

APPOINTMENTS



Franklin Cultural Council

Joni Magee
36 Palomino Drive
Franklin, MA 02038

The Franklin Cultural Council has recommended the appointment of Joni Magee to serve as a member of the Franklin Cultural Council with a term to expire on June 30, 2023.

MOTION to ratify the appointment by the Town Administrator of Joni Magee to serve as member of the Franklin Cultural Council.

DATED: _____, 2020

VOTED:

UNANIMOUS: _____

YES: _____ **NO:** _____

ABSTAIN: _____

ABSENT: _____

RECUSED: _____

A True Record Attest:

Teresa M. Burr, CMC
Town Clerk

Glenn Jones, Clerk
Franklin Town Council



Town of Franklin MA

355 East Central Street

Franklin, MA 02038

Phone: 508-520-4949

Volunteer Form

Good Government Starts with You

Date Submitted: November 3, 2019

Name: Joni Magee

Home Address: 36 Palomino Drive
Franklin MA 02038

Mailing Address:

Phone Number(s):

Email Address:

Current Occupation/Employer: Education Consultant & Adjunct Professor

Narrative: I am a former member of the Franklin Cultural Council and look forward to serving again. My education, personal background and professional experiences focus on equity, linguistic and cultural diversity within communities. My schedule is such that I have day time as well as evening availability for committee work and community building.

Board(s) / Committee(s): CULTURAL DISTRICT COMMITTEE
 Franklin Cultural Council

Joni M. Magee
36 Palomino Drive Franklin, MA 02038

Specialization: educational equity, curriculum & instruction; English/multilingual learners; coach; professional development; technical assistance; instructional collaboration and leadership

Selected Instructional Leadership:

Educational Consultant Independent Practice Franklin, MA (January 1999 – present)
Develop and conduct professional development workshops based on district/programs/schools around curriculum development, professional learning networks, coaching and instructional leadership.
Design and facilitate professional development workshops based on district/programs/schools around the intersectionality of multilingual/multicultural and special education.
Design learning modules focused on equity issues for culturally and linguistically diverse students/families for administrators, teachers, specialists, providers and various stakeholders.
Foster collaborative conversations among professional networks addressing current research and best practices in the teaching & learning.
Provide technical assistance to districts/programs/schools/collaboratives/higher education/professional associations specific to educational equity for language learners and their families, intersectionality of multilingual/multicultural education and special needs, social and emotional learning, culturally responsive and relevant teaching, sheltered English curriculum design and implementation, and program consultation focused on academic content, language development, and macro/micro cultural considerations.

English Learner/Special Education Coordinator

Massachusetts Department of Elementary & Secondary Education – Malden, MA (August 2014 – August 2015)
Developed statewide programs, policies and initiatives that promote best practices for the education of language learners with disabilities or suspected of having disabilities.
Conducted needs assessments to determine the needs of EL students with disabilities and their families as well as the schools/districts/learning collaboratives that serve them.
Designed and implemented professional development initiatives to assist district and ESE personnel in delivering services to EL students with disabilities across the Commonwealth of Massachusetts.
Coordinated work within the Office of English Language Acquisition & Academic Achievement, Office of Special Education Planning and Policy and Massachusetts Tiered Systems of Support to implement effective programs and services for EL students with disabilities and their families as well as stakeholders.

Provided technical assistance to local education agencies/school districts/collaboratives with regard to state and federal requirements for equity and educational services for EL students with disabilities.
Conducted ongoing data analysis of EL students with disabilities to inform state policies and services.

Rethinking Equity for English Language Learners (RETELL) Education Specialist

Massachusetts Department of Elementary & Secondary Education – Malden, MA (August 2013 – August 2014)
Assisted in development and implementation of policies and initiatives for EL programs throughout the Commonwealth of Massachusetts consistent with the Office of Civil Rights & Department of Justice lenses.
Provided technical assistance and professional development opportunities to increase the capacity of local educational agencies to serve ELs around equity, academic content, language development and culture.

Magee, Joni

Facilitated in the development, implementation, instruction and evaluation of RETELL professional development courses for all required teachers and administrators as mandated by RETELL legislation. Supported district school leaders and OELAAA staff by providing ongoing support, updates and other technical assistance to ensure all required teachers and administrators are provided with the necessary tools to meet all requirements under RETELL legislation.

Collaborated in professional development training and curriculum development related to RETELL, World-Class Instructional Design and Assessment (WIDA) and state Curriculum Frameworks for teachers and administrators throughout the Commonwealth of Massachusetts.

Selected K-12 Experience:

English Learner Educator Sprague Elementary School – Wellesley, MA (August 2015 – June 2018)

Planned, organized, and provided English language development instruction aligned to Massachusetts Curriculum Frameworks and WIDA Standards for K-5 students.

Developed and delivered lessons utilizing appropriate differentiated techniques and strategies that develop each student's ability to read, write, speak, and listen across content areas at levels that allow English learners to meaningfully access the district's instructional program.

Administered academic and language assessments for the purpose of evaluating student's progress in meeting academic learning targets and progress in language acquisition. Maintained complete and accurate records of student's progress and evidence of growth and progress.

Provided a nurturing, supportive, and positive learning environment with high expectations that encourage student responsibility, enhance motivation, clearly communicate classroom routines, and incorporate challenging instructional strategies.

Attended professional English Language Acquisition and special education team meetings as well as served on building and district leadership committees.

Middle School EL Teacher Milford Public Schools - Milford, MA (October 2007 – December 2011)

Provided research-based best practices instruction to culturally & linguistically diverse students with/without exceptionalities across the academic content areas and English proficiency levels.

Facilitated district-wide professional workshops relative to Sheltered Instruction Observation & Protocol, Response to Intervention, professional learning community initiatives and special education study groups.

Designed Sheltered English Immersion academic content curriculum embedded with targeted English language acquisition features based on WIDA, Common Core Standards, and scientifically research based best practices and student need and learning style.

Administered and analyzed assessment data to inform instruction, provided targeted interventions and conducted progress monitoring to improve student learning.

Served as a home-family-community liaison for culturally and linguistically diverse students & families.

Participated in community-based adult education English-as-a-Second language outreach programs.

District EL Teacher Attleboro Public Schools - Attleboro, MA (January 2005 – October 2007)

Facilitated professional development around EL instructional strategies & bilingual special education.

Collaborated with district teachers, specialists, and site administrators relative to EL services per MA *English Language Proficiency Benchmark Outcomes* and MA Department of Education policies.

Provided district-wide EL program screening, instruction, curriculum development, assessments, and school-home-community outreach services.

Utilized context-embedded instruction, scaffolding, and culturally responsive teaching to ensure student success across elementary grade spans and English proficiency levels.

Magee, Joni

Coordinated and taught district-wide English language arts & math state assessments (MCAS) test preparation and analyzed program data to inform instructional practices.

Translated for Spanish speaking families during conferences and identified cultural brokers to provide services for the district's culturally & linguistically diverse families.

Selected Higher Education Experience:

Lecturer Lasell University Newton, MA (September 2015 – present)

Teach graduate and undergraduate education students in teacher preparation programs focused on equity, special needs, Sheltered English Instruction, social emotional learning, curriculum design, instructional practices, assessment, and culturally responsive & relevant pedagogy.

Develop and facilitate high-quality teacher preparation courses relative to the teaching and learning of PreK-12 students consistent with MA DESE Teacher Preparation Standards and Lasell University School of Humanities, Education, Justice and Social Sciences Standards.

Collaborate with Program Associate Professor of Education, Program Director of Education, and Graduate Program Coordinator to develop and enhance programs/initiatives around bilingual special education, teacher diversity pathways, and professional development educational equity opportunities.

Facilitate courses such as ELSP702: *Removing Barriers for Bilingual Students*, ED308: *Responsive Teaching in Secondary Schools*, ED418: *Integrated Instruction in Elementary Schools*, ED309: *Sheltered English Immersion* and SPED711: *Learners with Special Needs*.

Lecturer Boston University Wheelock School of Education Boston, MA (July 2018 – present)

Teach graduate courses to education students in a teacher preparation program focused on educational equity, Sheltered English Instruction and culturally responsive & relevant pedagogy in TL520: *Sheltered English Immersion for Elementary School* and TL525: *Sheltered English Immersion in Middle and High Schools*.

Teacher Candidate Practicum Program Supervisor (January 2020 – present)

Provide candidates with consistent guidance, support and high-quality feedback during field-based experiences that improves their practice.

Use MA DESE Candidate Assessment of Performance as outlined in these guidelines to assess and document evidence of candidate readiness for the licensure role.

Conduct at observations of the candidate; review information from all observations; support the Supervising Practitioner in conducting observations.

Review the student teacher's lesson plans in conjunction with established instructional objectives and the Massachusetts Curriculum Frameworks.

Lecturer George Washington University Washington, DC (January 2013 – June 2014)

Facilitated the professional development of a graduate level cohort of educators relative to the assessment of culturally and linguistic diverse students with and without exceptionalities.

Developed curriculum, content, assessments to support a master's level course in service to culturally and linguistic diverse students with and without exceptionalities.

Conducted research and disseminated information relative to special education matters and the education of culturally and linguistically diverse communities within American public school systems.

Taught SPED6276: *Academic and Psychosocial Assessment of Culturally and Linguistically Diverse Students*

Project Director George Washington University Washington, DC (January 2012 – August 2012)

Magee, Joni

Managed and evaluated all aspects of the ACCESS grant through ongoing program administration and implementation, as well as, the collection and analysis of data.
Served as a liaison between The George Washington University (GWU) ACCESS Program and the District of Columbia Public Schools (DCPS) ACCESS Cohort and various partnership stakeholders.
Assisted & supported the DCPS cohort's classroom teachers, instructional coaches and master educators relative to feedback, practicum, coursework, professional development, and internship experiences
Identified and disseminated resources to build leadership capacity within DCPS relative to the education of culturally & linguistically diverse students with/without exceptionalities and their families
Conducted & presented research on issues specific to bilingual special education, educational equity and teacher leadership development.
Provided program administrative tasks such as managing the grant's budget, supervising staff and addressing logistical and student-related issues.

Selected Professional Publications:

Co-authored Council for Chief School State Officers (CCSSO): *English Language Learners with Disabilities: A Call for Additional Research and Policy Guidance* (2016)
Co-authored Massachusetts Department of Elementary & Secondary Education *Students with Limited & Interrupted Formal Education Definition, Identification and Placement Guidance Document* (2015)

Selected Professional Association Presentations:

Co- presenter Massachusetts Teachers of Speakers of Other Languages Virtual Open House 2020 "English/Multilingual Learners with Disabilities: Teaching and Learning Remotely"
Co-presenter National Association of Bilingual Educators 2019 Conference "Conceptualizing a Bilingual Special Graduate Certificate"
Co-presenter Council for Exceptional Children 2019 Conference "Bilingual Special Education: Cultural & Linguistic IEP Considerations, MTSS and Assistive Technology" strand
Presenter Massachusetts Teachers of Speakers of Other Languages 2019 Conference "Developing Effective Language Acquisition & Special Education Professional Learning Communities"
Presenter La Cosecha 2018 Conference "Developing Effective Dual Language & Special Education Professional Learning Communities"

Professional Licensure:

Massachusetts Elementary Education (1-6), Professional	Certificate
381024Massachusetts English as a Second Language (PreK-12), Professional	Certificate 381024
Massachusetts Sheltered English Instruction Teacher	Endorsed
Massachusetts Supervisor/Director - Non-Core (ESL)	Pending
Massachusetts Moderate Disabilities (PreK-12), Professional	Pending

Selected Professional Trainer of Teachers:

Massachusetts DESE RETELL SEI Teacher & Administrator
Massachusetts Next Generation ESL MCU
MABE Dual Language Learners with Disabilities Professional Learning Community Facilitator

Selected Professional Advisory Committees:

Coalition for Equity, Diversity & Disability (CEDD) – Founding Member

Magee, Joni

English Learner Success Forum (ELSF) – English Learner Review Expert/English Language Arts Team Coach

Multistate Association of Bilingual Speakers (MABE) - Dual Language Special Education Network

Massachusetts Association of Speakers of Other Languages (MATSOL) – ESL Curriculum, Special Education, IHE

Massachusetts Council for the Social Studies (MCSS)

Council for Exceptional Children (CEC)

Degrees:

C.A.G.S. ***Special Education for Culturally & Linguistically Diverse Students***

The George Washington University, Washington, DC

M.Ed. ***Curriculum & Instruction – Elementary Education & TESL Certificate***

Boston College, Chestnut Hill, Massachusetts

B.A. ***Paralegal Studies***

Suffolk University, Boston, Massachusetts