

***Carol Pelletier Radford Ed.D.***

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## **Vision**

*To collaborate with stakeholders interested in transforming teacher preparation and support for beginning teachers through clinical partnerships that focus on both teacher and student success*

## **Professional Preparation**

**1996** Doctor of Education - Teaching, Curriculum and Learning Environments  
Harvard Graduate School of Education, Cambridge, MA  
Doctoral Program in Teaching, Curriculum, and Learning Environments

### **Research**

*The cooperating teacher as a teacher educator.* Qualifying Paper for Harvard Graduate School of Education 1994.

*How do four elementary cooperating teachers perceive and describe their roles as teacher educators?* Harvard Doctoral Dissertation 1996

**1978** Master of Education in Curriculum Development  
Bridgewater State College, Massachusetts

**1972** Bachelor of Science in Teaching  
Bridgewater State College, Massachusetts

## **Professional Appointments**

**2011 to June 2014 - University of Massachusetts Dartmouth**

Program Director for Project SUCCESS: Mentoring in Action Massachusetts! Federal Race to the Top (RTTT) funds to support district lead mentor programs in 53 school districts state-wide working with beginning teachers hired by districts.

- Program design and implementation of a three-year model preparing and supporting district mentors. On-line modules include video components, portfolios, and reflective journals.
- Mentor skill development includes three full day workshops in teacher to sustain the model in the district using a “train the trainer” approach.
- Development of a Mentoring In Action Academy for program completers (in design phase for cohort 1).

## 2006 to 2011 - University of Massachusetts Dartmouth

Program Director for *TEACH! SouthCoast* funded by the United States Federal Office of Innovation Transition to Teaching Program. Served as program designer, clinical faculty teaching courses, supervisor trainer, mentoring course instructor, recruiter, facilitator for leadership team, program team leader and district liaison.

- Program design to prepare recent college graduates and career changers for careers in math and science fields in middle and high schools in an alternative clinical practice cohort model
- Preparation of cooperating teachers to serve as host teachers and practitioner supervisors to meet state licensing requirements.
- Development of three credit graduate course to raise standards for cooperating teachers.
- Preparation and support for university program supervisors serving in clinical role to meet state licensing requirements as observers.
- Mentoring new clinical field placement director using NCATE guide
- Syllabi development for clinical based courses for teacher candidates
  - EDU 500 Introduction to Teaching
  - EDU 526 Contemporary Issues in Teaching
  - EDU 515 Clinical Practice (Student Teaching)

## 1993 to 2006 - Boston College

Director of Professional Practicum Experiences & New Teacher Induction, Boston College, Lynch School of Education, Chestnut Hill, MA. Developed teacher licensing program in collaboration with academic faculty to coordinate successful NCATE and State reviews for practicum related requirements.

- Pre-and Full practicum requirements to meet NCATE and State licensing standards in formal syllabi format with credit
- Exhibit room for NCATE visits illustrating practicum related activities that met state and national standards for partnership
- International student teaching placements and program development
  - England, Ireland, Scotland, Switzerland, France, Italy, Mexico, Puerto Rico, Philippines, and Native American Indian Reservations in the USA
- Preparation and support for cooperating teachers (three credit course) while the teachers are working with student teachers
- Development of a Partnership School model with liaisons from each school in teacher leadership roles
- Teacher leadership roles developed to bring schools into the university setting i.e. co-teaching models, guest presenters in courses, field trip assignments to schools, and ETC - Experience Teacher Corps.
- Following graduates into their first years of teaching with development of a Summer Start program to kick off first year.
- Development of year-long induction program at the university with monthly mentoring meetings led by district teachers

## 1972-1993 – Middleboro Public Schools Massachusetts

Teacher, Henry B. Burkland School, classroom teacher, district union president, state wide-professional development coordinator for Massachusetts Teachers Association, workshop facilitator, teacher organizer, advocate for teacher leadership roles

## Professional Presentations

*Sustainable Mentoring Through a Lead Mentor Program* Proposal accepted to present at Learning Forward (former NSDC) Boston, December, 2012.

*How do student perspectives influence mentoring conversations?* Proposal accepted to present at New Teacher Center Symposium CA, February, 2013

*Preparing and Supporting Lead Mentors in a State-Wide On-line Mentoring Course.* New Teacher Center 13<sup>th</sup> Symposium Feb. 2012.

*Visible Learning: Classroom Management for Secondary Teachers,* New Teacher Center 12<sup>th</sup> Symposium, California January 2011

*What is an effective teacher?*  
National Teaching Excellence Institute- Lesley University June 2010

*Teach! SouthCoast: What is a practice-based program?* Transition to Teaching National Meeting. Washington. D.C. 2010

### *Prior to 2010 – a sample of presentations for a variety of audiences*

*Mentoring: Preparing Special Education Teachers* (for MA Dept. of Education)

*Mentoring in Action for University Supervisors and District Teachers* (Springfield College)

*Are we too tired to be inspired?*  
(Title III Conference 2005 – Keynote for aides working in classrooms)

*Differentiated Mentoring*  
MACTE (Massachusetts Assoc. of Colleges for Teacher Education)

*Professional Development is More Than Inservice!*  
Harvard Teachers' Network – Professional Development workshops for all teachers ( Harvard University)

*Cooperating Teachers as Leaders*

AREA (American Educational Research Association) SIGs for teachers

*Bridging the Gap: Creating Teacher Preparation that Works*

ASCD (Association of Supervision and Curriculum

Development) Boston, San Antonio (administrators and directors)

*Cooperating Teachers : Our Invisible Partners in Teacher Preparation*

ATE (Association of Teacher Educators) New Orleans, LA ( higher education faculty in teacher education)

*Supervision in Action: Cooperating Teacher Course*

NSDC (National Staff Development Council), Orlando, FL (staff developers)

## **Pearson Publications**

Radford, Carol Pelletier (2012). *Strategies for Successful Student Teaching* 3<sup>rd</sup> edition.

Boston, MA: Pearson Education Inc.

A guide for student teachers for the full practicum beginning with preparing for the first school visit through to the job search and the first classroom. Can be used with pre-practicum observations.

Radford, Carol Pelletier (2008). *The First Year Matters; Being Mentored in Action*,

Boston, MA: Pearson Education Inc.

A reflective guide and journal for the first year of practice. A format for practical conversations and documentation of evidence to share with district mentors.

Pelletier, C.M. (2006). *Mentoring in Action, A Month-by-Month Curriculum for Mentors and Their New Teachers*. Boston, MA: Pearson Education, Inc.

A curriculum mentors use to guide weekly and monthly conversations with new teachers. A companion guide for the *First Year Matters*.

Radford, Carol Pelletier (2006) and Buonopane, Julia. *Mentoring Future Teachers*,

Boston, MA: Pearson Education.

An advisement tool for university faculty to advocate and recruit for teacher education.

Pelletier, C.M. (2004) *Strategies for Successful Student Teaching, A Comprehensive Guide, 2<sup>nd</sup> Edition*. Boston, MA: Allyn and Bacon a division of Simon and Schuster. Pearson Education Translated into Chinese. (2002) China Light Industry Press.

A previous edition of the student teaching book translated into Chinese.

Pelletier, C.M. (2000). *A Handbook of Techniques and Strategies for Coaching Student Teachers, 2<sup>nd</sup> Edition*. Allyn and Bacon a division of Simon and Schuster.

A guide for district cooperating teachers that provides practical ideas and a framework for working with a student teacher. A companion for *Strategies for Successful Student Teaching*.

Pelletier, C.M. (2000). *A Handbook of Techniques and Strategies for Coaching Student Teachers, 2<sup>nd</sup> Edition*. Allyn and Bacon a division of Simon and Schuster.

Translated into Spanish (1998). *Formacion De Cocentes Practicantes, Manual de Tecnicas y Estrategias*. Editorial Troquel S.A.

## **Professional Tools, Workshop Readings, Articles and Papers**

### **Teaching and Mentoring Tools**

*A Developmental Continuum for Teacher Preparation* - the big picture illustrates preparing and supporting teacher candidates from student teaching to their first position and into teacher leadership roles.

*An On-line Student Survey for Middle and High School* - a series of questions students complete anonymously about the new teacher's practice. Questions relate to relationships, teaching strategies, and learning styles.

*A Mentoring Conversation Protocol* - used with the on-line Student Survey. Mentors review data from the on-line survey in aggregated format and follow a protocol to share the data and move the new teacher's practice forward using the students' perspectives to guide the goal setting for new teachers.

**Workshop Readings for Teacher Candidates, Cooperating Teachers, and Supervisors** - originally developed as chapters for an introduction to teaching textbook titled *Touch the Future Teach!* Copyright for chapters written now owned by the author Carol Pelletier Radford Ed.D.

*Touch the Future Teach!* - An overview of what is involved in beginning a journey into teaching. Four essential questions as well as a description of reflective practice

*Becoming a Teacher* - Includes what is an effective teacher and the role of teachers in student learning.

*Planning, Delivering and Assessing Instruction* - an overview of methods courses related to these topics as well as communicating with parents.

*Classroom and Behavior Management* - includes what are the dispositions of caring and competent teachers, how do effective teachers organize a classroom? what are different approaches to behavior management? how can inquiry help teachers solve classroom management problems?

*Becoming a teacher* – next steps after course work. Beginning a pre practicum and full practicum experience.

*Through the Eyes of Culturally Sensitive Teachers* (with Carlos Diaz ,Florida Atlantic University). Case studies of cultural situations facing student teachers

*Education Matters* (with Gene Provenzo, University Miami) – key issues in education an aspiring teacher and supervisors should think about.

*Problems to Possibilities* – case study problems to discuss with other teacher candidates and/or cooperating teachers or supervisors.

*Linking Theory and Practice* – observation and interview tools to use in pre-practicum courses

*Read On, Log On, Write On!* – book titles, web sites, and short reflections to write about in a journal

### **Papers and Articles**

Pelletier, C.A. (1994). *Teacher Portfolio: Reflection in Action: An alternative to Teacher Evaluation*. Paper presented at the annual meeting of the American Educational Research Association. (New Orleans, LA).

Pelletier, C.A.(1994). *Teacher Portfolio: Reflection in Action: Creating Teacher Portfolios: The Dallin School Project*. Paper presented at the annual meeting of the American Educational Research Association. (New Orleans, 1994).

Pelletier, C.A. (1993). *Teacher book club as a means to professional growth*. Paper presented at the annual meeting of the American Educational Research Association. (San Francisco, California).

Pelletier, C.A. (1992). Part 1 *Professional Development: Bringing teacher learning into our schools*. Teachers Network newsletter, published by the Teachers Network at Harvard University, Volume 9 Number 3, March 1992.

Pelletier, C.A. (1992). Part 2 *Professional Development: Bringing teacher learning into our schools*. Teachers Network newsletter, published by the Teachers Network at Harvard University, Volume 9 Number 5, April 1992.

Pelletier, C. A. (1991). *Teacher's voices the missing link in education reform*. Education Review a Change for the Better Volume 5 Number 1 Spring 1991 published by the National Union of Teachers London, England.

Pelletier, C.M. (1990). *Bridging the Gap: an empowerment program for teacher preparation: a site based model*. Paper presented at the annual meeting of American Educational Research Association. (Boston, MA April 1990).

Pelletier, C. (1989) *Teacher Empowerment*. Article in Teaching Voices Vol. III  
University of Massachusetts Boston.

## **On-Line and Hybrid Courses**

**Mentoring In Action!** –three graduate credits hybrid course includes 3 face-to-face leadership classes and 15 on-line modules. Modules include video taped introductions and lecture recaps as well as activities for individuals, small groups, and large groups. Guest speakers and an electronic portfolio also included. Course designed to meet Massachusetts' requirement for highly qualified mentors for districts.

Module 1 – Mentoring In Action: Your role as a Mentor

Module 2 - The Five Principles of Mentoring Part 1

Module 3 - The Five Principles of Mentoring Part 2

Module 4 – Differentiated Mentoring

Module 5 – Orienting the New Teacher to School Culture

Module 6 – Creating a Community of Learners

Module 7 – Providing the Beginning Teacher With Feedback

Module 8 – Classroom and Behavior Management

Module 9 – Teaching for Understanding

Module 10- Assessing Student Learning and Communicating With Parents

Module 11- Engaging Learners

Module 12- Reflecting on Practice

Module 13- Observing the New Teacher: Conferencing and Feedback

Module 14- Standards and Assessment

Module 15- Final Exam

**On-line Mentoring Learning Groups**– Using *Mentoring in Action* as a text, teachers are organized into teams to read and discuss chapters. On-line assignments will be posted.

## Video Technology as a Tool for Assessment and Documentation

Videos are developed to document programs and measure effectiveness from participants' points of view. All videos are used for teaching purposes or shared with funders. All videos were filmed and edited by a professional videographer except those with an asterisk\*. Several videos are available for public viewing at [MentoringinAction.com](http://MentoringinAction.com)

### Sample Video Titles and Descriptions

*What Springfield Mentors are Learning in a Mentoring Course* – for stakeholders and funders (in production)

*How Students' Perspectives Influence Mentoring Conversations* – a tape of a protocol for a mentoring conversation using data from an on-line student survey (in production)

*Feedback for Master Mentor Evaluators* – mentors share how on-line evaluators are helping them grow

*Modules for Teaching an On-line Course* – 15 mini lectures and recaps for a year-long course

*Advice for Beginning Teachers* – beginning teachers share tips with student teachers and new teachers

*What One Mentor Learned in the Mentoring Course* – for web recruiting and assessment by stakeholders.

*Writing Action Plans for District Mentoring Programs* –cohort completers share how to design and implement an effective plan

*Through Students' Eyes: What is an Effective Teacher?* – high school students share what helps them learn.

*What I Learned in TEACH! SouthCoast* – program completers in exit interviews respond to 5 questions. Shared with funders and stakeholders.

*Advanced Practicum Students* – practicum students are taped in the TV studio responding to 4 questions counting as their final exam at the end of an extended practicum experience.

\**Cooperating Teachers Share What They Learned in a graduate course* – portfolios and other insights

\**Advanced Cooperating teachers* – taping a mentoring conversation

# Professional Experiences with School District Focus

## Induction and Mentoring

Foundations of Mentoring New Teacher Center Santa Cruz (5 day)  
Foundations of Mentoring with 4 BPS teachers (5 day)

Architect of BC Project SUCCESS with input from all stakeholders  
Includes two day institute, monthly support sessions, and professional development menu options for new and experienced teachers  
Year 2 course designer for George Coz Barr Grant with Brighton High (2005)  
Mentoring in Action course for BPS in-service credit with BPS 2006  
Kick off Meeting and Closing the School year meeting with BPS 2005-2006

## Teacher Leadership and Renewal

Collaboration to develop Teacher Leadership doctorate  
Committee to design innovative teacher leadership Masters program  
Designer of E.T.C - Experienced teacher corps (17 BPS teachers)

## Teacher Leadership Collaboration

Teacher Leader Model Standards with CTQ  
Clinical Practice Team Stakeholders (DOE, all Teacher Unions, Ed. Adm. etc.)  
Local Partnership Schools for placing student teachers ( 40+ schools)  
Teacher leaders from BPS co-teaching and leading induction programs

## Committees

### University

Academic Standards and Educational Policy Committee  
Scholarships and Prizes  
Collaborative Fellows Grants  
University Field Directors (founding member)

### School based

Curriculum committees: reading, language arts, math, social studies,  
report card revision, students activities, Invention Convention

### State-wide

State Certification Task Force  
Mentor Teacher Working Group- Principles & Roles  
Program Advisory Committee; Massachusetts Field Center for  
Teaching and Learning  
Lt. Governor's Blueprint 2000  
Education Reform Committee for DOE  
Christa McAuliffe Scholarship/ Framingham State College

### National/International Experiences

International Student Teaching Office - Boston College  
National Staff Development Council - Boston Conference  
International Leadership Summit - Boston (Andy Hargreaves)

## Program Development and Implementation

- 2011- 2012    Mentoring in Action Massachusetts! hybrid on-line and face-to-face program implemented to meet federal Race to the Top RTTT requirements.
- 2006-2012    TEACH! SouthCoast – an alternative teacher preparation program to recruit, prepare, and support math and science teachers in urban districts.
- 2004-2006    BC Project SUCCESS: An induction program for graduates of Boston College Carnegie initiative to follow graduates of teaching programs into their first year of teaching.
- 1993- 2006    BC Practicum Experience Partnerships - syllabi created to be consistent and aligned with NCATE and State standards.
- 1991-1992    Bridging the Gap: A Teacher Preparation Program for Universities – a state-wide teacher residency program to share cooperating teacher strategies with teacher preparation programs.
- 1994-2005    International Student Teaching Program – to organize the teaching abroad experience for seniors and graduate students who want to experience teaching in other cultures
- 1990          Building Bridges: A Professional Development Program (PDS Schools) creating a model for a district that creates teacher leadership roles while partnering with a university.
- 1990          University of Massachusetts Boston: A Mentor Teacher Course (with Lee Teitel) designing a graduate course to prepare district mentors.
- 1989          Plimoth Plantation – Museum Partnership for teachers and students using innovative teaching strategies and field trips to historic sites

### **Skills** *(Key skill areas with samples of demonstrated competence)*

#### **Management**

- Director of Office of Practicum Experiences & Teacher Induction
- Evaluator of 3 full time employees yearly
- Evaluator for program effectiveness by semester and submit annual reports
- Hiring 20-30 clinical faculty (supervise full practicum)
- Hiring with Associate Director 25-30 graduate students (supervise pre-practicum)

### **Certification/Licensure**

Official officer for Boston College (transcript endorsement)  
Information sessions for all exiting student regarding licensure  
Individual consultations with new and experienced teachers

### **University Teaching and Professional Development**

TEACH SouthCoast Education courses and practicum syllabus  
Practicum Courses ED 131, 132, 133, ED 429, ED 250, ED 610 (1993-2006)  
Advanced Practicum Course ED 269 co-taught with BPS teacher (1993-2006)  
Cooperating Teacher Course – Supervision in Action SIA (2000-2006)  
Mentoring in Action MIA Pilot Course with BPS teacher (2006)  
Harvard Graduate School year-long assistantship with Roland Barth (1991)  
Supervised 15 Ed. Adm. internships and co-taught classes w/ Barth

### **Professional Development**

Program designer for a district based innovative K-12 in-service program  
Chair of Professional development program in Middleboro  
Chair of state-wide Professional Development for MTA

### **Budgets and Grants**

Project SUCCESS: Mentoring in Action Massachusetts  
TEACH SouthCoast  
Boston College: Induction for Project SUCCESS, Part-time faculty  
supervision , Graduate Assistant, International student teaching  
School Based: Professional Development and grant related budgets

### **Program Evaluation**

Project SUCCESS and Springfield Public Schools Evaluation  
Mentoring in Action Massachusetts – yearly reports and on-line evaluation  
Pilot program for Mentoring in Action at Global Charter School  
TEACH! SouthCoast Federal grant evaluation reports  
Carnegie Teachers for a New Era (TNE)  
NCATE and State Accreditation evaluation committees and reports  
School district related grants  
West ED (used for Clinical Practice Team design meetings)  
Rand Corporation (evaluation of Teachers for a New Era)  
ABT outside evaluators for construction of research scales for TNE

## **Recognition of Teaching and Leadership**

Christa McAuliffe Fellowship 1990-1991  
Association of Teacher Educators; Leader in Teacher Education:  
State Award 1989 National Award 1990  
Massachusetts Leader in Teacher Education Award 1989  
Massachusetts Department of Education: Lucretia Crocker Fellowship 1988-1989  
National Education Association: recognition in NEA Today & Washington Post 1989  
New Bedford Standard Times “Hats Off Award” 1986  
Loretta Quinlan Award for outstanding contribution to education profession 1985

## Professional Affiliations

American Educational Research Association  
Association of Supervision and Curriculum Development  
Association of Teacher Educators  
Massachusetts Teachers Association: Board of Directors, Local Leadership  
Development Committee, President's Track Committee  
Massachusetts Association of Supervision and Curriculum Development  
Massachusetts Association of Teacher Educators  
National Education Association  
Plymouth County Education Association: Board of Directors while teaching  
Middleboro Education Association: president, negotiations committee, past  
president, secretary, building representative and committee rep  
National Staff Development Council (Learning Forward)  
Phi Delta Kappa (Bridgewater Chapter)

## Writing Goals

*Cooperating Teachers as Teacher Leaders* -An on-line course for cooperating teachers

*Maintaining Your Balance* - a e-book for novice teacher leaders

*Professional Development Book* - differentiated professional development - target  
audience principals and induction coordinators to be used in districts

*New Teachers' Voices* - an on-line magazine of quotes and advice from new teachers

Videos and samples of program design tools available on **MentoringinAction.com**