

Curriculum Vitae
Catherine Ann Fallona
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Professional Experience

University of Southern Maine

Visiting Professor and Chair, PhD in Public Policy with a Concentration in Educational Leadership and Policy, 2022-present.
Part-time Program Evaluator and Policy Researcher, Center for Education Policy and Applied Research & Maine Education Policy Research Institute, 2019-present.
Part-time Instructor, Department of Literacy Language and Culture, 2019-present.
Professor, 2015-2019.
 Chair, Ph.D. in Public Policy with a Concentration in Educational Leadership and Policy, 2012-2019.
 Director, Center for Education Policy and Applied Research, 2014-2019.
 Director of Educator Preparation, 2016-2018.
 Director, USM Summer Reading and Writing Workshop, 2013-2018.
Associate Professor, 2003-2015.
 Associate Dean, College of Management and Human Service, 2012-2013.
 Director, School of Education and Human Development, 2010-2012.
 Associate Dean and Director of Teacher Education, 2009-2010.
 Chair, Department of Teacher Education, 2003-2009.
Assistant Professor, 2000-2003.
 Program Coordinator, Teachers for Elementary and Middle Schools Program, 2001-2004.

University of Georgia

Assistant Professor, Department of Elementary Education, 1998-2000.

University of Michigan

Lecturer, Educational Studies, 1997-1998. Graduate Assistant, 1997.

University of Arizona, Graduate Assistant, 1995-1996.

Ajo Unified School District, Ajo, Arizona, Grade Five Teacher, 1994-1995.

University of Arizona, Tutor, Department of Intercollegiate Athletics, 1993-1994.

Under One Sun Desert School, Tucson, Arizona, K-2 Classroom Teacher, 1992-1993.

Augusta Public Schools, Augusta, Maine, Migrant Education/Reading Teacher, 1991-1992.

Academic Preparation

Ph.D. in Education, University of Arizona, 1998.

Major: Teaching and Teacher Education

Minor: Language, Reading, and Culture

Dissertation: *Manner in Teaching: A Study in Moral Virtue*

M.A. Ed. in Language, Reading, and Culture, University of Arizona, 1994.

Field of Emphasis: Literacy Education

B.S. Ed. in Elementary Education, University of Maine, 1991.

University Teaching Experience

The University of Southern Maine

Applied Pedagogy

Applied Skills in Teaching and Learning

Children's Literature

Curriculum Design

Directed Study

Dissertation Proposal Seminar

Dissertation in Education

Education in the United States

Foundations of Education Policy

Foundations of Education Policy and Research

Individual Learning and Development

Inquiry in Education

Language and Literacy Development

Literacy Assessment

Lecture Topics in Education: Portfolio Development
Middle School Community
Practicum in Literacy Education
Professional Internship
Reading Development
Reflecting on Practice
Research Designs in Educational Leadership and Policy
Research Methods in Education
Schools and Society
Seminar in Teaching, Learning and Assessment I
Seminar in Teaching, Learning and Assessment II
Seminar in Understanding Diversity, Diverse Learners and Equitable Teaching Practices
Student Teaching
Teaching Reading
Teacher Research in Literacy, Language, and Culture
Theoretical Foundations of Learning

The University of Georgia

Decision Making for Planning, Teaching, and Organizing Early Childhood Classrooms
Integrated Curricular Practices in Early Childhood Education
Research on Teacher Education
Research on Teaching
Special Topics in Early Childhood Education
Student Teaching
Teaching in the Elementary School

The University of Michigan

Schooling in a Multicultural Society

The University of Arizona

Classroom Processes and Instruction
Schooling in America
Student Teaching

Dissertation Advising

- Paul Austin. (2015). An Examination of Response to Intervention Development and Implementation Relative to Best Practice. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Jean Beaulieu. (2015). Exploring the Nature of Perfectionism and Middle School Achievement. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.

- Shawn Carlson. (2016). An Examination of Teacher Understanding of Technology Integration at the Classroom Level. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Jennifer Chace. (2024). A Search for Moral Equality: Becoming a Listening School. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Paul Cochrane. (2019). Reconnecting distance education to its social justice roots: Student and faculty perceptions of quality of the experience of online education. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Erin Connor. (2015). Ready?: The Experiences of Maine High School Graduates in Remedial College Classes. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Jane Crowley. (2015). A view from the bottom: The self-perceptions of highly regarded teachers' experiences in a time of multiple policy implementation. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Jennifer Curtis. (2024). Strategic Principal Leadership in Education: Fostering Educator Human Capital. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Laura M. Cyr. (2020). Bridging the Gap: A Case Study Evaluation of the Opportunity Maine Tax Credit. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Catherine Emery. (2025). Examining Childcare Providers' Perceptions of Mathematics to Explore Opportunities for Early Math Experiences in Childcare Settings. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Becky Foley. (2015). Breaking Barriers to Achieve the Superintendency. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Member of committee.
- Emma Gelsigner. (2020). A multi-campus administrative data analysis of the federal work-study program. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Patrick Hartnett. (2015). Principal Leadership in Improving Rural High Schools in Maine. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Member of committee.
- Kathryn Hawes. (2015). An Examination of Standards-Based Education Relative to Research-Based Practices in Instruction and Assessment. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Member of committee.
USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Member of committee.
- Terri Hewett. (2025). Examining the Lived Experiences of Maine's Middle School Counselors in the Post COVID-19 Era: The Ideal Versus Actuality. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Christopher Hoffman. (2023). "We Are Going to Control Our Own Destiny:" A Qualitative Case Study of Career and Technical Education Reform in Maine. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Sarah E. Holmes. (2020). LGBTQ+ Students and Campus Sexual Violence: Prevalence Rates and the Effect of Expansive Demographic Questions. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.

- Clara Jean Howard. (2020). Listening to English learners: How they learned the academic language they needed to achieve in high school. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Member of committee.
- Amy F. Johnson. (2015). Preparing for Changes in Teacher Preparation Program Accountability: Evaluating the Factors that Influence Job Placement of Teacher Preparation Program Graduates. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Member of committee.
- Emily G. MacKinnon. (2024). Pathways Between the Paradigms: Perceptions of Maine's Gifted and Talented Teachers During Initial MTSS Implementation. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Barbara Maling. (2019). An examination of how middle school principals make sense of their role in leading standards-based educational reform. USM PhD in Public Policy, Concentration in Educational Leadership and Policy. Chair of committee.
- Stephen Marquis. (2015). Investigating the Influence of Professional Development on Teacher Perceptions of Engineering Self-Efficacy. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Brian Mazjanis. (2015). Different Summers: Measuring the Effect Size of Summer Vacation on Reading and Mathematics Achievement Scores for Different Populations of Maine Students. USM PhD in Public, Concentration in Educational Leadership and Policy. Member of committee.
- Mella McCormick. (2024). Are We Practicing What We Preach?: An Analytic Autoethnography of How Inherited Mindsets and Pedagogies Influence Undergraduate Teaching. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Diane Nadeau. (2019). Addressing Critical Shortages: An Examination of Supports for Early Career Special Educators in Maine. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Kimberly J. O'Donnell. (2020). Understanding school administrators' beliefs and perceptions regarding transgender students. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Julianne Opperman. (2015). Elementary Teachers Committed to Actively Teaching Science and Engineering. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Holly Parker. (2019). Leadership of Heart and Mind: Examining the Mind and Skill Sets of Student Sustainability Leadership. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Michele C. Pavitt (2020). Navigating the obstacles of college transition: student perceptions of advising offered in the context of a community-college success course. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Jonathan Payne. (2016). A Pilot Benefit and Cost Analysis Study of Sponsors of Registered Apprenticeships in Maine. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Heather J. Perry (2020). The Economic Impacts of School Closure in Rural Maine. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Brian Porter. (2015). Exploring Principal Leadership in Improving Elementary Schools. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.

- Ryan C. Quinn. (2024). A Study of Factors Contributing to The Effectiveness of Talking Circles Involving Children. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Christopher Record. (2016). Secondary School Principal Stress and Coping Strategies. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Mark Schrader. (2015). Understanding Elementary-Aged Student Engagement. USM PhD in Public, Concentration in Educational Leadership and Policy. Member of committee.
- Erika Stump. (2015). Students Beating the Odds: A Multilevel Analysis of Factors Relating to Academic Achievement among Students Living in Persistent Poverty. USM PhD in Public, Concentration in Educational Leadership and Policy. Member of committee.
- Regan Thibodeau. (2019). Dynamics of Deaf Leadership: A Theoretical Model. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Margaret E. Trebilcock. (2024). Leadership and Response to Intervention/Multi-tiered Systems of Support: A Qualitative Case Study. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Susan E. Wiggin. (2025). Judicial, Legal and Related Professionals' Perspectives on Coercive Control in Family Matters. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.
- Jessica Yates. (2019). An Examination of the Relationship between the Achievement of Students with High Incidence Disabilities and Maine State Compliant Standards-Based Individualized Educational Programs. USM PhD in Public, Concentration in Educational Leadership and Policy. Chair of committee.

Scholarship

Policy Research

- Fallona, C., Chace, J., & Johnson, A. (2024). *Strategies for addressing educator recruitment and retention in Maine: Career ladders and paid internships*. Maine Education Policy Research Institute. https://bpb-us-w2.wpmucdn.com/wpsites.maine.edu/dist/e/97/files/2024/02/MEPRI_Strategies-for-Addressing-Educator-Recruitment-and-Retention-in-Maine_-Career-Ladder-Study_Print_F-aeffa0509b71092.pdf
- Jessen, S., Fairman, J., Fallona, C., & Johnson, A. (2020). *Considering grow your own models: Examining existing teacher preparation models in Maine*. Maine Education Policy Research Institute. https://bpb-us-w2.wpmucdn.com/wpsites.maine.edu/dist/e/97/files/2020/05/Considering_Grow_Your_Own_Models_Examining_Existing_Teacher_Preparation_Models_in_Maine.pdf
- Fallona, C. & Johnson, A. (2019). *Approaches to dual certification in special and general education teacher preparation*. Maine Education Policy Research Institute. https://bpb-us-w2.wpmucdn.com/wpsites.maine.edu/dist/e/97/files/2016/09/Approaches_to_Grow_Your_Own_and_Dual_General_and_Special_Education_Certification-uikqnp.pdf
- Fallona, C., & Johnson, A. (2017). *An examination of features of evidence-based teacher*

- credentialing systems*. Maine Education Policy Research Institute. https://bpb-us-w2.wpmucdn.com/wpsites.maine.edu/dist/e/97/files/2016/09/Evidence_based_Teacher_Credentialing_Systems_MEPRI_January2017-162m3ep.pdf
- Stump, E., Connor, E., Fallona, C., & Doykos, B. (2017). *Proficiency-based high school diploma systems in Maine: Implementing a standards-based system and proficiency-based graduation policies in a public high school*. Maine Education Policy Research Institute. https://bpb-us-w2.wpmucdn.com/wpsites.maine.edu/dist/e/97/files/2016/09/PBDS17_HS_policy_implementation_case-study-22x4t55.pdf
- Stump, E., Doykos, B., & Fallona, C. (2016). *Proficiency-based high school diploma systems in Maine: Local implementation of state standards-based policy- Phase IV policy report*. Maine Education Policy Research Institute. https://bpb-us-w2.wpmucdn.com/wpsites.maine.edu/dist/e/97/files/2016/09/Proficiency-based_HS_Diploma_Systems_Maine_Local_Implementation_State_Standards-based_Policy_Phase_IV-22nwu83.pdf
- Silvernail, D., Stump, K., Fallona, C., & Gunn, L. M. (2013). *Maine's improving schools: An examination of distinguishing features of a sample of Maine's improving schools*. Maine Education Policy Research Institute. https://bpb-us-w2.wpmucdn.com/wpsites.maine.edu/dist/e/97/files/2016/09/Maines_Improving_Schools_an_Examination_of_Distinguishing_Features_of_a_Sample_of_Maines_Improving_Public_Schools-rc9ldm.pdf

Program Evaluation Research

- Bangor Public Schools Staff Survey* (with Jennifer Chace), 2025-present. Bangor Public Schools. *Maine Teacher Apprenticeship Program*, 2024-present. Maine Department of Labor.
- First Grade for ME*, 2021-2022. Maine Department of Education.
- K for ME*, 2019-2021. Maine Department of Education.
- University of Southern Maine CAEP Accreditation*, 2019-2020. Office of Educator Preparation, School of Education and Human Development, University of Southern Maine.
- Momentum Literacy Pilot* (with Bernadette Doykos), 2017-2019. Funded by the Maine Department of Education.
- American Museum of Natural History MAT Program Evaluation* (with David L. Silvernail, Amy F. Johnson, & Bernadette Doykos), 2013-2020. Funded by the New York State Education Department, the National Science Foundation, and the U.S. Department of Education.
- American Museum of Natural History MAT Program CAEP Accreditation* (with David L. Silvernail & Amy F. Johnson), 2017-2019. American Museum of Natural History.
- Maine Learning Technology Initiative* (with Amy F. Johnson & Bernadette Doykos), 2015-2019, Maine Department of Education.
- RSU#14 Faculty and Staff Perceptions* (with Erika Stump), 2016-2017, Windham-Raymond Schools.
- Gear-Up Maine Biennial Program Evaluation* (with Erika Stump), 2016. Funded by U.S. Department of Education.
- A Brief Study of School Funding, Expenditure, and Academic Performance in Scarborough*,

Maine and Comparable Communities of York and Cumberland Counties (with James E. Sloan & Amy F. Johnson), 2015-2016. Scarborough Public Schools.

University of Southern Maine Teacher Education Accreditation Council Accreditation, 2008-2009, School of Education, University of Southern Maine.

Strengthening and Sustaining Teachers Project Program Evaluation (with Julie Canniff & Melody Shank), 2003-2005. Portland Public Schools.

Academic Research

Publications

- Fallona, C. (2019). Manner in teaching: Making it explicit, in E. Campbell & H. Wong (Eds.) *Professional Ethics and the Moral Work of Teaching: Western Contemporary Research*. Fujian Education Press.
- Opperman, J. R. & Fallona, C. (2017). Elementary school teachers committed to teaching science, in Gallavan, N.P. & Putney, L.G. (Eds.), *Teacher Education Yearbook XXV: Building upon inspirations and aspirations with hope, courage, and strength: Teacher educators' commitment to today's teachers and tomorrow's leaders*, Taylor & Francis Publishing Group.
- McDonnell, J. & Fallona, C. (2014). To prepare students for an interconnected world. *Maine Journal of Education*, XXX, 11-13.
- Fallona, C. & Canniff, J. (2013). Nurturing a moral stance in teacher education. In R. Osguthorpe & M. Sanger (Eds.). *The Moral Work of Teaching: Preparing and Supporting Practitioners*. Teachers College Press.
- Fallona, C. & Canniff, J. (2010). What you learn when you get it wrong: Identifying and fostering teacher candidates' dispositions for equity. In P. Murrell, S. Feinman-Nemser, & M. Diez (Eds.) *Teaching as a Moral Practice: Defining, Developing, and Assessing Professional Dispositions in Teacher Education*. Harvard University Press.
- Jones, K. & Fallona, C. (2010). Does national accreditation foster teacher professionalism? In L. Erickson N. Wentworth (Eds.). *Paradigm Shifts and Tensions: Negotiating the Challenges of Accountability and Accreditation*. Emerald Press.
- Fallona, C. Davis, C. & Bales, B. (2005). Teachers for Elementary and Middle Schools (TEAMS). *Professing Education*, 4 (1), 6-10.
- Stanulis, R., Fallona, C. & Pearson, C. (2004). Induction support that can make a difference: University teacher educators support novice teacher learning. *Teachers as Leaders*.
- Stanulis, R., Fallona, C., & Pearson, C. (2002). "Am I doing what I am supposed to be doing?:" Mentoring a group of teachers through the uncertainties and challenges of the first year of teaching. *Journal of Mentoring and Tutoring*, 10 (1), 71-81.
- Fallona, C. & Osborne-Sigrist, D. (2001). Building professional communities: Suggestions for further reading. *Language Arts*, 79 (1).
- Fallona, C. (2000). Manner in teaching: A study in observing and interpreting teachers' moral virtues. *Teaching and Teacher Education*, 16 (7), 681-695.

Conference Presentations

- Fallona, C. (2019). Manner in Teaching: Making it Explicit. (2019, April). Toronto, CA: American Educational Research Association.
- Fallona, C., Doykos, B., Howes, E., Trowbridge, C., & Wallace, J. (2019, April). Examining the Impact of a Museum-based Teacher Preparation Program on New Science Teachers Toronto, CA: American Educational Research Association.
- Fallona, C., Doykos, B., Howes, E., Trowbridge, C., & Wallace, J. (2018, March). Exploring the Impact of a Museum-Based Teacher Education Program on Program Graduates' Science Teaching Practices and Their Students' Learning. Baltimore, MD: American Association of Colleges of Teacher Education.
- Doykos, B. & Fallona, C. (2018, March). Examining the Impact of a Museum-based Teacher Preparation Program on New Science Teachers. Atlanta, GA: National Association of Research in Science Teaching.
- Howes, E., Trowbridge, C., & Wallace, J., Doykos, B., & Fallona, C. (2018, April). Out of the Museum into the Classroom and Back Again. New York, NY: American Educational Research Association.
- Doykos, B., Wallace, J., & Fallona, C. (2017, April). Exploring the Impact of a Museum Based Teacher Preparation Program on Emergent Science Teaching Practices. San Antonio, TX: National Association of Research in Science Teaching.
- Opperman, J. & Fallona, C. (2017, February). Elementary school teachers committed to teaching science. American Association of Teacher Educators, Tampa, FL.
- Johnson, A. & Fallona, C. (2016, February). Job Placement Rates: Implications for Program Accountability. Las Vegas, NV: American Association of Colleges of Teacher Education.
- Johnson, A. & Fallona, C. (2016, February). Factors in Job Placement Rates. Atlanta, GA: American Association of Colleges of Teacher Education.
- Fallona, C. (2012, April). Nurturing a Moral Stance in Teacher Education, Paper presentation at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Canniff, J. & Fallona, C. (2009, October). Fostering Moral Dispositions in Teacher Education. Annual Meeting of the National Network for Educational Renewal, Seattle, WA.
- Fallona, C. & Osborne, D. (2006, April). The Moral Curriculum of the Classroom Environment. Paper presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Fallona, C., Canniff, J., & Shank, M. (2003, October). The Teacher Education Continuum: What Has Been Learned From Park Middle School's Participation in the Strengthening and Sustaining Teachers (SST) Project. A presentation at the annual conference of National Network for Educational Renewal, Salt Lake City, Utah.
- Fallona, C., Galluzzo, D., & Dutt-Doner, K. (2003, April). Characteristics of preservice teachers' group development in professional development schools. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Fallona, C., Shank, M., Canniff, J., & Hanley, S. (2002, October). The use of cohorts in

- teacher education. A presentation at the annual conference of National Network for Educational Renewal, Montclair, New Jersey.
- Fallona, C. (2002, June). Educators' perceptions of the moral dimensions of teaching in a democratic society. A paper presentation at the Institute for Educational Inquiry's Summer Symposium. Seattle, WA.
- Fallona, C. (2002, April). "Everything I do in my classroom affects the lives of my students:" Teacher education students' perceptions of manner in teaching. A paper presentation at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Canniff, J. G., Shank, M., Fallona, C., Davis, C. L., Walters, S., & Hanley, S. (2002, April). Cohorts transforming teacher education and induction programs in professional development schools. A symposium at the Annual Conference of the New England Educational Research Organization, Northampton, MA.
- Dutt-Doner, K. & Fallona, C. (2002, March). The capacity of professional development schools to model effective integration of technology. Roundtable at the Annual Conference of the Annual Conference of the Society for Information Technology and Teacher Education, Nashville, TN.
- Fallona, C. (2001, November). Critical reading: Who, what, and why. A paper presented at the Annual Conference of the National Council of Teachers of English, Baltimore, MD.
- Dutt-Doner, K. & Fallona, C. (2001, October). Studying the capacity of professional development schools to model effective integration of technology. Roundtable at the Annual Conference of the National Network for Educational Renewal, Denver, CO.
- Fallona, C. (2001, October). Understanding virtue in teaching. A paper presented at the Annual Meeting of the Maine Association of Middle Level Educators, Sugarloaf, ME.
- Fallona, C. (2001, April). Understanding virtue in teaching. Paper presentation at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Stanulis, R., Fallona, C., & Pearson, C. (2001, April). We teach; they listen; they go teach; it falls apart; they say we're no help. What can we do? Paper presentation at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Fallona, C. (2000, July). Using adolescent literature to explore issues of social justice with preservice teachers. Paper presented at the World Reading Congress, Auckland, New Zealand.
- Fallona, C. (2000, March). Providing preservice teachers with a bigger bag of tricks. Paper presented at the Spring Conference of the National Council of Teachers of English, New York, NY.
- Fallona, C., Stanulis, R., Royal, T., Ellington, C., & Shine, J. (2000, March). The University of Georgia Early Childhood Education Program Partnership Cluster Program. Roundtable at the University of South Carolina National Professional Development Schools Conference, Columbia, SC.
- Fallona, C., Johnson, H., & Freedman, L. (1999, December). Issues of social justice, letting literature speak. Roundtable presented at the National Reading Conference, Orlando, FL.
- Johnson, H., Fallona, C., & Freedman, L. (1999, December). Using picture books as tools

- of confrontation: Exploring issues of social justice in teacher education courses. Symposium at the National Reading Conference, Orlando, FL.
- Fallona, C. (1999, April). Manner in teaching: A study in moral virtue. Roundtable at the Annual Meeting of the American Educational Research Association, Montreal.
- Richardson, V. & Fallona, C. (1999, April). Classroom management as method and manner. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.
- Johnson, H. & Fallona, C. (1999, March). Uncovering the language and codes of gender in children's literature: Approaches in school and university settings. Paper presented at the Spring Conference of the National Council of Teachers of English, Cincinnati, OH.
- Fallona, C. & Johnson, H. (1999, January). Collaboratively writing about qualitative research: The tensions and finally...the triumphs. QUIG, Athens, GA.
- Fallona, C. (1998, December). Instructional implications of teachers' beliefs about the reading process and themselves as readers. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Fallona, C. (1998, November). Designing more authentic curriculum: Challenges and practices for teacher educators. Roundtable presented at the Annual Meeting of the National Council of Teachers of English, Nashville, TN.
- Fallona, C. (1997, December). Selecting stories: Three teachers' critical reflections. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Fallona, C. (1997, November). Looking at the moral in teachers' choices of texts. Paper presented at the annual meeting of the National Council of Teachers of English, Detroit, MI.
- Fallona, C. & Johnson, H. (1997, March). The ins and outs of working and learning together: The dialogical relationship between a teacher and a researcher. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Johnson, H., Freedman, L., Fallona, C., & Taylor, M., Fox, D., & Anders, P. (1996, December). The subject/object dilemma in gender and literacy research. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Johnson, H. & Fallona, C. (1996, November). Golly, take a chance or something!: Adolescent girls respond to literature. Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, IL.
- Fallona, C. (1996, April). The carryover: What preservice teacher education students bring into other courses from a foundations of education course. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Grants and Contracts

- Co-Principal Investigator with Amy F. Johnson, *Identifying and Measuring the Student and Institutional Factors that Influence Job Placement Rates*, \$30,000, 2013-2015, American Association of Colleges of Teacher Education. Funding to support a team of USM researchers to identify the individual and institutional factors that are most influential in determining job placement rates for graduates of traditional teacher preparation programs.

- Co-Principal Investigator with Jean Whitney and Cynthia L. Curry, *Understanding the Preparation of Teachers to Serve Children of Diverse Backgrounds*, 2013-2014, USM Faculty Senate Research Grant, \$2,996. A small grant to study the extent to which individuals who graduated from our institution's teacher education pathways between 2009-2013 felt prepared to work with diverse students, including those with special needs.
- Principal Investigator, *Transforming Teaching through Collaborative Teacher Education*, 2008-2013. United States Department of Education Office of Special Education Programs, \$525,000. Grant to integrate Universal Design for Learning and culturally responsive pedagogy into the general and special teacher education programs at the University of Southern Maine. Coresearchers: Cynthia L. Curry and Walter H. Kimball.
- Leadership Team Member, *Undergraduate and Graduate Level Blended General Education and Special Education Personnel Preparation*, 2006-2011. Maine State Personnel Development Grant, \$580,000. Grant to increase the number of teachers with blended general and special education preparation in the State of Maine. Principal Investigators: Ken Jones and Walter H. Kimball.
- Principal Investigator, *The Moral Curriculum of the Classroom Environment*, 2006-2007. College of Education and Human Development Faculty Scholarship Project Grant. A research grant to study the implicit and explicit moral curriculum in a middle school in Georgia.
- Researcher, *Lucent Peer Collaboration Project*, 2003-2004. A study funded by Lucent Technologies to study if and how Critical Friends Groups change how teachers think and go about their work and if and how these groups have an impact on what students actually experience. Principal Investigator: Betty Lou Whitford.
- Co-principal Investigator with Karen Dutt-Doner, *Studying the Capacity of Professional Development Schools to Model Effective Integration of Technology*, 2001. University of Southern Maine, Faculty Senate Research Grant, \$2000. A research grant to investigate TEAMS students', mentor teachers', and faculties' technology skills, the ways in which systematic use of technology is modeled in teaching throughout the program, and the capacity of partner schools to support preservice teachers' use of technology in practice
- Co-Principal Investigator with Holly Ward, *Recent Early Childhood Education Graduates' Understanding of Diversity and Multiculturalism*, 2000. University of Georgia, College of Education Multicultural Grant, \$1300, July, 2000-July, 2001. A research grant to investigate graduates from a teacher preparation program levels of understanding of diversity and multiculturalism.
- Principal Investigator, *Enhancing the course, EDEC 4030: Integrated Curricular Practices in Early Childhood Education with technology to increase preservice teachers' competence in using technology as an instructional, organizational, and assessment tool*, 1999-2000. The University System of Georgia Teaching and Learning Grants Program. Directed this instructional grant to create a model teacher preparation course that infuses technology and enhances prospective teachers' use of it as an instructional and reflective tool.
- Co-Principal Investigator with Randi Stanulis, *We teach; They listen; They go teach; It falls apart; They say we're no help- What can we do?*, 1999-2000. Spencer Foundation, Small Research Grants Program, \$25,500. A research grant to collaborate with four first year

teachers in metroAtlanta to explore the challenges they face in organizing and managing diverse classrooms.

Co-Principal Investigator with Randi Stanulis, *We teach; They listen; They go teach; It falls apart; They say we're no help- What can we do?*, 1999-2000. University of Georgia, College of Education Collaboration Grant, \$2,000. A research grant to collaborate with four first year teachers in metro-Atlanta to explore the challenges they face in organizing and managing diverse classrooms.

Principal Investigator, *Preservice teachers' perceptions of diversity*. 1999. University of Georgia College of Education Faculty Research Grant, \$4660, 1999. Research grant to explore preservice teachers developing understandings of diversity and multiculturalism.

Co-Principal Investigator with Randi Stanulis, *Preparing preservice teachers for planning*, 1998-1999. University of Georgia, College of Education Collaboration Grant. An instructional grant to collaborate with another faculty member and teachers in local school districts to provide teacher preparation students with an innovative and authentic experience with instructional planning.

Researcher, *The Manner Project*, 1997-2000. Funded by the Spencer Foundation. Located at the University of Michigan. Collaborated with co-principal investigators, Virginia Richardson and Gary Fenstermacher, to study the moral dimensions of classroom teaching, including the moral qualities of pedagogical practice.

Co-Principal Investigator with Dana L. Fox and Holly Johnson, *Interacting with Literary Characters in the fifth and eighth grades*, 1995. The University of Arizona, College of Education Summer Research Grant, \$5000. A research grant to explore girls' responses to literature.

Service

Public Service

Reading League of Maine Advisory Council, 2024-present.

University of Maine at Farmington, State Program Review Team, 2017.

University of New England Ed.D. in Transformative Leadership, External Reviewer, 2017.

University of Southern Maine Master of Policy, Planning and Management, External Review Committee, 2017.

Portland Public Schools Workforce Diversity Steering Committee, 2016-2019.

Southern Maine Area Resource Team Learning Lab Advisory Board, 2012-2016.

Biddeford Learns Afterschool Together (BLAST), Curriculum Consultant, 2013-2014.

Maine State Board of Education, Ch. 114 Stakeholders Group, 2010-2012.

Maine Family Literacy Planning Group, 2011-2012.

Unity College, State Program Review Team, 2012.

Higher Education Roundtable, 2011.

Bowdoin College, State Program Review Team, 2011.

University of Maine at Fort Kent, State Program Review Team, 2010.

Service to the Profession

Manuscript Reviewer:

Journal of Teaching and Teacher Education—Recognized in 2017 with Outstanding Reviewer

Status for my contributions to the quality of the journal

Journal of Curriculum Inquiry

Journal of Curriculum Studies

Journal of Teacher Education

Action in Teacher Education

Proposal Reviewer:

Annual Meeting of the American Educational Research Association

Positions Held:

Secretary/Treasurer, Research on Teacher Induction SIG, American Educational Research Association, 2006-2008.

National Network for Educational Renewal Governing Council, 2010-2013.

National Network for Educational Renewal 2011 Conference Planning Steering Committee, 2010-2011.

Nominating Committee, Classroom Management SIG, American Educational Research Association, 2008-2009.

University Service

Undergraduate Teacher Education Advisory Committee, 2010-2018.

Prior Learning Assessment Advisory Council, 2009-2017.

Chair, Professional Education Council, 2016-2017.

Title III Faculty Fellow for Faculty Professional Development, 2015-2016.

Metropolitan University Faculty Fellow, 2015-2016.

Center for Collaboration and Development Steering Committee-2015-2016.

New Faculty Welcome Event, presentation on teaching effectively, 2013-2015.

NEASC 5 Year Interim Report, Author, Standard Five, Faculty, 2015-2016.

Provost Search Committee, 2015-2016.

Metropolitan University Steering Committee, 2014-2015.

Metropolitan University Convocation Committee, 2014-2015.

Women Advance at USM Hiring Practices Committee, 2012-2013.

Prior Learning Assessment Advisory Council, 2009-2013.

Foundations of Excellence Steering Committee, 2011-2013. Co-chair: Improvement Domain

NEASC Steering Committee, 2009-2011. Co-chair and co-author: Standard Five

Undergraduate Teacher Education Advisory Committee, 2010-2011.

Core Curriculum Committee, 2008-2009.

General Education Planning Group, 2005-2008.

Student Success Committee, 2006-2008.

Classroom Improvement Committee, 2005-2008.

Faculty Senate, 2002-2004; 2007-2009.

Executive Council, 2003-2004.

Faculty Senate Research Grants Committee, 2007-2009.

Faculty Senate Awards Committee, 2002-2004.

University of Southern Maine Scholarship and Awards Committee, 2000-2001.

Faculty Search Committees:

AVANGRID David Flanagan Endowed Professor, Department of Public Policy and

Management, 2024-2025

Assistant Professor, Department of Public Policy and Management, 2023-2024

Lecturer, Department of Public Policy and Management, 2022

Assistant Professor, Department of Mathematics and Statistics, 2018-2019

Assistant Professor, Department of Literacy, Language and Culture, 2018-2019

Assistant Professor, Department of Teacher Education, 2017-2018

Lecturer, Department of Literacy, Language and Culture, 2017-2018

Assistant Research Professor of Education Policy and Leadership

Assistant Professor, Department of Teacher Education-2003-2004

Associate Professor & Director of Teacher Education, Department of Teacher Education-2001

College Service

College of Management and Human Service Leadership Team, 2010-2019.

College of Education and Human Development Cross-College Special Education
Advisory Group, 2006-2009.

College of Education and Human Development Executive Council, 2004-2009.

College of Education and Human Development Dean's Search Committee, 2001-2002.

College of Education and Human Development Director of Teacher Education Search
Committee, 2001-2002.

College of Education and Human Development Libra Committee, 2001-2004, 2006.

College of Education and Human Development Literacy Faculty Search Committees,
2005- 2006; 2009-2010; Chair, 2010.

College of Education and Human Development Professional Education Council, 2008-
2010; Chair, 2009-2010.

College of Education and Human Development Teacher Education Council, 2004-2008.

College of Arts and Sciences Liberal Studies Committee Co-Chair, 2006-2009.

College of Arts and Sciences Advising Committee, 2006-2010.

College of Education and Human Development, Dean's Search Committee, 2001-2002.

School Service

School of Education and Human Development Leadership Team, 2022-present; 2009-
2019; Chair, 2010-2013.

School of Education and Human Development, External Advisory Council, 2015-present; 2010-
2013.

School of Education and Human Development Peer Committee, 2022-2023 (7th member for four
faculty); 2013-2016; Chair, 2015- 2016.

School of Education and Human Development, Professional Development Center Review Team,
2016-2017.

School of Education and Human Development Outreach and Partnerships Ad Hoc Committee,
2014-2015; Chair, 2014-2015.

School of Education and Human Development Admissions and Retention Committee, 2011-
2013.

Department Service

Department of Educational Leadership External Advisory Committee, 2024-present.

Department of Literacy, Language and Culture, Chair Fall 2016 and Fall 2017.
Department of Teacher Education Technology Standards Committee, 2002-2004.
Department of Teacher Education Teachers for Elementary and Middle Schools Program
Steering Committee, 2000-2004. Chair 2001-2004.

Recognitions and Outstanding Achievements

Award for Outstanding University and Community Service USM Faculty Senate, 2019.
Nominated, Award for Outstanding University and Community Service USM Faculty
Senate, 2014.
Award for Outstanding University and Community Service USM Faculty
Senate, 2007.
Leadership Associate, Institute for Educational Inquiry, Seattle, Washington, 2001-2002.
International Fellowship, Office of Instructional Support and Development, University of
Georgia, 2000.
Distinguished Dissertation in Teacher Education Award Finalist, Association of
Teacher Educators, 2000.
Sarah H. Moss Fellowship, Office of Instructional Support and Development, University
of Georgia, 1999.