice Moore	Transition Coordinator/ Asst	ABRHS	M4	.4
Joseph Gibowicz	Early Childhood Coordinator	APS		1.0
Julie Donovan	Spanish Teacher	ABRHS	B1	1.0
Nancy Wurtz	½ Day Kindergarten Teacher	McT	M1	.5
Kate Ingles	Speech/Language Teacher	RJGJHS	M5	.6
Renae Deschenes-Desmond	Special Educator	Gates	M2	.4
Thomas Sandock	Social Studies Teacher	ABRHS	M4	1.0
Sharon Strasser	Italian Teacher	ABRHS	1M	.2
Susanne Rued Conley	Grade 6 Teacher	Gates	M2	1.0

TOTAL: 35 new staff (as of 8/21/13)

Antonuccio, Rosemarie

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 7/15/2013 **Position:** 5th Grade Elementary Teacher **Location:** Gates
(one year position)

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 225 **# Candidates Interviewed:** 12 **Interviewers:** Stephen Mills, Lynne Newman, Priscilla Kotyk, June Montepeluso, Rebecca Acheson, Kerri Stoffel, Sue Hunt

Recommended Candidate: Rosemarie Antonuccio

Step/Salary: 1M \$48,172

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Boston University	B.S.	1984	Business Administration
Lesley University	M.Ed	2013	Elementary Education (1-6)

Certification Required: Elementary Ed. (1-6)

Certified: Yes

Experience

Jan. – May 2013	Luther Conant Elementary School, Student Teacher, Grade 4
2009 – Present	Luther Conant Elementary School, Special Education Inclusion Assistant
2000 – 2009	First Church Unitarian, Religious Education Teacher
2006 – 2009	First Church Unitarian, Co-Chair of Religious Education Committee

Conant, Amy Jo

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/29/13 **Position:** 5th Grade Teacher **Location** McCarthy-Towne

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 225 **# Candidates Interviewed:** 8 **Interviewers:** Stephen Mills,
David Krane, Caitlin Walsh, Karen Shiebler, Laura Martin, Isabel O'Connor, Karen Francisco

Recommended Candidate: Amy Jo Conant

Step/Salary: 1B +36 \$48,172

Resume: X

Application: X

References Checked: X

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Keene State University	BA	2000	Communications
Framingham State University	Teaching Licensure	2013	Early Ed. License (1-6)

Certification Required: Elementary Ed. (1-6) **Certified:** Yes

Experience

1/13 – 6/13	McCarthy-Towne School, 4 th Grade Teacher
9/12 – 12/12	McCarthy-Towne School, 3 rd Grade Student Teacher

Philosophy of Education

Amy-Jo Conant

Education is a process we as individuals go through in life to become who we are. I believe school is a community of learners. It is a place in which all members of the community work together to share their experiences and build knowledge together. I place a high priority on partnering with other teachers and believe it is important to model successful collaboration for students.

Teaching means you and your students learn something new every day. I strive to create a learning environment that goes beyond the classroom. My goal is to teach in such a way that students continue to seek knowledge when I am not there to guide them. Their own curiosity will become a way of life for them. This process starts by encouraging students to take charge of their learning. I ask students to push themselves beyond their boundaries, to challenge themselves. It is important to help students discover their own strengths in order to meet the challenges of the future.

No two children are the same so how does one accomplish this massive feat for twenty-five children? The first step is to get to know students at a personal level. I gather information from many areas to be able to teach to the whole child. A child is more than the body that walks into your classroom each morning. They are sons, daughters, siblings, athletes, musicians and many other things that embody who they are at their core. I believe a teacher must differentiate learning at an academic and emotional level for each student. It is a teacher's job to understand each student's academic and emotional needs and to meet those needs with whatever tools are at his or her disposal.

A classroom is an ever-evolving organism; therefore I must continually modify my teaching style and methods. I strive to be a master of all trades, a reader, writer, mathematician, scientist, and historian all rolled into one multitasking person. I teach with compassion and the understanding that each student is a unique individual. I must find the key to unlock each student's ability to be successful. Each child has embarked on their own journey towards life long learning. I am both honored and humbled to see to the mission of guiding them on their journey.

Cormier, Erika

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/16/13

Position: Grade 2 Teacher
(One Year Position)

Location: Gates

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 225 **# Candidates Interviewed:** 8 **Interviewers:** Stephen Mills,
Lynne Newman, Kelli Sullivan, Cindy Holt, Kim Luongo

Recommended Candidate: Erika Cormier

Step/Salary: 3M \$52,199

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Merrimack College	BA	1992	English
Wheelock College	MS	1998	Special Needs

Certification Required: Yes

Certified: Yes

Experience

2011 – Present	Gates School, Reading Assistant
2008 – 2011	Gates School, Classroom Assistant
1998 – 2000	Merrimack Special Education Collaborative, Teacher
1997 – 1998	Haggerty Public Schools, Co-Teacher

Philosophy of Education
Erika Cormier

"Different children have different needs and addressing those different needs is the best way to deal with them equitable"

Gloria Ladson-Billings
The Dreamkeepers

This quote is a summation of how I perceive teaching and conduct myself as an educator. Differentiating curriculum is essential to scaffolding that meets the needs of individual students. This allows students to fully participate in the meaningful construction of knowledge and ultimately realize their own excellence.

My whole group and small group lessons follow the Optimal Learning Model of instruction called the Gradual Release of Responsibility. The responsibility for task completion shifts gradually from the teacher to the students. Each lesson starts with a teacher demonstration, followed by a shared demonstration, and then guided practice and finally students work independently. These steps can be described simply as "I do, we do, you do". The ultimate goal is to develop independent learners who can accomplish important tasks on their own.

I truly believe that students need to feel safe and cared for during their school day to optimize learning. I make strong connections with my students and take the time to get to know their interests. I make it a point to create a positive and exciting atmosphere for learning. I also have a keen sense of humor that enhances my students' learning and motivation.

I use formative assessment to guide my instruction and to evaluate the effectiveness of my teaching approach. I know it is critically important that I create a classroom that meets the academic and emotional needs of each student. I realize that students are more receptive and successful if instruction is provided at their readiness level and takes their interests into consideration. My goal is for each student to strive to achieve educational independence.

Dahill, Elizabeth

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 04/22/13 **Position:** Special Education Teacher (Bridges) **Location** ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 45 **# Candidates Interviewed:** **Interviewers:** Stephen Mills,
Alixé Callen, Mary Emmons, Susan Ervais-Bohmiller, Lee Lentz, Erica Cohen

Recommended Candidate: Elizabeth Dahill

Step/Salary: 10M \$70,898

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Boston University	BS	1983	Special Education
Worcester State	MS	1997	Speech Language Pathology

Certification Required: Yes

Certified: Yes

Experience

2000-2008	Minuteman Regional High School, Speech and Language Pathologist
1998-2008	Speech Language Resources
1989-2000	Marlborough Middle School,
1983-1989	Carroll High School, Director of Career Education and College Placement
1983-1984	The Walker Home and School

Philosophy of Education

Elizabeth Dahill

In my 29 years of working in special education I have come to understand that an Individualized Education Program (IEP) cannot be developed to help a special needs student enter the "real world", so it is my responsibility to equip my students with the tools necessary to be as independent and successful as they can be. I also believe in working as a team. The student, their parents and I, are key to helping students achieve their goals. I work hard to establish trust with the students and the parents that I work with. I believe this trust to be the foundation in which true learning can grow.

I genuinely believe working in education is one of the most honorable professions a person can pursue. I have had the good fortune to be associated with colleagues I respect and admire, and to work with students who teach me something new everyday. It is a gift to be in a profession where you can inspire the young adults you work with to be the best student and the best person they can be.

Donovan, Julie

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 7/10/2013

Position: Spanish Teacher

Location ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 54

Candidates Interviewed: 7

Interviewers: Stephen Mills,
Alixé Callen, JoAnn Campbell, Claire Dix

Recommended Candidate: Julie Donovan

Step/Salary: 1B \$44,732

Resume: Yes

Application: Yes

References Checked: Yes

College

Providence College

Degree

BA

Date

2013

Major/Minor

Spanish Secondary Ed.

Certification Required: Yes

Certified: Pending

Experience

1/13 – 4/13

Cumberland High School, Student Teaching

Philosophy of Education

Julie Donovan

Living in a 21st century global society that is constantly evolving and filled with innovations and new technology, our job as educators is to ensure our students are prepared for success. The most effective manner to aid our students in becoming cultured and intellectual members of society is by challenging each and every student to think critically and make cross cultural comparisons.

My personal goal as an educator is not only that my students are able to communicate fluidly in the Spanish language, but also that my students are able to compare and contrast other Hispanic cultures with their own. Intertwined with my vocabulary and grammar lessons, I implement information regarding Hispanic cultures on a daily basis. I push my students to not simply memorize statistics or facts about these cultures, but to compare and contrast this information with other cultures that they are familiar with. Making such comparisons allows students to use the information that they are already familiar with and pushes them to actively utilize knowledge that they are in the process of learning.

From my experience living in Madrid, Spain for a semester, I gathered a wealth of authentic materials such as popular books and movies, maps, restaurant menus, and numerous photos to utilize in my daily lessons. By using such materials in my classroom, my lessons are strategically planned around ways in which my students can use the Spanish language in real live situations. When students are able to see a purpose for learning Spanish, I find they are more excited to learn and ready to become members of the global society we live in.

Fostering higher order thinking is a crucial element of a successful classroom and a way to guarantee that students are adequately prepared for whatever future endeavor they may choose. By using authentic materials to facilitate critical thinking, students are able to personally connect with the Spanish culture and are enlightened with a desire to learn.

Duffy, Liza

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/21/2013 **Position:** Special Educator **Location** McCarthy-Towne

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 8 **# Candidates Interviewed:** **Interviewers:** Stephen Mills,
David Krane, Matt McDowell, Allison Leahy, Lynne Laramie, Carolyn Imperto, Nancy
Giansante, Janet Chinitz (Parent)

Recommended Candidate: Liza Duffy

Step/Salary: 3M \$52,199

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Keene State	BA	2006	Psychology
Assumption College	MA	2009	Special Education

Certification Required: Yes

Certified: Yes

Experience

2011	Needham Public School District, Special Education Liaison
9/07 – 12/10	Acton Boxborough Regional High School, Special Education Assistant
9/10 – 12/10	Acton Boxborough Regional School District, Extended School Day Program Director

Philosophy of Education

Liza Levitsky Duffy

As educators, we need to prepare our students for the challenges they face ahead of them. To do this, our goal must be to produce independent and self sufficient students and lifelong learners. My eclectic view of education is marked by the ideas of such educational theorists as Albert Bandura, Howard Gardner and Lev Vygotsky. Each theorist plays an important role in the instructional, curricula and social components of my classroom.

Bandura's confirmed his social learning theory that children learn by modeling others. Throughout their lives children intently watch others. My goal in the classroom is to create an environment with enthusiasm, compassion, and the love of learning. Promoting positive behaviors by other students will create a safe and nurturing learning environment as well.

Incorporating Gardner's theory of multiple intelligences into my classroom will allow students of each intelligence to thrive. It is my goal to create lessons that take on a multi-sensory approach to learning. Avoiding a textbook and worksheet driven culture will encourage students to draw upon the many intelligences that Gardner outlines.

Vygotsky described the zone of proximal development as what the child can presently accomplish independently and what the child can potentially do in an environment that is supportive. Providing students with accurate supports while fostering their independence is an important balance to maintain.

As an educator, I have made a decision to be a lifelong learner. By utilizing the theories from the above theorists, my goal is to meet the needs of the students by creating a productive, positive and respectful community. As the curriculum changes, teachers must be flexible and creative in order to implement new ideas. Along with colleagues, administration, and parents, a teacher must always keep the best interest of the students in mind. If this is achieved, this goal will be fulfilled and students will thrive.

Gardner, Stephanie

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/3/13

Position: 5/6 Grade Teacher

Location: Merriam

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 225 **# Candidates Interviewed:** 12 **Interviewers:** Stephan Mills, Ed Kaufman, Matt McDowell, Maryann Ayers, Vanessa Mann, Tom Sidley, Leah Richardson, Melissa Chaffee (parent)

Recommended Candidate: Stephanie Gardner

Step/Salary: 6M \$59,614

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of Rochester	BA	1993	Political Science
Simmons College	MA	1996	Elementary Education

Certification Required: Yes

Certified: Yes

Experience

2010 – present	METCO, Academic Advisor
2009 – 2011	Thinking Outside the Classroom, Executive Functioning and ADD Coach
2009 – 2010	Josiah Haynes School, Kindergarten Literacy Assistant
1996 – 1999 &	
2007 – 2009	Broadmeadow School, 4 th Grade Teacher

Philosophy of Education

Stephanie Gardner

When I think of my philosophy of education, I keep coming back to an image in my head. Rather, a look. It's that "lightbulb" moment on a student's face. The eyes slowly widening. The smile slowly starting to spread. The look on his/her face says it all. "I get it!" "I made a connection." "I want to learn more."

Education to me is an awakening of the mind. Experiencing new things and taking risks. Learning new skills and how to apply them to different things. Finding your voice and your passion. As an educator, I live for those lightbulb moments. It might be after learning a new math concept, making a connection in a guided reading group, finishing a writing piece, or presenting a project. I'm thrilled of course at my student's accomplishments, but I'm most proud of the journey my students took to get there. The perseverance they showed during times of struggle. Goals they made for themselves that required risk and hard work. The desire to want to know more not because it was required but due to creative, and inquisitive minds that wouldn't stop asking, "I wonder..."

The great poet and author Maya Angelou once said, "When you know better, you do better." I want my students to do better. To be better writers, readers, mathematicians, scientists, musicians, artists, environmentalists, athletes, friends and citizens. Education is the vehicle to provide our children with knowledge, experiences and skills that will help shape their identity. It will prepare them to be productive, engaging, and thoughtful members of our community who want to make a difference.

Glod, Valery

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/7/2013 **Position:** Special Educator **Location** R.J. Grey Junior High

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 28 **# Candidates Interviewed:** 7 **Interviewers:** Stephen Mills,
Andrew Shen, Mary Emmons, Jim Marcotte, Karoly Baglio, Timothy Malloy

Recommended Candidate: Valery Glod

Step/Salary: 1M \$48,172

Resume: Yes

Application: Yes

References Checked: Yes

College

Tufts University

Degree

MA

Date

2013

Major/Minor

Teaching

Moderate to Severe Disability

English

Certification Required: Yes

Certified: Pending

Experience

1/11 – 1/13

Robert F. Kennedy Children's Action Corp., English Language Arts Teacher

Harriott, Evelyn

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 6/18/13

Position: School Psychologist

Location: APS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 40 **# Candidates Interviewed:** 5 **Interviewers:** Stephen Mills, Liza Huber, David Krane, Ed Kaufman, Lynn Newman, Damian Sugrue, Chris Whitbeck, Lynne Laramie, Ginny Conway, Debbie Dawson

Recommended Candidate: Evelyn Harriott

Step/Salary: 10 D \$77,357

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Northern Illinois University	BA	2002	Sociology
Louis University	Ed D	2004	Educational Psychology

Certification Required: Yes

Certified: Yes

Experience

2008 – Present	Mountain View Behavioral Health, Clinical Psychologist/Director
2007 – 2008	Jaffrey-Rindge Cooperative School District, School Psychologist
2003 – 2007	Crotched Mountain Rehabilitation Center, School Psychologist
2002 – 2003	Concord-Carlisle Public Schools, School Psychologist

Philosophy of Education

Evelyn Harriott, EdD

As a psychologist, I am concerned with the social, emotional and cognitive aspects of learning. Each of these impacts a student's capacity to learn. The identification of a student's unique social, emotional and cognitive processes may be used to inform instructional methods in order to maximize positive student outcomes.

Cognitive ability describes the intellectual processes that vary from student to student. These processes are measurable through psychoeducational testing to determine a person's verbal comprehension, working memory, processing speed and perceptual reasoning abilities. Each individual reveals a unique cognitive profile which is typically a combination of well-developed and underdeveloped abilities. This cognitive profile determines the curriculum and teaching approach that will be most impactful to a child's continued learning. This may include special education supports and accommodations to promote learning or enrichment projects to enhance learning.

In addition to the student's learning style, each child has a unique emotional composition that affects their ability to learn. Attention and concentration, level of interest and inquiry, as well as anxiety level in the classroom change depending on emotional reactivity. Observation of student behavior alerts us to when a child is emotionally available or unavailable for learning. Teacher, parent and caregiver input are valued in identifying emotional symptoms that can be targeted for support. Supports may include encouragement, individual counseling, support groups, skill groups, behavior program or referral to a community resource.

The cognitive and emotional uniqueness of each student combine in the classroom to form a social learning environment. This social atmosphere requires student participation in the form of interaction with peers and adults to cultivate learning. Behavior and communication skills vary within the student group and influence student interactions as well as the entire classroom atmosphere. The teacher and students benefit from support to cultivate an inclusive classroom environment where learning flourishes. Effective classroom management, respect for individual differences and validation of other's feelings and opinions are ways to promote learning in the social setting.

Understanding the cognitive, emotional and social aspects of learning empowers educators to effectively teach and students to effectively learn. Appreciation of the uniqueness of a child ultimately promotes self confidence in their individuality. The student is then free to exercise their curiosity as an enthusiastic learner.

Hylton, Cecilia

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 3/18/13 **Position:** Social Studies Teacher **Location:** ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 81 **# Candidates Interviewed:** 8 **Interviewers:** Stephen Mills, Alixe Callen, Pam Lynn, Courtney Carp, Karin Drowne, Patrick Grucela, Amy Houle, Katherine Rossignol, Michael Tobin

Recommended Candidate: Cecilia Hylton

Step/Salary: 1M \$48,172

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
College of William and Mary	BA	2012	History
Harvard University	M Ed	2013	Education

Certification Required: Yes

Certified: Yes

Experience

8/12 – Present	Cambridge Rindge and Latin School, Intern Teacher
7/12 – 8/12	Cambridge Harvard Summer Academy, Intern Teacher
6/11 – 8/11	Let's Get Ready, SAT Verbal Teacher
8/11 – 1/12	Tribe College Outreach, Mentor
9/10 – 2/11	Avalon: A Center for Woman and Children, Mentor

Philosophy of Education

Cecilia Hylton

I believe that history education serves a critical role in the civic and moral development of young people. History should be taught to enrich students' understanding of the diverse range of human experiences and cultures, while promoting individual character growth. In my classroom, this dual emphasis on the diversity of human culture and character education has shaped all aspects of my curricular planning and teaching. I have structured my class—from daily lesson plans to broader course themes—around several “essential questions” to focus both student learning and my own lesson objectives. In keeping with Acton-Boxborough's standards of respect and acceptance of different perspectives and backgrounds, I am conscious of including a diversity of voices and viewpoints in my curriculum to avoid providing only Euro-centric narratives in the classroom. In my early American history class, I use texts such as Howard Zinn's *A People's History of the United States*, and Brown University's *Forgotten History: The Slave Trade and Slavery in New England*, along with primary sources such as those provided in the Stanford History Education Group's *Reading like a Historian* curriculum and Michael Perman's *Major Problems in the Civil War and Reconstruction*, to highlight the rich diversity of American history.

The study of history allows students to build critical reading and writing skills through engagement with content. Regular reading of primary and secondary sources, writing assignments, in-class discussions, debates, and group work help to build the literacy and skills that students will need for later success in school and in the workplace. I will continue to keep student learning and civic awareness at the center of my history classroom at Acton-Boxborough, pushing students to develop as young learners and as culturally aware citizens.

Gwin, Darren

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/15/13 **Position:** Social Studies Teacher **Location:** ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes **Advertised:** Yes

#Applicants: 81 **# Candidates Interviewed:** 8 **Interviewers:** Stephen Mills, Alixe Callen, Pam Lynn, Abigail Buffum, Maura Champigny, David Green, Alec Lewis, Samuel McHale, Michael Tobin

Recommended Candidate: Darren Gwin **Step/Salary:** 6M \$59,614

Resume: Yes **Application:** Yes **References Checked:** Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of Maryland	BA	2007	History
University of Maryland	M Ed	2008	Curriculum and Instruction

Certification Required: Yes **Certified:** Yes

Experience

2008 – Present Colebrook High School, Lead Teacher
2007 – 2008 Springbrook High School, Student Intern

Philosophy of Education

Darren Gwin

My goal is to create a positive learning environment where students feel confident communicating, collaborating, and exploring. I want my students feeling free and secure to take risks and make mistakes, ultimately allowing themselves to grow as learners. I do my best to connect with my students on a personal level and create a zone of comfort for them in the classroom.

As a teacher of 21st century Social Sciences, I believe that the way students critically think, collaborate, and create is crucial to their growth and development as learners and citizens. I strive to challenge my students to view primary and secondary source documents with a critical mind (analyzing sources, questioning motives and perspectives of authors, determining bias, investigating multiple documents in search of the "truth", comprehending the time period and context in which a document was created) and create their own perspective of the time period and events.

Technology is a crucial part of our culture and is an excellent way to engage our students, teach, and inspire them to collaborate with others. I love making content relevant to my students and connected to their own lives. One of the best ways to make it meaningful to them is allowing them to create using tools of technology.

Kadaba, Hayley

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 4/24/13

Position: English Teacher

Location ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 81 **# Candidates Interviewed:** 11
Alixé Callen, Diane Telicki, Liz Marcotte, Dan Goldner

Interviewers: Stephen Mills,

Recommended Candidate: Hayley Kadaba

Step/Salary: 3M \$52,199

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Agnes Scott College	BA	2009	English Literature
Emory University	MA	2010	Educational Studies

Certification Required: Yes

Certified: Yes

Experience

9/12 – 12/12	Canton High School, Long Term Substitute
8/10 - 5/12	Norcross High School, Freshman Language Arts Teacher, NHS Academic Team Coach

Manning, Glenn

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 4/29/13

Position: English Teacher

Location ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 81 **# Candidates Interviewed:** 11 **Interviewers:** Stephen Mills,
Alixé Callen, Diane Telicki, Liz Marcotte, Michael Csorba, Laura Hirshfield

Recommended Candidate: Glenn Manning

Step/Salary: 1M \$48,172

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
St. Michael's College	BA	2005	English
Harvard University	M Ed	2013	Education

Certification Required: Yes

Certified: Yes

Experience

2009 – Present	Newton Fire Department, Firefighter
2012 –Present	Open Minds Project, Instruction and Curriculum Development
3/09 – 6/11	Newton South High School, Assistant Boys Varsity Lacrosse Coach
8/07 – 7/09	Newton South High School, Teacher's Assistant
1/07 – 7/07	Newton Public Library, Circulation

Philosophy of Education

Glenn Manning

Every child deserves an excellent education, and with a committed, competent, and caring teacher at the head of the class, every child can succeed. Before I was a professional fire fighter I was a special educator. Academic successes, for my students, came slowly. Still, my colleagues and I believed our students needed to know we expected great things from them. Through hard work, rigorous, professional collaboration, and a commitment to academic success for all students, our team modeled the values we looked to instill in our students.

As a graduate student in the Learning and Teaching program at the Harvard Graduate School of Education, I have gained the ability to awaken in my students the "restless, impatient, continuing, hopeful inquiry" (Freire, 1970) that is so critical to both the learning experience and to social action. A close study of multiple pedagogical approaches, including an in depth study of Facing History and Ourselves, and a particular focus on the work of Eleanor Duckworth, has enabled me to deepen students' connections to their content areas. By encouraging them to co-construct knowledge together, and by promoting reflection on moral and cultural issues, my students will become more effective communicators, sensitive, thoughtful learners and engaged members of a dynamic classroom, school, and global community. Specifically, I would like to incorporate social justice, technology education, and recognition of diversity and cultural inclusion into the classroom setting. These important pillars of development will effectively cultivate well-rounded, adroit and inquisitive individuals who will be prepared for, and able to participate in, an increasingly competitive academic and professional environment.

Further, I intend to utilize the research and data analysis skills I have acquired to find gaps in student understanding, inform my practice, and elevate student learning. Lessons will rely upon student voice, deep critical thinking, creativity and revision processes. Assessments will be both formative and summative, and will be differentiated to capture the full spectrum of student thinking and understanding. Moreover, I intend to model reflective practice through the use of journals, video, and peer collaboration to improve my craft. It is my sincere belief, and the findings of much research, that these approaches will lead to a rigorous, curious, and supportive classroom environment, and greater academic achievement for every student. It is with this aim that I enthusiastically submit my credentials for your review.

Mazonson, Rebecca

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/1/2013 **Position:** Social Studies Teacher **Location:** R.J. Grey Junior High

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 88 **# Candidates Interviewed:** 5 **Interviewers:** Stephen Mills,
Andrew Shen, Allison Warren, Lynne Bover, Kellie Carter, Timothy Nolan

Recommended Candidate: Rebecca Mazonson

Step/Salary: 1M \$48,172

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Brown University	BA	2012	Education Studies
Harvard University	M Ed	2013	History, Political Science

Certification Required: Yes

Certified: Pending

Experience

8/12 – Present Dever-McCormack Upper School, Intern Teacher
Summer 2012 Cambridge-Harvard Summer Academy, Intern Teacher
Summer 2011 Breakthrough Collaborative, Skills for Academic Success Teacher

McGovern, Erin

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/15/13

Position: Spanish Teacher

Location R.J. Grey Junior High

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 15 **# Candidates Interviewed:** 8 **Interviewers:** Stephen Mills,
Andrew Shen, James Marcotte, Robin Crown, Lillian Ramos, Florence Gilfix

Recommended Candidate: Erin McGovern

Step/Salary: 1M \$48,172

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Boston College	BA	2012	Secondary Education
Boston College	BA	2013	Curriculum & Instruction

Certification Required: Yes

Certified: Yes

Experience

9/12 – 5/13	Boston College, Practicum Supervisor
3/13 - Present	Ottoson Middle School, Spanish Teacher
9/13 – Present	Waltham Public Schools, Daily Substitute
10/11 – 12/11	Waltham High School, Spanish Teacher
9/11 – 12/11	Waltham High School, Full Practicum
1/11 – 5/11	H.H. Maristas, International Pre-Practicum

Mishrikey, Joshua

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 6/7/13

Position: Social Studies Teacher

Location: ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 81 **# Candidates Interviewed:** 8 **Interviewers:** Stephen Mills, Alixe Callen, Pam Lynn, Robert Donaldson, Kristen Ervick, Richard Kilpatrick, Mary Price Maddox, Laura Watkins

Recommended Candidate: Joshua Mishrikey

Step/Salary: 1M + 30 \$51,431

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
American Univ. in Cairo		2008	Modern Standard/Egyptian Colloquial Arabic
School for International Training		2008	Colloquial and Standard Tibetan
Wake Forest University	BA	2009	Political Science
University of Texas	MA	2012	Government
Harvard University	MA Ed	2013	Teaching and Curriculum

Certification Required: Yes

Certified: Yes

Experience

2012 – 2013	Another Course to College, Teacher
2012	Cambridge-Harvard Summer Academy, Teacher
2010 – 2012	University of Texas at Austin, Teaching and Research Assistant
2009 – 2010	Ameri-Corps, City Year Corps Member
2009 – 2012	Kaplan Test Prep and Admissions, Instructor
2008	Richter Scholarship, Summer Research Fellow

Moore, Janice

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 7/2/13 **Position:** Transition Coordinator .4 FTE **Location:** ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 18
JoAnn Campbell

Candidates Interviewed:

Interviewers: Stephen Mills,

Recommended Candidate: Janice Moore

Step/Salary: 4M \$21,736

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Bennington College	BA	1985	Liberal Arts
Northeastern University	BA	1991	Rehabilitation Counseling

Certification Required: Yes

Certified: Yes

Experience

2006 – Present	Concord Carlisle High School, Employment Training Specialist
1999 – 2002	Minute Man Early Intervention Program, Transition Coordinator
1997 – 1998	Paul Revere Insurance Group, Rehabilitation Specialist
1994 – 1997	Boston University for Psych. Rehabilitation, Coordinator and Rehabilitation Specialist

Philosophy of Education

Janice Moore

My educational philosophy is to provide support to students during their entire school experience, while at the same time enabling them to learn to become independent thinkers and achievers. I have found through my work with students both as a counselor and as a parent, that individuals need goals in order to plan and achieve. While it is important for students to understand that they are eligible for special education services, and what their legal rights are under their IEP, it is also necessary to process and plan for the future after school. While in school, students should be in a position to learn how to advocate for themselves to the best of their abilities. Staff and parents are available to teach them what their strengths and weaknesses are, and how to address them. This enables graduating students to make solid choices that will affect their future decisions as well as their career and work decisions.

I am a licensed adjustment counselor K-12, and have extensive experience as a vocational rehabilitation counselor working within the educational system as well as the private sector. I enjoy working with students with disabilities who are eligible for special education services and benefit from support services to succeed in life. I have successfully worked with many students and employers, forming partnerships, which continue to grow. I enjoy working collaboratively with educators and parents, in order to facilitate successful transitions from school to the next phase of life. I have recently completed a transition planning course offered through the Dept. of Education and UMASS, and look forward to having the opportunity to utilize their suggestions within a school setting.

Thank you for choosing me as a Transition Coordinator for Acton-Boxborough Regional High School.

Mullin, Emily

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 4/24/13

Position: English Teacher

Location ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 81 **# Candidates Interviewed:** 11 **Interviewers:** Stephen Mills,
Alixé Callen, Diane Telicki, Liz Marcotte, Dan Goldner

Recommended Candidate: Emily Mullin (Fishkin)

Step/Salary: 10M \$70,898

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Northwestern University	BA	2001	English
Boston College	MA	2002	English Education

Certification Required: Yes

Certified: Yes

Experience

9/11 – 6/13	The American School in London English Teacher
9/06 - 6/10	Acton-Boxborough Regional HS English Teacher
8/03 – 6/06	Wilmette Jr. HS Reading/English Teacher Wilmette, IL
8/02 – 6/03	St. Benedict's Middle School English Teacher Chicago, IL

Philosophy of Education

Emily Mullin

My philosophy of education centers on the importance of different types of connections in schools. For a teacher to succeed in the classroom, she must connect with her students and colleagues, as well as with herself, in the form of heightened self-awareness.

If I am to inspire and prepare my students to be lifelong learners, it is essential for me to know each student as an individual. As an English teacher, I feel especially fortunate to be able to learn about my students' academic skills and needs, as well as their character traits, through their engagement with course material. By understanding my students as individuals, I am better equipped to help each student thrive.

Much like the link between teacher and student, the teacher-to-teacher connection is vitally important. Although all of my professional experiences have involved cooperative work, this year, in particular, I am planning extensively with my teaching partner. This collegiality is especially gratifying and productive, and I am confident that this connection has resulted in both student and teacher growth.

Teacher-to-student and teacher-to-teacher connections would not be possible without heightened self-awareness. To this end, I give myself the space and time necessary for reflection and redirection. In an attempt to encourage a similar awareness of self in our adolescents, I open the first class of the day with 30 seconds of meditative silence. This small slice of time gives students, and teacher, the opportunity to look inwards. It is through this increased awareness of self that we will cultivate a lifetime of stronger relationships with others.

By embracing the importance of connections in education, and, in turn, making the effort to better understand students, fellow teachers and myself, I am thus able to genuinely, actively and effectively participate in the school community.

Nutting, Allison

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 06/19/13

Position: Art Teacher .6 FTE

Location: Douglas

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 43 **# Candidates Interviewed:** 3 **Interviewers:** Stephen Mills, Chris Whitbeck, Diana Woodruff, Stephanie Ingraham, Beth Warner, Melissa Hayes, Anne Kress

Recommended Candidate: Allison Nutting

Step/Salary: 1B + 36 \$28,903

Resume: Yes

Application: Yes

References Checked: Yes

College

University of MA/Boston
Mass College of Art

Degree

BA
BA

Date

2011
2011

Major/Minor

Psychology
Fine Arts

Certification Required: Yes

Certified: Yes

Experience

2/13 – Present Wellesley Middle School, Long Term Substitute
10/13 – 2/13 Acton Public Schools, Substitute
4/12 – 10/12 Gates School, Long Term Art Substitute

O'Neal, Sara

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 4/23/13

Position: Science Teacher

Location R.J. Grey Junior High

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 53 **# Candidates Interviewed:** 8 **Interviewers:** Stephen Mills,
Andrew Shen, Allison Warren, Mary Fran Doiron, Mae Shoemaker, Brandy Schmirer

Recommended Candidate: Sara O'Neal

Step/Salary: 1M \$48,172

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of Connecticut	BA	2012	Biological Sciences
University of Connecticut	M Ed	2013	Curriculum and Instruction

Certification Required: Yes

Certified: Pending

Experience

2012 – Present East Hartford High School, Student Intern
1/12 – 5/12 Bulkeley High School, Student Teacher

Philosophy of Education

Sara O'Neal

I believe that every human being is a learner by nature. Every person is born with a need to explore the world we live in, and therefore I believe that every child should be born with the chance to learn in order to fulfill this need. How a child learns differs and as an educator, I will embrace the fact that every class is different and that every student is unique. I will do this by creating a curriculum that encompasses differentiated and challenging lessons in order to enrich the lives of my students.

It will be my responsibility to know my students on a level besides academics. I will know each and every one of my student's likes, dislikes, interests, hobbies, etc. I will use this knowledge to relate my students' prior knowledge to their academics in order to build a bridge between content and real-world experiences. I will also challenge them in ways that will allow them to prosper not only as scholarly beings, but also as strong, ethical individuals.

Building character is essential for students to become intellectual, moral beings in their communities. I will place on emphasis on 21st century learning so that my students will build the skills to become problem solvers, critical thinkers, communicators and collaborators. Through these skills, students will learn to become independent and resilient.

Human beings, by nature, are social creatures and therefore I will strive to provide a constructivist-learning environment where knowledge can be generated through interactions between peers and experiences in order for students to generate original ideas. This will create an atmosphere that welcomes active learning and higher-order thinking.

I will assure that every student in my classroom feels safe and comfortable enough to take risks. I will do this by creating a classroom that welcomes diversity. I will celebrate diversity in hopes that students learn a new perspective and a new way of thinking about the world they live in.

I will bestow my own knowledge among my students in order to inspire and motivate them, but with this, I will teach them how to learn for themselves. I will strive to ensure that all my students are engaged by bringing enthusiasm and passion into my classroom. If I am enthusiastic about what I am teaching, my students will follow this with their learning.

The best part of teaching is that it is evolutionary. I will take an active role in my own learning through professional development and through learning from my coworkers and students. My philosophy of education will certainly grow and prosper; yet, I know that the key aspect of teaching is to know your students. Each student is a unique person, with ideas and talents that can enrich a class. Understanding this will allow me to teach using different methods, enabling more of my students to be inspired and grow not only academically, but also socially and morally.

Peterson, Tasha

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/7/13

Position: Grade 5/6 Teacher

Location: Merriam

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 225 **# Candidates Interviewed:** 12 **Interviewers:** Stephen Mills, Ed Kaufman, Matt McDowell, Maryann Ayers, Vanessa Mann, Tom Sidley, Leah Richardson, Melissa Chaffee (parent)

Recommended Candidate: Tasha Peterson

Step/Salary: 1B \$44,732

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Framingham State University	BA	2011	Elementary Education
Framingham State University	M Ed.	2013	Elementary Education

Certification Required: Yes

Certified: Yes

Experience

2013 – Present	Merriam School, Long-term Substitute, 4 th Grade
Winter, 2012	Merriam School, Classroom Assistant
Summer, 2012	Merriam School, ELL Summer Program Assistant

Philosophy of Education

Tasha Peterson

Because I am a new teacher, much of my philosophy of education has been developed through my experiences at Merriam and the strong appreciation I have for the ideals of the school. I have applied the Progressive approach to classrooms at both Merriam and prior schools I've worked in and believe that this philosophy has the greatest impact on student learning.

I feel that students should learn in a collaborative environment. Students in the classrooms I work in often share their ideas while working in groups to produce projects. They share their ideas in an open environment. The social skills that are built by working in a collaborative environment are important.

Community is also a central component of my philosophy. I focus on building relationships within the classroom where the students feel comfortable working with each other. I support building strong relationships with the other students in the school. I also believe that bringing parents and other members of the community into the classroom is important.

The notion that learning is an interactive process is also essential to my philosophy. I focus on the idea of experience and realize the importance in the interaction between the student and what they are learning. If students interact with materials, they gain a better understanding of the world around them and the subject-matter they are being taught.

It is also important to implement cultural responsiveness in the classroom. Being aware of the individual needs of students is crucial. Because student backgrounds are varied, their education should be varied. When you are aware of the varying cultures, you can change your techniques to fit students that wouldn't necessarily be reached if you didn't take into account their cultural differences. Implementing cultural responsiveness is key to my educational philosophy.

I am beyond excited to teach fifth grade at Merriam next year.

Roumbakis, Maria

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/30/13

Position: Occupational Therapist

Location APS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 46 **# Candidates Interviewed:** 5 **Interviewers:** Stephen Mills,
Lynne Laramie, Carol Huebner, Tammy Kucharski, Kathy Harrington Knight

Recommended Candidate: Maria Roumbakis

Step/Salary: 4M \$54,341

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Fitchburg State College	BA	2003	Human Services
Central Mass School of Massage Therapy	License	2005	Massage Therapy
Bay Path College	MA	2010	Occupational Therapy

Certification Required: Not Required

Certified: No

Experience

2011 – Present	Fitchburg Public Schools, Licensed Occupational Therapist
2012	Nauset Public Schools, Licensed Occupational Therapist
2005 – Present	Maria's Sweet Retreat, Owner/Licensed Massage Therapist
2004 – 2005	Worcester County House of Corrections, Human Services Counselor
2003 – 2004	You, Inc Cottage Hill Academy, Clinical Counselor

Sandock, Thomas

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 08/06/13 **Position:** Social Studies Teacher **Location** ABRHS
(one year position)

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 57 **# Candidates Interviewed:** 5 **Interviewers:** Stephen Mills,
JoAnn Campbell, Pam Lynne

Recommended Candidate: Thomas Sandock

Step/Salary: 4M \$54,341

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Middlebury College	BA	1986	History
Bridgewater State College	MA	1993	Social Studies

Certification Required: Yes

Certified: Yes

Experience

2012 – Present	The Carroll School, English Language Arts Teacher
1992 – 1994	Attleboro High School, Success Center Teacher
1992	King Philip Regional High School, Life Skills Teacher
1991 – 1992	Oliver Ames High School, Long Term Substitute Teacher
Present	Independent Contractor, Tutor
2007 – Present	Blanchard Memorial School, Musical Theater Director
1998 – Present	Boxborough Recreation Winter Program, Director

Stetson, Chelsea

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/13/13

Position: Grade 5 Teacher

Location Gates

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 225 **# Candidates Interviewed:** 12 **Interviewers:** Stephen Mills, Lynne Newman, Priscilla Kotyk, June Montepeluso, Rebecca Acheson, Kerri Stoffel, Sue Hunt

Recommended Candidate: Chelsea Stetson

Step/Salary: 3B \$48,726

Resume: Yes

Application: Yes

References Checked: Yes

College

University of Vermont

Degree

BS

Date

2011

Major/Minor

Elementary Education K-6

Certification Required: Yes

Certified: Pending

Experience

7/11 –Present	Thai-Chinese International School, Grade 4 Teacher
9/10 – 12/10	Milton Elementary School, Grade 3/4 Student Teacher
1/10 – 5/10	Founders Memorial Elementary School, Grade 5 Student Teacher
2/09 – 5/09	H.O. Wheeler Elementary School, ELL Student Teacher

Educational Philosophy

Chelsea Stetson

I believe in educating the whole child. It is imperative that students develop emotionally, socially, and academically. When children do not feel stable emotionally or socially, they are not available to learn academics. I strive to have every child in my classroom feel emotionally and socially safe to promote a positive learning environment. Community building activities are an integral part of my daily lesson plans.

I address students' emotional needs in my classroom in a number of ways. I strive to create a happy and engaging learning environment. I accomplish this by incorporating fun and engaging activities that encourage children to laugh and have fun. This works wonders for creating a positive learning space. However, there are times when students become emotional. I encourage them to talk to me or our guidance counselor about their feelings. Often times, students will work through some of their feelings with me to regain stability.

I believe that a class of students should become a strong community. At the beginning of the school year, I work hard to develop social interactions with the students. We discuss how our classroom is our home and we are each other's family. Every morning we begin our day with a Morning Meeting (modeled after the Morning Meeting from Responsive Classroom). This is a time where students greet each other, share, and we discuss our learning for the day. In addition to a Morning Meeting, we also have a Closing Meeting at the end of the day. We come together in a circle to discuss the successes and challenges of our day. We will often do a short activity during Closing Meeting that the students earn by being focused listeners during the day. In addition to these times during the day, I promote collaborative learning with all of my students. Students work in pairs or small groups often throughout the school day. All of these efforts ensure that my students feel socially comfortable in my classroom, and are ready for future endeavors.

Finally, I use a standards-based approach to teaching the core subjects of reading, writing, science, math and social studies. I develop my instruction and assessments using a backwards-design model to ensure that the learning objectives, assessments, and learning activities are all aligned. Throughout all of my units I incorporate formative and summative assessments to assess student learning. Assessing my students' prior knowledge before beginning a lesson is a tool that helps me to inform my instruction and determine the needs of my students.

When I combine all three of these focuses I am able to meet the whole child's needs. I recognize how important all three of these components are for learning, and I strive to address them every day in my classroom. In doing this, I am able to ensure that all of my students are successful.

Strasser, Sharon

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 08/07/2013

Position: .2 Italian Teacher

Location: ABRHS

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 5

Candidates Interviewed:

Interviewers: Stephen Mills,

JoAnn Campbell, Claire Dix

Recommended Candidate: Sharon Strasser

Step/Salary: 1M \$9,634

Resume: Yes

Application: Yes

References Checked: Yes

College

Degree

Date

Major/Minor

UC Davis

BA

2005

Italian/Linguistics

Boston College

MA

2008

Italian

Certification Required: Yes

Certified: Yes

Experience

2007 – 2008	Boston College, Teaching Fellow
2009 – Present	Keene State College, Adjunct Instructor of Italian
2009	Keene State College, Instructor-Kids on Campus
2010 – Present	Lesley University, Senior Lecturer Italian
2/12 – Present	Transparent Language, Online Instructor

Turner, Kathleen

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 4/12/13

Position: School Counselor

Location: Merriam

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 91 **# Candidates Interviewed:** 9 **Interviewers:** Stephen Mills, Ed Kaufman, Matt McDowell, Carolyn Imperato, Christy Nealon, Kerri Tomlin, Kristina Rychlik (parent)

Recommended Candidate: Kathleen Turner

Step/Salary: 2M \$50,123

Resume: Yes

Application: Yes

References Checked: Yes

College

Wheaton College

Lewis and Clark College

Degree

BA

M Ed

Date

2007

2011

Major/Minor

Psychology

School Counseling

Certification Required: Yes

Certified: Pending

Experience

3/12 – Present	Renton School District, Academic Liaison, McKinney Vento (homeless) advocate
9/11 – 3/12	Renton School District, EBD Para Educator
4/08 – 6/09	Acton Boxborough Regional Schools, Special Education Assistant
09/08 – 6/09	Acton Public Schools, Counseling Assistant (K-6)
8/07 – 6/09	McAuliffe Regional Charter Middle School, Inclusion Assistant Teacher

Philosophy of Education
Kathleen Turner

"Education is for improving the lives of others and for leaving your community and world better than you found it."
— *Marian Wright Edelman*

This quote exemplifies my belief on the purpose of education and why I chose to pursue a career as a School Counselor. I see the immense value education has and its ability to positively change lives by creating opportunities. The core of my Philosophy of Education is that all children have the potential to succeed and therefore deserve the right to a quality education. It is our job as educators to create an atmosphere that challenges, inspires and supports lifelong learning. This can best be reached through a collaborative approach where administrators, staff, parents and the community come together to support our students through the learning process. In this environment students need to feel safe, welcomed and respected to have an opportunity to reach their greatest potential, both academically and personally.

Through the perspective of a school counselor, my primary role is to be an advocate for all children and their education. I believe for children to thrive we need to see them through the model of a whole child, each having their own story, challenges and journey. From my experiences, I know that children have many varied facets in their lives that make them who they are and affect their school performance. In order for students to achieve their greatest academic potential, other areas in their lives need to be evaluated and issues need to be addressed. I will work to support students to help them overcome social and emotional barriers which in turn will help them achieve their academic goals.

It is a beautiful thing when a passion becomes your career, and that is my case with the field of education and specifically school counseling.

Underwood, Patricia

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 5/16/13 **Position:** ½ day Kindergarten Teacher **Location** Merriam

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 49 **# Candidates Interviewed:** 8 **Interviewers:** Stephen Mills, Ed Kaufman, Matt McDowell, Linda McMullen, Tricia Kaminsky, Myrna Gutfreund, Lee Trench

Recommended Candidate: Patricia Underwood

Step/Salary: 1M \$24,086

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
University of New Hampshire	BS	1984	Child and Family Studies
Teacher's College	MA	1986	Developmental Psychology

Certification Required: Yes

Certified: Yes

Experience

2005 – Present	Merriam School, Special Education Assistant
2004 – 2005	McCarthy-Towne School, Special Education Assistant
5/95 – 5/99	Cambridge Somerville Early Intervention Program, Group Coordinator
7/92 – 2/95	Dorchester Counseling Center, Director of Early Intervention Services
10/89 – 7/92	Dorchester Counseling Center, Developmental Psychologist
7/92 – 2/95	Harbor Area Early Intervention Program, Developmental Psychologist

Philosophy of Education

Trish Underwood

My philosophy of education is grounded in the belief that every child seeks to learn, wants to be successful, and has something positive to contribute to the learning environment of the classroom. A place of learning should be a warm, supportive, and inclusive community which honors each child's passions, interests, and gifts. An educator's own enthusiasm for learning and sharing knowledge actively engages students in the learning process. A teacher who truly loves learning inspires students to learn.

Respect of self and others is critical. Working collaboratively, while being respectful, provides opportunities for students, teachers, and when possible parents, to become more flexible and sensitive to others with diverse points of view. If a student is to feel comfortable pushing themselves beyond the known they must believe their teacher and peers are supportive of them whether or not they are successful, or view things in a different way.

A key component to a child's education is helping them to understand and recognize their distinct way of learning and assisting them in applying it. Identifying what strategies will be most effective in helping each student acquire the knowledge necessary to be successful is fundamental. Acquisition of knowledge, independence, and achievement contribute to a sense of mastery. This provides the confidence for a student to attempt to solve a challenging problem and think independently.

Independent thinking and problem solving are very necessary skills if one is to be successful not only in school, but in the world in which we live today. Children who are sensitive, respectful, and can work well with others, will likely be comfortable in any situation. My primary goal for all children would be that they leave school feeling good about themselves as learners and they develop a life long love of learning!

Wurtz, Nancy

**Acton Public Schools
Acton-Boxborough Regional Schools**

School Committee Staff Recruitment Form (#4)

Date: 6/16/13 **Position:** Kindergarten Teacher .5 FTE **Location** McCarthy-Towne

Qualifications: Massachusetts certification and successful supervised experience within the last five years as a teacher, student teacher, intern or apprentice in this discipline.

Posted: Yes

Advertised: Yes

#Applicants: 49 **# Candidates Interviewed:** 4 **Interviewers:** Stephen Mills,
David Krane, Matt McDowell, Cheryl Beaudoin, Darsi Tedesco, Linda Roy, Karen Francisco.

Recommended Candidate: Nancy Wurtz

Step/Salary: 1M \$24,086

Resume: Yes

Application: Yes

References Checked: Yes

<u>College</u>	<u>Degree</u>	<u>Date</u>	<u>Major/Minor</u>
Boston University	BS	1988	Communication
Lesley University	M Ed	2013	Early Childhood

Certification Required: Yes

Certified: Pending

Experience

1/13 – 6/13	Belmont Day School, Kindergarten Associate Teacher
8/12 – 1/13	Belmont Day School, Grade 2 Associate Teacher
2008 – 2011	Custom Learning Designs, Publishing Technology Manager
1992 – 2008	Custom Learning Designs, Manager

Philosophy of Education

Nancy Wurtz

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

I have seen this Chinese proverb referenced in discussions of how best to learn and teach. Although I feel that my philosophy of education is a work in progress, this proverb describes the type of teaching that I feel works best, especially for young learners. In addition, it reflects upon the reason behind my choice to teach in early childhood.

I have seen the effect that hands on teaching can have on children. Over the years, I have had the pleasure of being involved in seeing children learn in many settings—small group math, reading groups, art projects, and outdoor science programs. During the early years and beyond, there is nothing more gratifying than seeing a child's face light up as she discovers, with a little guidance, something brand new about the world around her. I have spent many a day with children at nature centers, in the woods, at ponds, or oceans, and I never tire of their endless fascination and capacity to learn about the natural world around them. Working with children on art projects has always been especially enjoyable for me. It is such a gift to see the benefit that children get from creating something with their hands, the concentration on their face as they are learning a new skill, and the joy they have in sharing their creations with others.

The preschool and early elementary years are ones filled with amazement, imagination, and discovery—an incredible window of time in which to encourage children to fall in love with learning. I love the joys and challenges found every day in classrooms, and look forward to many more of these special days in the years to come as a teacher.

Philosophy of Education

Maurin Ann O'Grady

It is the privilege and obligation of educators to provide for all children. Because of this incredible challenge and tremendous responsibility, educators must be conscientious, inclusive, and caring as they are contributing to the development of the "whole being" of their students. We must instill non-negotiable core values in our colleagues and students: respect, empowerment, integrity and honor.

Living in an interconnected world, our students' peer groups and competitors are no longer the students sitting next to them in the classrooms; they include students the world over. Educators are faced with an unprecedented challenge today: preparing our students to work collaboratively and peacefully with people on other continents, from vastly different backgrounds, and with tremendously diverse world views. Education has become the cornerstone of the global world; therefore, educators must teach and, more importantly, model global awareness and understanding. Because of this interesting and rapidly changing time in our world, teachers need to stay abreast of global issues and present them to our students in an appreciative tone. It is important that our students know that, yes, in many aspects – consider job competition – their competition is now with students across the globe, but the promotion of the need for global collaboration is paramount.

Schools must celebrate the diversity within them. Educators have the incredible privilege of showing their students that they are citizens of a larger world who need to develop an understanding of governmental processes to further comprehend their roles and responsibilities in regards to issues in their community, state, nation, and world. Providing students with the opportunities to develop this skill base is essential.

Students need to make informed choices, and democracy is only ensured with literacy. Literacy is the quintessential characteristic of the educated being. There is no greater responsibility or privilege than being a leader in education today.

Philosophy of Education

Steven Martin

It is my belief that as educators we need to educate and meet the needs of each student as a unique individual. As educators while we need to challenge each student with academic rigor, there also needs to be a focus on the student's social and emotional wellbeing.

We need to prepare students for the world that meets them as competent members of our global society. In order to do this, our classrooms must be challenging and curriculum must be presented effectively and include real world problems that develop teamwork, critical thinking, and problem solving. Provided training in these higher order critical thinking skills, students will be better prepared for future challenges.

While the classroom setting plays a vital role in the development of our students, I believe it is equally urgent to provide students with relevant experiences with which to apply and extend learned skills within the greater community.

I believe that we must promote school spirit and encourage every student to become involved beyond the classroom level, whether it is participation in a formal club or team sport or merely attending a Friday night at the School's Musical or football game cheering on friends. Such activity will aid in developing the whole student encouraging a sense of belonging and confidence in becoming a successful citizen.

In closing, we will recognize when we are successful in our endeavor to develop effective members of society not only when each of our unique students graduate as individuals who have demonstrated knowledge of the curriculum, but have also developed into effective learners and members of their greater community who are tolerant of others, adaptable to change, and are able to communicate and collaborate with all types of people.

Philosophy of Education

Jenna Larrenaga

My educational philosophy is anchored by the belief that all children can learn. A successful learning environment is inclusive of clear and rigorous academic standards, a positive school culture and a partnership between all stakeholders.

As an educational leader, I believe it is essential to lead a school in setting high standards across all disciplines. Standards must be rigorous and clearly communicated. Collaboration between teachers and school administration is mandatory in order to achieve these standards. I believe it is important to advocate for students and staff to coordinate time for these collaborative efforts.

A positive school culture begins in the classrooms, where teachers connect with students and tap their academic potential. In the classroom, children must feel safe to take risks, and begin to reflect on themselves as learners. We should all feel free to fail in order to learn. Teachers build powerful connections with each child to create a safe environment. The school community should extend beyond the classroom. Events such as Community Celebrations and School Wide Meetings are necessary for students to share talents that might not be celebrated in a traditional classroom, as well as witness their school as a unified organization.

I believe that the success of the students is a shared responsibility between the school, parents, and students themselves. Open, clear, and respectful communication will foster the strong relationships amongst these stakeholders, thus allowing for the most growth and achievement. Students must give and be recognized for their best efforts. Parents must be involved and committed to their child's experiences at school. Finally the school must put the children first. It is the reason we are all educators, and it is key to never lose sight of our first priority.

Philosophy of Education

Joseph Gibowicz

As a special educator for the past 19 years I have taken pride in creating an educational setting that promotes cooperation, acceptance of each other's differences and the building of each child's self-esteem. I believe in providing a safe, nurturing, and exciting learning environment for all students. It is important to me to create a school experience where students are excited to come to school every day and disappointed on days when school is not in session.

Within the exciting learning environment it is important to address each student's unique learning style in order to provide the best possible educational experience. When provided with the right support from staff all students can have a successful school experience.

In order to make the student learning environment successful, it is important to develop a strong working relationship between families and school. I am extremely proud of the relationships I have developed with families, colleagues and administrators during my educational career. Open communication is necessary so that families and school personnel can work together as a team to provide the best possible educational programming for each student.

As I join the Acton Public Schools I will continue to help create a positive, nurturing learning environment and stress the importance of open and positive communication to create a strong working relationship between school staff and all families.