

CV

Mark LaCelle-Peterson

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Education

Ed.D. June 1991, Harvard University Graduate School of Education, Cambridge, Massachusetts.
Curriculum Theory & Development.

Ed.M. June 1988, Harvard University Graduate School of Education.

M.A. August 1987, University of Minnesota, Graduate School, Minneapolis, Minnesota.
International Development Education.

B.A. August 1984, University of Minnesota, College of Liberal Arts, Minneapolis, Minnesota.
Majors: Scandinavian Studies & English; Minor: History.

Synopsis of Professional Experience (Detail on following pages.)

- 2017 to present Association for Advancing Quality in Educator Preparation (AAQEP)
Founding Team Member, President and CEO of recognized national quality assurance agency.
- 2017 to present National University, La Jolla, California *Core Adjunct Faculty in Assessment, SEL*
- 2021 to present Northern Michigan University *Adjunct Faculty, Educational Research Seminar*
- 2018 to 2019 Roberts Wesleyan College, North Chili, New York
Visiting Professor and Chair of Teacher Education Led department w UG, Grad programs.
- 2014 to 2017 American Association for Colleges of Teacher Education (AACTE)
Senior Vice President for Policy and Programs
Oversight of government relations, state chapter support. Created quality support initiative.
- 2012 to 2014 Council for the Accreditation of Educator Preparation (CAEP)
Senior Vice President (2014)
Core functions of nation's accreditor of educator preparation programs: accreditation.
Senior Vice President for Engagement, Research & Development (2012—2013)
Initiated 'capacity building' functions in agency, including research and development
- 2009 to 2013 Teacher Education Accreditation Council (TEAC)
President (2010 to 2013) Chief executive of national programmatic accrediting agency.
Vice President (2009 to 2010) Managed operations of national programmatic accrediting agency.
- 2001 to 2010 Houghton College, Houghton, New York
Professor of Education, Department Chair, Program Head (2004-2009)
- 1999 to 2001 Roberts Wesleyan College, North Chili, New York
Director of Graduate Programs and Associate Professor of Education
- 1993 to 1999 State University of New York, College at Geneseo, New York
Assistant Professor; Director, Center for Multicultural Teacher Education; Assistant Director of SOE
- 1992 to 1993 The George Washington University, Washington, D.C.
Research Scientist, Evaluation Assistance Center East Federal grant program evaluation specialist
Adjunct Associate Professor of Education, School of Education & Human Development
- 1990 to 1992 Seton Hall University, South Orange, New Jersey
Senior Research Associate, New Jersey Institute for Collegiate Teaching and Learning

Professional Experience Detail

2017 to present. Association for Advancing Quality in Educator Preparation

President and CEO, Director, Founding Team Member

President of national quality assurance. Developed and launched agency (July 2017); established leadership team, advisory groups, and staff. Strategic planning and leadership.

2018 to 2019 Roberts Wesleyan College, North Chili, New York

Visiting Professor and Chair of Teacher Education Lead undergrad, adult, grad programs.

2021 to present Northern Michigan University, Marquette, Michigan

Adjunct Graduate Instructor, School of Education, Leadership, and Public Service, Ed research

2017 to present National University

Core Adjunct Instructor, Master of Advanced Teaching Practices, Assessment Literacy Specialist and Masters in Social and Emotional Learning

2014 to 2017 American Assoc of Colleges for Teacher Education, Washington, DC

Senior Vice President for Policy and Programs (July 2014-July 2017)

Senior leadership of national association. Initiated online quality assurance courses; developed affiliate support team (increased affiliates to 47, engaging 1150+ institutions); established Quality Support Center for nationally-available performance assessment and quality assurance.

2012 to 2014 Council for the Accreditation of Educator Preparation, Washington, DC

Senior Vice President (January-June 2014)

Provide leadership for core accreditation functions, state and member relations, meetings/events, and organizational development initiatives. Member of executive leadership team.

Senior Vice President for Engagement, Research & Development (July 2012—December 2014)

Provide leadership for member/state/external relations; established research, and development functions. Strategic planning. Member of executive leadership team.

2009 to 2013 Teacher Education Accreditation Council, Washington, DC

President (July 2010 to June 2013)

Chief executive of national programmatic accrediting agency recognized by USDE and CHEA. Responsible to Board of Directors for budget and operations. TEAC accredited over 180 programs at 135 institutions in 25 states (prior to July 2012 formation of CAEP).

Vice President (July 2009 through June 2010)

Oversaw and managed day-to-day operations of TEAC. Directed state and member relations; represented TEAC in regional and national meetings; represent TEAC on Joint Design Team on accreditation (which developed proposal for CAEP). (Staff auditor on contract from July 2008)

2001 to 2010 Houghton College, Houghton, New York

Professor of Education, Chair of Education Department, Head of Teacher Prep (on leave 2009-10)

Courses: educational studies, history & philosophy of education; language & literacy; language, culture & human development; Anglo-Saxon & Old Norse life & literature. Department Chair and program head. Coordinated successful initial TEAC accreditation.

1999 to 2001 Roberts Wesleyan College, Rochester, New York

Director, Graduate Programs in Education and Assoc. Professor of Education

Supervised programs serving 250+ students. Revised all undergrad and grad programs to meet NYS Education Dept. requirements. Created Transitional B Program with Rochester City School District. Taught curriculum theory, multicultural education, educational research and thesis/project design; mentored masters students' thesis/projects.

1993 to 1999 State University of New York, College at Geneseo, New York

Assistant Professor of Education, Ella Cline Shear School of Education

Undergrad./grad. teaching: assessment, research methods, social/historical/ cultural foundations, and humanities; student teacher supervision. (9/93 to 6/99)

Director, Xerox Center for Multicultural Teacher Education (9/96 to 6/99)

Developed partnerships with Rochester City Schools; recruited city students to teaching; developed urban teacher prep. courses. (co-founder and Assoc. Dir. 9/95 to 8/96)

Assistant Director, School of Education

Assisted Director in administration of School serving 1200+ teacher certification candidates in elementary, secondary, and special education programs. (9/96 to 6/98)

1992 to 1993 The George Washington University, Washington, D.C.

Research Scientist, Evaluation Assistance Center East

Analysis of assessment policies and practices; technical assistance on assessment and program evaluation to LEA and SEA Title VII grantees; case study research. (6/92 to 8/93)

Adjunct Associate Professor of Education, School of Education & Human Development

Research design course for doctoral students in higher education, counseling (1993).

1990 to 1992 Seton Hall University, South Orange, NJ

Senior Research Associate, New Jersey Institute for Collegiate Teaching and Learning

Research on faculty as teachers on eleven college campuses (supported by grant from Pew Charitable Trusts); grant writing; writing/editing state newsletter. (9/90 to 6/92)

Adjunct Assistant Professor, School of Education Kean College of New Jersey, Union, NJ

Taught educational research; supervised masters research projects. (9/91 to 6/92)

1987 to 1990 Harvard Graduate School of Education, Cambridge, MA

Research Assistant, Harvard Graduate School of Education, Cambridge, MA.

Analyzed policy documents and curriculum materials in ethno historical study of urban community (supported by grant to Martha Montero-Sieburth). Analyzed documents, developed protocols and interviewed local officials, teachers, and administrators for study of bilingual education in an urban community (supported by Spencer Foundation grant).

Research Assistant, Harvard Institute for International Development, Training Office.

Developed database to track placement/progress of int'l students funded by USAID.

Research Assistant, Project BRIDGES, Harvard Institute for International Development.

Developed curriculum materials for workshop in educational planning and policy analysis; technical support for workshop. (6/88 to 8/88) Analyzed survey research data on management reforms in Sri Lankan primary education (William Cummings, Project Director). (1/88 to 5/89)

Research Assistant, Harvard Seminar on Assessment.

Teaching Fellow, Harvard Graduate School of Education, Cambridge, MA.

Curriculum Practice in Multicultural Education; History of Education; Multicultural Education Institute (assistant to coordinator); Analysis of Curriculum

1981 to 1987 University of Minnesota, Minneapolis, Minnesota

Writing Center Coordinator, General College

Coordinated Center for summer programs for underrepresented students (6-9/87)

Administrative Fellow, Office of the Dean, General College

Administrative support to Dean and Assoc Dean; edited student handbook; catalog revision; graduate assistant training; developed peer tutor training. (9/86-6/87)

Graduate Teaching Assistant, General College

Computer-intensive courses in federally-funded learning disabled writer's project (1-6/87); developed curriculum. (3-6/87); ESL course: revised curriculum. (9/84-12/86)

Undergraduate Teaching Assistant General College

Peer tutor in writing, bus./tech. writing, ESL; teaching asst. in interpersonal and small group communication courses for non-native English speakers. (9/81 to 6/84)

International Study

1979 Study at Västerhöjdsskolan, Skövde, Sweden. Rotary Youth Exchange Program.

Additional Study and Professional Development

2005 Calvin College Summer Workshop on Faith in the Classroom
Calvin College, Grand Rapids, Michigan Director: David Smith

2004 National Endowment for the Humanities Summer Institute
Trinity College, Cambridge University, Cambridge, England (July 5 - August 12)
Topic: Anglo-Saxon England Director: Paul Szarmach

2004 CCCU Faculty Development Workshop for Teacher Educators
George Fox University, Newberg, Oregon

1997 National Institute for New Faculty Developers, Professional and Organizational
Development Network in Higher Education and the Center for Teaching Effectiveness,
University of Delaware, Wilmington, Delaware.

Selected Recent Professional Presentations

Equity-Centered National Accreditation of Educator Preparation Programs. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA April 24, 2022

Effective Partnerships: EPPs, P12 Partners, and SEA Colleagues. Presentation to the annual meeting of the National Association of State Directors of Teacher Education and Certification, Savannah, GA, June 14, 2021

Partnering for Meaning: Expanding the Circle of Learning in Accreditation. Presentation at the NJACTE Mid-Atlantic Day of Assessment Conference, virtual, April 15, 2021

National Programmatic Accreditation for Educator Preparation: Understanding the AAQEP and CAEP Accreditation Systems. Panel presentation, annual meeting of the American Educational Research Association, virtual, April 9, 2021

The Value of Accreditation. Panel presentation to Montessori Accreditation Council for Teacher Education, Annual Symposium, Charlottesville, Virginia, December 6, 2019

Why Bother? Potential benefits of national accreditation—and their prerequisites. Presentation to Iowa Association of Colleges for Teacher Education (IACTE). Ames, Iowa. October 25, 2019.

Collaboration and Innovation in Quality Assurance. Presentation to the annual meeting of the National Association of State Directors of Teacher Education and Certification, Denver, Colorado, June 4, 2019

Quality Assurance through Collaboration and Innovation. Presentation to Day of Assessment, New Jersey ACTE, New Brunswick, New Jersey, April 11, 2019.

Admissions as if Context Matters: Defining Quality in Your Own Back Yard. Presentation to NYSATE/NYACTE Conference. Saratoga Springs, NY. October 11, 2018

All Partnerships Are Local. Panel presentation to the Teacher Education Council of State Colleges and Universities (TECSCU) Charleston, SC. October 9, 2018.

Expectation and Aspiration: Accreditation as Professional Conversation. Presentation to TECSCU winter meeting, Baltimore, MD, March 1, 2018.

Playbook for Advocacy in the Trump/ESSA Era. Keynote addresses to California Council on Teacher Education's State Policy Action Network, Sacramento, CA. March 30, 2017, and (rev) opening keynote, Hope Accreditation Council, MACTE/DARTEP/MDE. Holland, MI, April 4, 2017.

Intersections of Finance, Accountability, and Shifting Winds of Policy. Invited panelist at Association for Education Finance and Policy Annual Conference. Washington, DC, March 17, 2017

Sustainable Funding for Residency Programs. Invited panelist at American Association of Colleges for Teacher Education Annual Meeting. Tampa, FL, March 3, 2017

The View Through the Looking Glass: Teacher Recruitment/Retention Policy in EPPs' Perspective. Invited presentation to NASDTEC Winter Symposium. San Diego, CA, January 6, 2017

Providing Excellent Education to Each Utah Student: What's New in Profession and in Regulation? Invited keynote to Utah Council of Education Deans, Salt Lake City, October 13, 2016

State Surveys of New Teachers. Invited presentation to AL ACTE chapter and State Education Dept. working group on teacher/employer survey development. Montgomery, AL, August 9, 2016

Developments in P16 Partnerships for Teacher Education. Invited panel presentation for Deep P-16 Collaboration. SHEEO P16 Collaboration meeting. Pittsburgh, PA, August 8, 2016

The Last Bridge in System Integration: Leadership Roles and Challenges. Keynote address to AACTE Leadership Academy. Portland, OR, June 26, 2016

Still Great, Never Finished (Current challenges facing educator preparation). Keynote address to Alabama ACTE. Montgomery, AL, April 19, 2016.

Challenging Questions, Tough Choices, Creative Solutions. Keynote address to the Arkansas ACTE. Russellville, AR, April 15, 2016

Everybody Loves Data! Presentation at the Annual Meeting of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Philadelphia, PA, June 7, 2016

Engaging Preparation Programs in P12 Outcomes: Let me count the ways. Invited presentation to Pearson Conference on Teaching, Chicago, IL. October 28, 2015

Challenges and Opportunities in Educator Preparation: Federal Update and Partnership Opportunities. Keynote to MN Education Policy Breakfast, U of MN, Mpls, October 2, 2015

Teacher Preparation as Policy Bridge: Forging the Path Forward. Workshop for Minnesota educator preparation faculty, state legislators, and policymakers. Minneapolis, MN, October 2, 2015

Performance-based Assessment: Policy Implementation Considerations. National Association of State Directors of Teacher Education Certification (NASDTEC) Portland, OR, June 8, 2015

Program Approval as State Policy Lever: What Role for Standards and Accreditation? Presentation to conference of the National Council of State Legislators, Colorado Springs, CO, May 17, 2015

Sustainable Infrastructure, Partnerships, and Simultaneous Renewal: The Role of Professional Association. Presentation, TeachNY Advisory Council, SUNY Global Center, NYC, May 13, 2015.

Imagine...if we controlled the Quality Agenda: Perspectives on Performance Assessment Policy. Presentation to Mass. Assoc. of Colleges for Teacher Education, Sturbridge, MA, April 17, 2015

Transformative Education: What Boards Should Understand about Accreditation and Governance. Presentation to Wesleyan Boards of Trustees joint conference, Orlando, FL, January 12, 2014

Conversation on CAEP: the Tension between Aspiration and Implementation. Presentation to Indiana ACTE, November 21, 2014, Anderson, IN.

Tectonics of Preparation and Induction: the Policy Ecology of Partnerships. Presentation to Wisconsin ACTE, November 13, 2014, Whitewater, WI.

Beyond Partnerships: Building Great Teaching Together. Invited organizer/moderator of panel w. R. Lucero, J. Roth, N. Baltzer. Pearson Conference on Teaching & Learning. Chicago, 4 Nov 2014

Setting Course for Excellence: Sighting by Standards, Steering by Data. Invited presentation, New York State ACTE and the New York State ATE, Saratoga Springs, NY, October 17, 2013.

Evidence, excellence, and accreditation: the data in your future. Invited presentation to Assessment Day program, Pace University, New York, NY. April 26, 2013

Inquiry and evidence: introduction to the IB accreditation pathway in CAEP. Invited workshop, Chaminade University, Honolulu, HI. April 5, 2013

What does it mean, and how do you know? Studying the reliability and validity of assessment evidence. CAEP Spring Conference, Louisville, KY. March 14, 2013

What we don't know can't help us (or, are we really 'academically adrift?'). Invited response to Richard Arum, Council for Higher Education Accreditation, Washington DC. January 2013

Publications

Gotwals, A.W., D. Fabry. and M. LaCelle-Peterson. 2020. Clarifying learning targets. In *Assessment Education: Bridging Research, Theory, and Practice to Promote Equity and Student Learning*. B. Tarasawa, A.W. Gotwals, and C. Jackson, eds. Rowan and Littlefield.

LaCelle-Peterson, M. 2018. Innovation and accreditation: a natural pairing? *New England Journal of Higher Education*. January 30, 2018

LaCelle-Peterson, M., & Rigden, D. (Eds.) 2012. *Inquiry, evidence, and excellence: The promise and practice of quality assurance. A festschrift in honor of Frank B. Murray*. Washington, DC: Teacher Education Accreditation Council.

LaCelle-Peterson, M. 2007. Claiming a place at the table: The Anglo-Saxons in the liberal arts curriculum. *Studies in Medieval and Renaissance Teaching*. 14(2) (pp. 15-29) Fall 2007.

LaCelle-Peterson, M. 2002. Review of Nordic Lights: Education for Nation and Civic Society in the Nordic Countries, 1850-2000. (Helsinki: Finnish Literature Society. 2001), published in the *History of Education Quarterly*, December 2002.

LaCelle-Peterson, M. 2000. Choosing not to know: How assessment policies and practices obscure the education of language minority students in U.S. schools. in *Assessment: Social Practice and Social Product*. Ann Filer, ed. London: Routledge/Falmer Press.

LaCelle-Peterson, M. and P. VanFossen. 1998. Creative democracy and teacher education: The task before us. *Education and Culture* Fall, 1998 vol XV No. 1

Rivera, C, Vincent, C, Hafner, A, & LaCelle-Peterson, M. 1997. Statewide assessment programs: policies and practices for the inclusion of limited English proficient students. *ERIC Digest* ERIC/AE Digest Series EDO-TM-97-02 March 1997. The Catholic University of America, Department of Education, ERIC Clearinghouse on Assessment and Evaluation.

Rivera, C, Vincent, C, Hafner, A, & LaCelle-Peterson, M. 1997. Statewide assessment programs: policies and practices for the inclusion of limited English proficient students. *Practical Assessment, Research & Evaluation*, 5(13).

- Hursh, D, Gurney, H, LaCelle-Peterson, M and K. Ramdin. 1996. From Miriam's Living Room to the Genesee Valley Collaborative: Working Together for Reform. *Theory into Practice* 35(3) Summer 1996.
- Cortez, A. and M. LaCelle-Peterson. 1995. *A Guide for Planning Title VII Program Evaluation* 1995 Washington, D.C.: National Clearinghouse for Bilingual Education.
- LaCelle-Peterson, M. and C. Rivera. 1994. Is it Real for All Kids? A Framework for Equitable Assessment Policies for English Language Learners. *Harvard Educational Review*. 64(1).
- LaCelle-Peterson, M. 1994. Moving Teaching to the Top of Individual and Institutional Agendas. in *Faculty as Teachers: Taking Stock of What We Know*. ed. Maryellen Weimer. National Center on Postsecondary Teaching Learning & Assessment (Penn. State Univ.).
- Finkelstein, M. and M. LaCelle-Peterson, ed.s. 1993. *Developing Senior Faculty as Teachers New Directions in Teaching and Learning* No. 55. Fall 1993. San Francisco: Jossey-Bass.
- LaCelle-Peterson, M. and M. Finkelstein. 1993. Institutions Matter Campus Teaching Environments' Impact on Senior Faculty. in *Developing Senior Faculty as Teachers* M.J. Finkelstein and M.W. LaCelle-Peterson (ed.s) *New Directions for Teaching and Learning*, No. 55. Fall 1993. San Francisco: Jossey-Bass.
- Rivera, C. and M. LaCelle-Peterson. 1993. Will the National Education Goals Improve the Progress of English Language Learners? *ERIC Digest* ERIC Clearinghouse on Languages and Linguistics, Washington, D.C., Center for Applied Linguistics. October 1993.
- Finkelstein, M. and M. LaCelle-Peterson. 1992. New and Junior Faculty: A Review of the Literature, in Mary Deanne Sorcinelli and Ann Austin, ed.s. *New Directions in Teaching and Learning*. No. 50, Summer 1992, San Francisco: Jossey-Bass.
- Smith, M. and M. LaCelle-Peterson. 1992. The Professor as Active Learner: Lessons from the New Jersey Master Faculty Program, in *To Improve the Academy* 10, pp. 271-278, Stillwater OK: POD/New Forums Press.
- Montero-Sieburth, M. and M. LaCelle-Peterson. 1992. Linking Critical Pedagogy to Bilingual Education: An Ethno-Historical Study Contextualizing School Policies in an Urban Community, in *Critical Perspectives on Bilingual Education Research*. (1992) R. Padilla and A. Benavides, ed.s. Tempe, AZ: Bilingual Review/Press.
- Montero-Sieburth, M. and M. LaCelle-Peterson. 1991. Immigration and Schooling: An Ethno-Historical Account of Policy and Family Perspectives in an Urban Community. *Anthropology and Education Quarterly* 22(4) pages 300-325.

Papers presented at refereed conferences

- LaCelle-Peterson, M. 2021. Effective Partnerships: EPPs, P12 Partners, and SEA Colleagues. Presentation to the annual meeting of the National Association of State Directors of Teacher Education and Certification, Savannah, GA, June 14, 2021
- LaCelle-Peterson, M. 2021. Partnering for Meaning: Expanding the Circle of Learning in Accreditation. Presentation at the NJACTE Mid-Atlantic Day of Assessment Conference, virtual, April 15, 2021
- LaCelle-Peterson, M. 2021. National Programmatic Accreditation for Educator Preparation: Understanding the AAQEP and CAEP Accreditation Systems. Panel presentation, annual meeting of the American Educational Research Association, virtual, April 9, 2021

- LaCelle-Peterson, M. 2019. Collaboration and Innovation in Quality Assurance. Presentation to the annual meeting of the National Association of State Directors of Teacher Education and Certification, Denver, Colorado, June 4, 2019
- LaCelle-Peterson, M. 2019. Quality Assurance through Collaboration and Innovation. Presentation to Day of Assessment, New Jersey ACTE, New Brunswick, New Jersey, April 11, 2019.
- LaCelle-Peterson, M. 2018. Admissions as if Context Matters: Defining Quality in Your Own Back Yard. Presentation to NYSATE/NYACTE Conference. Saratoga Springs, NY. October 11, 2018
- LaCelle-Peterson, M. 2018. All Partnerships Are Local. Panel presentation to the Teacher Education Council of State Colleges and Universities (TECSCU) Charleston, SC. October 9, 2018.
- LaCelle-Peterson, M. 2009. Toward a Democratic Conceptualization of Pedagogical Content Knowledge: Dewey and Subject Matter Knowledge for Teachers. National Conference: Democratic Education in the Spirit of John Dewey: A Celebration of His 150th Birthday, University of North Carolina, Chapel Hill, North Carolina. September 24, 2009.
- LaCelle-Peterson, M. 2009. Water from our own well: Can accreditation enhance meaningful collaboration? Collins Address (invited keynote); Joint meeting of the New York State Association for Teacher Education and the New York State Association of Colleges of Teacher Education. Saratoga Springs, NY, April 24, 2009.
- LaCelle-Peterson, M. 2009. Inquiry, evidence, and excellence: pragmatism and accreditation. Presentation at the Annual Meeting of the American Association of Colleges of Teacher Education, Chicago, IL, February 7, 2009. (Session organizer for: Aspiration and accreditation: What's the best we can hope for?)
- LaCelle-Peterson, M. 2007. Learning and love: Wesleyan perfection as an educational aim. Paper presented at the conference in Re-imagining Educational Excellence, Kuyers Institute, Calvin College, Grand Rapids, MI. October 12, 2007.
- LaCelle-Peterson, M. 2006. Priming the pump: Anglo-Saxon inroads in teacher education courses. Paper presented at the 41st International Congress on Medieval Studies, May 6, 2006, Kalamazoo, Michigan.
- Bressler, D. and LaCelle-Peterson, M. 2006. Caring and service in teacher preparation: head, heart, and hands pulling together. Paper presented at the Coalition of Christian Teacher Educators conference, May 2006, Regent University, Virginia Beach, VA.
- LaCelle-Peterson, M. and D. Bressler. 2006. Scholarship, service, and sanctification: the educational imperative in John Wesley's Methodism. Commissioned paper, Scholar Servant Series, Faculty Forum, April 27, 2006. Houghton College, Houghton, NY.
- LaCelle-Peterson, M., M. Bauer, R. Campbell, K. Gorham, B. Hawk, J. Heckathorn, K. Koett. A. Weldon. 2006. Between Beowulf and Baghdad: Bridging 'cultural wealth' and 'social worlds.' Paper presented at the 35th Annual Meeting of the New York State Foundations of Education Association. April 1, 2006. Nazareth College, Rochester NY.
- LaCelle-Peterson, M. 2005. Toward a spirituality of the public good in education: Doing justice to our 'cultural wealth' via a 'third way' curriculum theory of religion. Paper presented at the Kuyers Institute's Fall 2005 Conference on Spirituality, Justice, and Pedagogy. September 24, 2005. Calvin College, Grand Rapids, MI.
- LaCelle-Peterson, M. 2005. Growing up Northumbrian: Education and station in Anglo-Saxon England. Paper presented at the International Medieval Congress, July 12, 2005, University of Leeds, Leeds, United Kingdom.

- LaCelle-Peterson, M. 2005. Claiming a place at the table: Anglo-Saxons in the liberal arts curriculum. Paper presented at the 40th International Congress on Medieval Studies, May 7, 2005, Kalamazoo, Michigan.
- LaCelle-Peterson, M. 2005. The politics of temporality: the necessity of historical thinking in educational studies. Paper presented at the 34th Annual Conference of the New York State Foundations of Education Association, April 2, 2005, Poughkeepsie, New York.
- LaCelle-Peterson, M. 2004. It's hard (sometimes) to tell snake oil from medicine: the many myths and few emerging realities of the TEAC accreditation process. Paper presented at the Annual Meeting of the Association of Teacher Educators, Feb. 18, 2004. Dallas, Texas.
- LaCelle-Peterson, M. 2003. Jefferson's wall and *Lemon's* Line: Options in the post-*Zelman* dialogue around church-state-school relations in the US. Paper presented at the Stapleford Education Conference, January 5, 2003, Swanwick, England.
- Bressler, D., LaCelle-Peterson, M., and Schwartz, J. 2002. Intellectual engagement in the integration of faith and learning: the place of constructivism in the work of Christian teacher education. Presentation at *Educating for Life*, Coalition of Christian Teacher Educators (CCTE) Fifth Biennial Symposium, May 23-25, 2002, Calvin College, Grand Rapids, MI.
- LaCelle-Peterson, M. and J. Orr. 2001 Improving Education for ELLs using the Promoting Excellence School Improvement Guide. Presentation at the National Association for Bilingual Education's Annual Conference, Phoenix, AZ. February 23, 2001.
- LaCelle-Peterson, M. 2000. Whatever happened to breadth and depth? The threat to significance in 'High Standards. Paper presented at the Annual Meeting of the American Educational Studies Association, Vancouver, B.C. November 2000.
- LaCelle-Peterson, M., R. Bergin, E. Nagle, and J. Stone. 2000 Whatever Happened to Breadth and Depth? Critical Perspectives on 'High Standards.' panel presented at the 29th Annual Meeting of NY State Foundations of Education Association, New Paltz, NY. April 7, 2000.
- LaCelle-Peterson, M., B. Stemn, H. Burns, A. Pinedo, and D.K. VanGelder. 1998. Understanding Urban Youths' Perspectives on Schools and Teaching: Can the Research Tools of the Foundations Disciplines Help Teachers? paper presented at the 27th Annual Meeting of NY State Foundations of Education Association. Geneseo, NY. April 4, 1998
- LaCelle-Peterson, M., A. Pinedo. 1998. Urban Youths' Perspectives on Schools and Teaching. paper presented at the Fourth National Urban/Multicultural Education Conference. Miami Beach, FL. April 2, 1998.
- LaCelle-Peterson, M., A. Pinedo. 1998. Toward Multiculturally Relevant Teacher Preparation. paper presented at the Fourth National Urban/Multicultural Education Conference. Miami Beach, FL. April 3, 1998.
- LaCelle-Peterson, M., H. Gurney, P. VanFossen, C. Rodriguez-Henderson, and M. Hayes 1997. Promoting the Recruitment and Retention of Minorities in Teaching: The Xerox Center for Multicultural Teacher Education. National Conference on the Recruitment and Retention of Minorities in Education, Syracuse, NY, April 14, 1997.
- LaCelle-Peterson, P. VanFossen, E. Miranda, and C. Rodriguez-Henderson, 1997. The Meaning of Diversity in Teacher Preparation: Views from Teachers, Professors, and Principals. panel presentation, NY State Foundations of Ed Assoc, Nazareth College of Rochester, April 18, 1997.
- LaCelle-Peterson and P. VanFossen, 1997. Dewey's Vision of Democracy and the Social Vision of Teachers in a Multicultural Democracy. paper presented at annual meeting of the NY State Foundations of Education Assoc., Nazareth College, April 19, 1997.

- LaCelle-Peterson, M., H. Gurney, and D. Hursh. Building Collaborative Inquiry Teams: Case Studies in School-based Inquiry Team Development. paper at the annual meeting of the American Educational Research Association, New York, NY, April 10 1996.
- VanFossen, P. and M. LaCelle-Peterson. Multiculturally Relevant Teacher Education: A Formative Assessment of the Treatment of Multicultural Issues in a Preservice Teacher Education Curriculum. Paper presented at AERA annual meeting, New York, NY, April 11 1996.
- LaCelle-Peterson, M. 1995. Last time we missed this train: Curriculum Differentiation and the Common School Ethos in Chelsea, Massachusetts, 1880 to 1930. Paper presented at annual meeting of the American Educational Research Association, San Francisco CA, April 1995.
- LaCelle-Peterson, M. 1995. Would We Know "Fair" If We Saw It? A Framework for Equitable State Assessment Policies and Practices for English Language Learners paper presented at annual meeting of American Educational Research Assoc., San Francisco, CA, April 1995.
- LaCelle-Peterson, M. and P. VanFossen. 1995. Moving toward multiculturally relevant teacher education: A multimethod, multicultural assessment framework for teacher preparation programs. roundtable presentation, at AERA annual meeting, San Francisco, CA, April 1995.
- Rivera, C. and M. LaCelle-Peterson. 1995. Survey of state assessment policies and practices for limited English proficient students. seminar paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 1995.
- LaCelle-Peterson, M. 1994. Integrating and Implementing New Standards and Assessments with Culturally and Linguistically Diverse Learners: Consideration for a Collaborative Framework paper presented at annual meeting of AERA, New Orleans, LA, April 7, 1994.
- Rivera, C. and M. LaCelle-Peterson. 1993. Showing what students know: Implications of alternative assessment strategies for English language learners. paper presented at annual meeting, American Educational Research Assoc, Atlanta, GA, April 16, 1993.
- LaCelle-Peterson, M. 1992. Columbus in the Curriculum: What Schools Taught the New Immigrants about the "New World." paper presented at joint meeting of the History of Education Society and International Standing Committee on the History of Education, October 25, 1992, Boston.
- Finkelstein, M. and M. LaCelle-Peterson. 1992. MADS and GLADS: Responding to the Career Issues of Two Critical Groups of Senior Faculty. April 7, 1992, American Association for Higher Education, National Conference on Higher Education, Chicago, IL.
- Smith, M. and M. LaCelle-Peterson. 1991. The Professor as Active Learner: Lessons from the New Jersey Master Faculty Program, October 25, 1991. Professional and Organizational Development Network in Higher Education Annual Meeting, Morgantown, WV.
- Montero-Sieburth, M., and M. LaCelle-Peterson. 1990. Linking Critical Pedagogy to Bilingual Education: Contextualizing School Policies in and Urban Community, 1890 to 1920, and 1970 to 1990. paper presented at the Critical Perspectives on Bilingual Education Research Symposium, National Assoc of Bilingual Education, April 25, 1990, Tucson, AZ.
- Montero-Sieburth, M., and M. LaCelle-Peterson. 1990. The Ethno-Historical Context of an Urban Bilingual Education Program: The Meanings of Immigration Myths for Today's Classrooms. paper presented at the Eleventh Ethnography in Education Forum, March 2, 1990, University of Pennsylvania Graduate School of Education, Philadelphia, PA.

Unpublished manuscripts

- LaCelle-Peterson, M., 1991. The Roots of Curriculum Differentiation: Context, Contours, and Content of School Knowledge in Chelsea, Massachusetts, 1843 to 1930. Unpublished doctoral diss., Harvard Graduate School of Education, Cambridge, MA.

LaCelle-Peterson, M., 1991. School Policies and Immigrant Incorporation: An Historical Case Study from Chelsea, Mass. Qualifying Paper, Harvard University Graduate School of Education, Cambridge, MA.

Peterson, M., 1987. Back to the Future: Individual Modernity Studies Revisited. Unpublished Master's paper, International Development Education, Univ. of Minn., Minneapolis, MN.

Task Forces, Committees, Work Groups

- 2016- Technical Working Group for USED TEACH Grant Study (AIR)
- 2015-2017 ETS Advisory Panel for National Observational Teacher Evaluation
- 2015-2018 National Assessment Literacy Task Force (Northwest Evaluation Assoc)
- 2014-2015 CAEP Accreditation Commission (IB) and Council
- 2014-2016 TeachNY Advisory Council (State University of New York)
- 2014-2015 New York State Education Department edTPA Task Force
- 2010-2011 New York State Teaching Standards Work Group
- 2009-2012 TEAC Board of Directors
- 2008-2010 TEAC/NCATE Design Team (on the future of teacher education accreditation)
- 2008-2014 Executive Board Member, NYS Association of Colleges of Teacher Education
- 2004-2009 Manuscript reviewer: ICCTE Journal; and Journal of Education and Christian Belief
- 2004-2007 Board of Directors, VP, Allegany Hope (a community-based service agency)
- 2002-2004 Executive Board member, NY State Association for Teacher Educators
- 1999-2001 Greater Rochester Assoc. for Teacher Ed. -coordinated Conference, March 25, 2000
- 1999 Founding Applicant Board, Eugenio Maria de Hostos Charter School (Fall 2000)
- 1994-1997 Board Member, New Hope 4 School Ageds

Quality Assurance Reviews (Association for Advancing Quality in Educator Preparation)

- 2018 Utah State University
- 2018 Western Governors University
- 2018 College of Saint Scholastica
- 2018 Bemidji State University
- 2019 American Intercontinental University
- 2019 Grand Canyon University
- 2019 Plymouth State University
- 2020 Northwest Missouri State University
- 2020 Wagner College
- 2020 Teachers of Tomorrow (Texas)
- 2020 Westfield State University
- 2021 Cazenovia College
- 2022 Concordia University, Saint Paul
- 2022 Truman State University (Missouri)
- 2022 North Carolina Wesleyan College

Academic Audits (Accreditation Site Visits, Teacher Education Accreditation Council)

- 2013 College of New Rochelle, Undergraduate, Graduate, Special Education (*Lead auditor*)
- Halau Wanana (Hawaii) (*Lead auditor*)
- St Lawrence University (*Lead auditor*)
- 2012 Utah State University, Counselor Ed., Teacher Education (*Lead auditor*)
- Centenary College (New Jersey) (*Lead auditor*)
- Inter American University of Puerto Rico—Ponce (*Lead auditor*)
- University of Scranton (Coordinator/coach, 3 new lead auditors)
- Calvin College (Coordinator/coach, 2 new lead auditors)

Inter American University of Puerto Rico—Guayama (*Lead auditor*)
American College of Education, Indianapolis (coordinator)

- 2011 Spring Arbor University (*Lead auditor*)
Lakeland College (*Lead auditor*)
Colorado State University, Pueblo (*Lead auditor*)
Manhattan College, Educational Leadership (*Lead auditor*)
Michigan Technological University (*Lead auditor*)
Universidad del Turabo (Puerto Rico) (*Lead auditor*)
University of Michigan at Dearborn (*Lead auditor*)
Inter American University of Puerto Rico—Metropolitan (*Lead auditor*)
SUNY Empire State College (Coach for new lead auditor)
- 2010 Montana State University, Transition to Teaching Program (*Lead auditor*)
Manhattan College, Teacher Education (*Lead auditor*)
SUNY Binghamton (*Lead auditor*)
LIU Brooklyn (*Lead auditor*)
Westminster College (Utah) (*Lead auditor*)
University of Michigan at Ann Arbor (*Lead auditor*)
Rockhurst University (Kansas City) (*Lead auditor*)
- 2009 Northern Michigan University (*Lead auditor*¹)
SUNY Plattsburgh (*Lead auditor*)
Thomas Edison State College, Educational Leadership (*Lead auditor*)
Randolph College (Virginia) (*Lead auditor*)
Colorado State University, Fort Collins (*Lead auditor*)
Alfred University (*Lead auditor*)
- 2008 Bloomfield College (New Jersey) (*Consulting auditor*)
College of Saint Elizabeth (*Consulting auditor*)
Temple University (*Consulting auditor*)
- 2007 Xavier University (Cincinnati) (*Consulting auditor*)
College of Saint Scholastica (Duluth) (*Consulting auditor*)
- 2006 LIU Southampton (now Riverhead) Teacher Education) (*Consulting auditor*)
Saint Lawrence University (Teacher Education) (*Consulting auditor*)
- 2005 University at Buffalo (Teacher Education) (*Consulting auditor*)

Courses taught

- AAL 650: Purposeful Assessment (National University)
- AAL 652: Creating Clear Learning Targets (National University)
- AAL 654: Quality Assessment for Student Learning (National University)
- AAL 656: Assessment for Learning (National University)
- ATP 600: The Inspired Educator (National University)
- ED 574: Educational Research Seminar (Northern Michigan University)
- EDUC 217: History and Philosophy of Education (Houghton College)
- EDUC 218: History and Philosophy of US Secondary Education (Houghton College)
- EDUC 236: Language, Culture, and Human Development (Houghton College)
- EDUC 271: History of U.S. Education (SUNY Geneseo)
- EDUC 313: Language and Literacy in the Content Areas (Houghton College)
- EDUC 332: Secondary Teaching Methods: English (Houghton College)

¹ The lead auditor is coordinates the work of the site visit team and writes the site visit report and case analysis (which informs the accreditation decision).

EDUC 336:	Secondary Teaching Methods: Social Studies (Houghton College)
EDUC 355:	Theory and Practice of Bilingual Education (Houghton College)
EDUC 364:	Philosophy and Psychology of Education (SUNY Geneseo)
EDUC 372:	Educational Measurement and Evaluation (SUNY Geneseo)
EDUC 388:	Research in Education: Urban Youth and Schools (SUNY Geneseo)
EDUC 411:	Reflective Seminar in Adolescence Education (Houghton College)
EDUC 488:	Multicultural Education (SUNY Geneseo)
EDUC 503:	School and Society (SUNY Geneseo)
EDUC 504:	Educational Inquiry, Evaluation, and Statistics (SUNY Geneseo)
EDU 552:	Multicultural Education (Roberts Wesleyan College)
EDU 554:	Curriculum Theory into Practice (Roberts Wesleyan College)
EDU 581/2	Professional Readings 1 and 2 (Research review and synthesis) (RWC)
ENGL 390B	Monks, Monsters, and Manuscripts (Anglo-Saxon literature) (HC)
ENGL 390C	Swords, Sails, and Serpents: Old Norse Lit. in Translation (Houghton)
HUMN 220:	Western Humanities I (SUNY Geneseo)
HUMN 221:	Western Humanities II (SUNY Geneseo)
INTD 203:	Social Foundations of American Education (SUNY Geneseo)
Directed	Field research in education (SUNY Geneseo)
Studies:	Assessing College Curricula (SUNY Geneseo)
	Topics in history of education (SUNY Geneseo)
	Field research in urban education (SUNY Geneseo)
Ind. Studies	Literacy development through foreign language and mathematics (HC)
SEL620	Social and Emotional Learning Standards (National University)
SEL640	Social and Emotional Learning and Assessment (National University)
SEL680	Capstone: Social and Emotional Learning (National University)

Organizational memberships and service

American Education Research Association
 John Dewey Society
 New York Association of Colleges for Teacher Education (Executive Board 2008-2014)
 New York State Association of Teacher Educators (Executive Board, 2002-04)
 New York State Foundations of Education Association

Scholarly interests

Accreditation and academic audit of higher education programs
 Bilingual/bicultural/multicultural education (program development & evaluation)
 Critical pedagogy (collaborative teaching and learning for social justice)
 Curriculum development and reform (higher education)
 Curriculum theory and history (history of curriculum differentiation in U.S. schools)
 Democratic theory (Dewey & Freire's implications for educational policy & practice)
 Faculty and curriculum development in higher education
 Humanities in the curriculum (higher education and secondary schools)
 Medieval studies (Anglo-Saxon and Old Norse culture, society, and literature)
 Program evaluation and program evaluation research
 Teacher preparation policy, program development, and evaluation