

*Curriculum Vitae*  
**Catherine Ann Fallona**

Department of Teacher Education  
College of Education and Human Development  
University of Southern Maine  
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**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.**

**Academic Appointments**

**University of Southern Maine**

Associate Professor, Department of Teacher Education, 2004-present. Department Chair, 2004-present.

Assistant Professor, Department of Teacher Education, 2000-2004.

Teachers for Elementary and Middle Schools (TEAMS) Program Coordinator, 2001-2004.

**University of Georgia**

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

**University of Michigan**

Lecturer, Educational Studies, 1997-1998.

**Other Professional Employment**

**University of Michigan**, Graduate Assistant, 1997.

**University of Arizona**, Graduate Assistant, Department of Teaching and Teacher Education, 1995-1996.

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

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

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

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

### Publications

#### Journal Articles

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. & Johnson, H. (2002). A teacher's and researcher's experiences with power and representation within the practical argument process. Teachers and Teaching: Theory and Practice, 8 (2), 141-154.

Richardson, V. & Fallona, C. (2001). Classroom management as method and manner. Journal of Curriculum Studies, 33 (6), 705-728.

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.

Johnson, H. & Fallona, C. (1997). Professional resource reviews: Exploring gender issues through professional resources for teachers. Arizona English Bulletin, 39(2), 63-68.

Fallona, C. (1995). 'The right of democracy is the freedom of speech:' Critical pedagogy and democracy in the fifth grade classroom. Arizona English Bulletin, 38(1), 39-43.

#### Book Chapter

Fallona, C. & Richardson, V. (2006). Classroom management as moral activity. In C. Evertson & C. S. Weinstein (Eds.). Handbook of Classroom Management (pp. 1041-1061). Mahwah, New Jersey: Lawrence Erlbaum.

#### Research Reports

Canniff, J., Fallona, C. & Shank, M. (2005). Strengthening and Sustaining Teachers Project Evaluation Report, Year 4. Portland, Maine. ([http://www.nctaf.org/resources/demonstration\\_projects/sst/documents/PortlandReportFinal.pdf](http://www.nctaf.org/resources/demonstration_projects/sst/documents/PortlandReportFinal.pdf))

Canniff, J., Fallona, C. & Shank, M. (2005). Strengthening and Sustaining Teachers Project Evaluation Report, Year 3. Portland, Maine.

### Refereed Presentations

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 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.

### Invited Presentations

Weinstein, C. S., Pianta, R., Nucci, L. P., Fallona, C. & Richardson, V. (2006, April). Classroom Management as a Social and Moral Endeavor: Classroom Management SIG Conversation Hour. Annual Meeting of the American Educational Research Association San Francisco, CA.

Fallona, C. (2003, March). Maine Certification and the Teachers for Elementary and Middle Schools Program. Presentation made to Early Childhood Education majors, Southern Maine Technical College, South Portland, ME.

Fallona, C. (2002, October). The American Public Education System. Presentation made at the American Foreign Service Regional Conference, Portland, ME.

Fallona, C. (2002, July). Researching Manner in Teaching. Presentation made to EDU 600, Research Methods and Techniques, The University of Southern Maine, Gorham, ME.

Fallona, C. & Williams, B. (2001, March). Teachers for Elementary and Middle Schools Program. Poster Presentation made to NCATE and Maine State Accreditation Teams, South Portland, ME.

Fallona, C. (2000, November). Manner in Teaching. College of Education and Human Development Faculty Seminar, University of Southern Maine, Gorham, ME.

Fallona, C. (1997, December). Manner in teaching. Presentation made to TTE 300, Classroom Processes and Instruction Course in Elementary and Secondary Education, The University of Arizona, Tucson, AZ.

Fox, D., Johnson, H., Fallona, C., & Taylor, M. (1996, November). Joining the professional conversation: Writing for publication. National Council of Teachers of English Southwest Regional Conference, Mesa, AZ.

Johnson, H. & Fallona, C. (1996, October). Reading and writing across the curriculum. Teachers Applying Whole Language, Tucson, AZ.

### Grant Affiliations

**Leadership Team Member**, *Undergraduate and Graduate Level Blended General Education and Special Education Personnel Preparation*, 2006-present. 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 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**, *Strengthening and Sustaining Teachers Project (SST)*, 2003-2005. A national project funded by the GE Fund, the Carnegie Corporation, the Ford Foundation, and the Gates Foundation. I participated as a member of the local research team studying the partnership between a university, school district, and teachers' union to create seamless system of professional development for preservice teachers through their fifth year of teaching.

**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.

**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 metro-Atlanta 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.

### **Program Design Activities**

**Leadership Team Member, Undergraduate and Graduate Level Blended General Education and Special Education Personnel Preparation, 2006-present.**

A project whose goal is to increase the number of teachers with blended preparation. As a part of this group, I have collaborated to design a unified K-8 general and special education teacher certification program for undergraduates at USM.

**Design Team, USM Faculty and Professional Advisor Program, 2007-present.**

A project to develop an online educational program for USM faculty and professional advisors develop their knowledge and skills as academic advisors.

**Co-Chair, College of Arts and Sciences Liberal Studies Major Design Committee, 2006-present.**

A committee charged with designing a liberal studies major for USM students.

**Member, USM General Education Planning Group, 2005-present.**

A committee charged with designing a new general education curriculum for USM students.

**Member, College of Education and Human Development/College of Arts and Sciences Modern and Classical Language and Literature Teacher Education Program Committee, 2001-present.**

A joint committee between the Modern and Classical Languages and Literature and Teacher Education Departments to design and implement an undergraduate path to K-12 teacher certification for modern and Latin, Spanish, and German majors.

**Member, College of Education and Human Development/College of Arts and Sciences Secondary Mathematics Education Program Committee, 2001-2005.**

A joint committee between the Mathematics and Teacher Education Departments that designed and implemented an undergraduate pathway to secondary teacher certification for math majors.

**Strengthening and Sustaining Teachers (SST), 2001-2005.**

A national project funded by the GE Fund, the Carnegie Corporation, the Ford Foundation, and the Gates Foundation. I participated in which as USM's representative to the mentoring workgroup, and I worked with Bernadette Gratto, of Portland Public Schools, to design and implement a mentor training workshop and quarterly meetings for mentor teachers in Portland.

**Member, Teachers for Elementary and Middle Schools Program Redesign Committee, 2000-2001.**

The committee that redesigned the TEAMS program for undergraduates at USM pursuing elementary teacher certification.

**Member, Teachers for Elementary and Middle Schools Program Internship Design Committee, 2000-2001.**

The committee that designed the yearlong internship for TEAMS program.

### **University Teaching Experience**

**The University of Southern Maine**

- Applied Pedagogy
- Applied Skills in Teaching and Learning
- Children's Literature
- Curriculum Design
- Education in the United States
- Individual Learning and Development
- Language and Literacy Development
- Lecture Topics in Education: Portfolio Development
- Middle School Community
- Professional Internship
- Reflecting on Practice
- Seminar in Teaching, Learning and Assessment I
- Seminar in Teaching, Learning and Assessment II
- 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

**Service to Universities**

**University of Southern Maine**

University of Southern Maine Student Success Committee, 2006-present.  
University of Southern Maine General Education Planning Group, 2005-present.  
University of Southern Maine Classroom Improvement Committee, 2005-present.  
University of Southern Maine Faculty Senate, 2002-2004; 2007-present  
Executive Council, 2003-2004.  
Faculty Senate Research Grants Committee, 2007-present  
Faculty Senate Awards Committee, 2002-2004.  
University of Southern Maine Scholarship and Awards Committee, 2000-2001.  
College of Arts and Sciences Advising Committee, 2006-present.  
College of Education and Human Development Executive Council, 2004-present.  
College of Education and Human Development Cross-College Special Education Advisory Group, 2006-present.  
College of Education and Human Development Libra Committee, 2001-2004, 2006.  
College of Education and Human Development Dean's Search Committee, 2001-2002.  
College of Education and Human Development Literacy Program Search Committee, 2005-2006.  
College of Education and Human Development Cross College Special Education Committee, 2007-present  
Director of Teacher Education Search Committee, 2001-2002.  
Department of Teacher Education Faculty Search Committee Chair, 2003-2004.  
Department of Teacher Education Technology Standards Committee, 2002-2004.  
Teachers for Elementary and Middle Schools Program Steering Committee, 2000-2004.  
Chair 2001-2004.  
Dr. Elizabeth Allman's Peer Review Committee, 2002-2004.

**Service to the Profession**

**Offices Held**

Secretary/Treasurer, Classroom Induction SIG, American Educational Research Association, 2006-present.

**Committees**

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

**Proposal and Manuscript Reviewer**

American Educational Research Association Annual Meeting, 2001-present.

Research in the Teaching of English, 2001-present.

Journal of Curriculum Studies, 2006

Teaching and Teacher Education, 2006.

Journal of Curriculum Inquiry, 2006.

American Educational Research Journal, 1999-2000.

Reading Horizons, 1997-2000.

The New Advocate, 1995-1997.

Stiggins, R. J. (2005). Student-Involved Assessment for Learning, 4th edition. Upper Saddle River, NJ: Prentice-Hall.

### **Recognitions and Outstanding Achievements**

#### **Award for University and Community Service**

USM Faculty Senate, 2007.

#### **Leadership Program**

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.