# 4D

## Action

***Certification Committee***

## Request to Waive the Requirement that a Candidate Hold a Bachelor's Degree from a Regionally Accredited College or University

**Executive Summary:** This agenda item contains a request from Academy of Art University (AAU) to waive the requirement that a candidate hold a bachelor's degree from a regionally accredited college or university, specifically for an AAU graduate, Jason Gilbertson.

**Recommended Action:** That the Commission determine whether to grant or deny the request.

**Presenter:** Raquel Rodriguez, Staff Services Manager, Certification Division

**Strategic Plan Goal**

***I. Educator Quality***

c) Ensure that credential processing and assignment monitoring activities accurately, effectively, and efficiently identify educators who have met high and rigorous certification standards and who are appropriately assigned.

# Request to Waive the Requirement that a Candidate hold a Bachelor's Degree from a Regionally Accredited College or University

**Introduction**
This agenda item contains a request from Academy of Art University (AAU) to waive the requirement that a candidate hold a bachelor's degree from a regionally accredited college or university, specifically for an AAU graduate, Jason Gilbertson.

**Background Related to the Regional Accreditation Requirement**
For institutions based in California, the regional accrediting body is the Western Association of Schools and Colleges (WASC). Post-secondary institutions in California must have achieved accreditation from WASC for (1) the acceptance of baccalaureate or higher degrees that are required for the award of credentials, and (2) the evaluation and accreditation of preparation programs that must be completed to qualify for professional credentials. The requirement to have a baccalaureate degree from a regionally accredited institution is found in Education Code sections 44225(a)(1) and 44259(b)(1), and is legally required for most credentials. In 1994, the Commission adopted the following policy as recommended by the Preparation Standards Committee.

> Credentials which require the completion of a baccalaureate or higher degree will be granted only to individuals who have attained the baccalaureate degree or higher degree from a regionally accredited college or university.

Under Education Code section 44225(m), the Commission may consider requests from programs to waive one or more requirements for licensure as an educator. The Commission may grant a waiver if it finds that "professional preparation equivalent to that prescribed under the provision…to be waived will be, or has been, completed by the credential candidate..."

**Western Association of Schools and Colleges (WASC) and Academy of Art University**
AAU had a WASC visit for candidacy in spring 2006 and was granted accreditation on May 25, 2007. AAU's current WASC status is "Accredited with Notice of Concern" and the university is scheduled for a special WASC visit in fall 2016 according to Mia Lowe, WASC Accreditation Process Coordinator and the WASC's website.

**Waiver Authority**
In November 1994, the Commission reviewed and adopted policies on case by case requests to waive the regional accreditation requirement. The adopted policies consist of the following four principles.

(1) Waivers are temporary and are intended to mitigate the adverse impact of credential requirements by providing additional time for individuals to meet those requirements;
(2) Waivers are granted to enable educational institutions to achieve goals established by the state;
(3) Waivers are permissible if the outcome of such a waiver will provide significant help in addressing identified critical needs of schools and school children; and
(4) Waivers are permissible if there are accompanying mechanisms for assuring that Commission standards are not lowered and that quality of preparation is maintained under the waiver provisions.

It has been in the context of these provisions that the Commission has, from time to time, granted waivers of one or more of the requirements related to regional accreditation.

**Request for a Waiver of Regional Accreditation for Academy of Art University**
Academy of Art University, formerly Academy of Art College, has requested that the Commission grant a waiver of the regional accreditation requirement. The institution's request is limited in scope and would allow a graduate, specifically Jason Gilbertson, to be accepted into a post-graduate program of teacher preparation at other Commission-accredited institutions and would allow the degree to be accepted for the credential, subject to the completion of all other requirements.

Jason Gilbertson earned his Bachelors' of Arts in Motion Pictures and Television in June 2004 from AAU located in San Francisco. AAU was granted regional accreditation in May 2007 by WASC. A letter dated January 19, 2016 from AAU states that the degree requirements fulfilled in 2004 by Mr. Gilbertson mirror those required in 2007. The Commission also received an analysis by AAU of its graduation requirements in 2004, at the time of graduation, compared with the requirements at the time of accreditation. Both documents are provided in the appendix of this item.

Mr. Gilbertson states that he has been accepted into an Education Specialist preparation program in the Moderate/Severe Disabilities specialty area at Brandman University but, due to his degree being from an entity that did not have regional accreditation, his enrollment has been put on hold. The Commission issued a Certificate of Clearance to Mr. Gilbertson in 2012 and no other applications have been received.

Since under Education Code section 44225(m) the Commission may grant a waiver if it finds that the candidate's preparation is "equivalent" to that required by state law, the issue for the Commission's determination is whether graduation from AAU three years prior to its regional accreditation is equivalent to graduation from an accredited institution.

**Options Regarding the Granting of the Waiver**

*Option One*

The Commission could elect to deny the waiver of the regional accreditation requirement for the bachelor's degree earned by Mr. Gilbertson at AAU thereby making a strong statement regarding the importance of regional accreditation. As a result of this decision, graduates of AAU prior to 2007 would be required to complete a second degree at a regionally accredited institution and then complete a teacher preparation program, thus requiring approximately two additional years of preparation.

*Option Two*

The Commission could elect to grant the waiver of the regional accreditation requirement for the bachelor's degree earned by Mr. Gilbertson at AAU. In granting the limited waiver, the Commission might be concerned that additional individuals in similar circumstances might seek the waiver, thus increasing the number of credentials issued to individuals on the basis of degrees from non-regionally accredited institutions.

**Staff Recommendation**

Staff recommends that the Commission determine whether to grant or deny the requested waiver.

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January 19, 2016

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Commission on Teacher Credentialing:

On behalf of Academy of Art University, we would like to request a waiver of the requirement that a candidate hold a bachelor's degree or higher from a regionally accredited college or university for Jason Gilbertson who graduated with a BFA in Motion Pictures and Television in 2004. Mr. Gilbertson graduated three years before Academy of Art University achieved regional accreditation from the WASC Senior College and University Commission (WSCUC) in 2007. The Academy was nationally accredited by ACICS and NASAD (through 2023) at the time Mr. Gilbertson graduated. The Academy received eligibility to pursue initial accreditation from WSCUC in January of 2004 and achieved initial accreditation in June 2007. The Academy received a seven year grant of reaccreditation from WSCUC in 2014. We are seeking the waiver for Mr. Gilbertson because the degree requirements he fulfilled in 2004 mirror those required in 2007 at the time regional accreditation was first granted.

We hope that our request will be added to the agenda of the next Commission meeting and we would be glad to attend to answer any additional questions at that time.

Supporting documentation accompanying this request for a waiver includes Mr. Gilbertson's transcript for the BFA in Motion Pictures and Television degree granted in 2004, and the degree requirements of the BFA in Motion Pictures and Television in 2007.



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Writing for Film, Television & Digital Media

Accredited Member WASC, NASAD, CIDA (BFA-IAD, MFA-IAD), NAAB (B.ARCH, M.ARCH), CTC (California Teacher Credential)

If you have any questions or need any additional information, please do not hesitate to contact us.

Sincerely,

Joe Vollaro
Executive Vice President–Financial Aid/Compliance
Academy of Art University
79 New Montgomery Street, San Francisco, CA 94105
jvollaro@academyart.edu
(415) 618-6528

Cathy F. Corcoran, Ed.D.
Vice President of Accreditation Compliance/ WSCUC ALO
Academy of Art University
79 New Montgomery Street, San Francisco, CA 94105
ccorcoran@academyart.edu
(415) 618-6241

Dear Mr. Watters,

In regards to your request for specifics regarding how similar or different the degree requirements were from 2004 when Mr. Gilbertson received his degree and 2007 when AAU was granted regional accreditation, the only difference between curricula from both years is the Quantitative Reasoning requirement which was added after Mr. Gilbertson graduated.

The 2007 degree requirements are provided below. Mr. Gilbertson fulfilled all requirements, including the required 36 units of core coursework (details below), of the 2007 degree requirements (42 units of Major, 9 units of Art Electives, 45 units of Liberal Arts (General Education), as evidenced by his 2004 transcript, except the General Education requirement of one Quantitative Reasoning course, a degree requirement added after Mr. Gilbertson graduated in 2004.

Please let me know if you would like us to list each of the classes from his 2004 transcript that Mr. Gilbertson took in each of the unit requirement categories that fulfill the 2007 curriculum.

**2007 CURRICULUM | BFA Motion Pictures & Television**

**UNIT REQUIREMENTS**

| | |
|---|---|
| Major | 78 units (Core (Required) 36 units Other Major 42 units) |
| Art Electives | 9 units |
| Liberal Arts | 45 units |
| TOTAL | 132 units |

**DEGREE REQUIREMENTS**

Minimum 2.0 GPA
And the following general education requirements:

| | |
|---|---|
| 3 | Written Communication courses |
| 4 | Art Historical Awareness courses |
| 1 | Historical Awareness course |
| 1 | Quantitative Reasoning course |
| 1 | Cultural Ideas & Influences course |

| 2004 Transcript Course | Category | 2007 Course or Equivalent |
|---|---|---|
| LA 100 Intro to the Computer (MAC) | Core (Required) | CA3D 101 Introduction to Computer Graphics |
| FND 113 Sketching for Communication | Core | FND 113 Sketching for Communication |
| MPT 105 Still Photo Storyboarding/Super 8 | Core | MPT 105 Photo Storyboarding/Super 8mm Film |
| MPT 110 N L Comp. Editing 1 Final Cut | Core | MPT 110 Nonlinear Computer Editing 1: Final Cut Pro |
| MPT 120 Respect for Acting | Core | MPT 120 Respect for Acting |
| MPT 130 Motion Picture Language | Core | MPT 130 Motion Picture Language |
| MPT 140 Lighting 1 the Art of Seeing Light | Core | MPT 140 Lighting 1: The Art of Seeing Light |
| MPT 205 Introduction to Producing | Core | MPT 205 Introduction to Producing |
| MPT 220 Intro to Screenwriting | Core | MPT 220 Introduction to Screenwriting |
| MPT 230 NL Comp Editing 2 (Media 100) | Core | MPT 231 Nonlinear Computer Editing 2: Advanced Final Cut Pro |
| MPT 255 History of Film 1 Pre 1940 | Core | MPT 255 History of Film & Video: Pre-1940 |
| MPT 256 History of Film 2 Post 1940 | Core | MPT 256 History of Film & Video: Post-1940 |

Sincerely,
Joe Vollaro
Executive Vice President-Financial Aid/Compliance
Academy of Art University

03/25/2016

Thank you Commission for allowing me to present my case. I greatly appreciate your willingness consider validating my degree from the Academy of Art University.

My main objective is to ask the board to permanently recognize my Bachelor's degree. By doing this, you will be granting me the immediate opportunity to continue my pursuit of a special education teaching credential as well as giving me the chance to get my life back on track. This situation has caused my family a great deal of hardship and is putting a massive strain on my marriage. I beg you to please recognize my bachelor's degree.

One of the most important reasons my BFA should be recognized is because the classes I took while at the Academy of Art from 1999 to 2004 are almost identical to the classes that students who graduated in 2007 took when the Academy became regionally accredited. The only difference is that from 2007 to the present, students at the Academy graduate with regional accreditation.

In regards to the schooling I've received towards a California teaching credential, I currently have completed every class that my teacher preparation program offers for three different types of credentials. One towards a Moderate to Severe credential, a Mild to Moderate credential, and a general education elementary school teaching credential.

In regards to total teaching experience, I worked 3 years as a student aide at San Ramon Valley High School almost 20 years ago. I taught English in Thailand for three and a half years in public schools and I currently have 3+ years working solely in severely handicapped classes in Oakland in a wide range of roles.

After moving back to California and completing all the courses towards a special education teaching credential, I started working at Oakland Technical High School in its severely handicapped classroom as a substitute aide. When I started there the class did not have a full time teacher and was being lead by a substitute who had no experience in special education at all. Since I had completed special ED credential classes and had prior experience , I helped the sub put together a program that was suitable for these students. They went from sitting around bored and doing nothing all day but color in children's coloring books, to busily working on functional living and academic skills while working to reach their current IEP goals. I lesson planned, taught, and helped maintain progress of IEP goals. I managed classroom staff, collaborated with school staff and other district specialists all as a substitute aide.

When my substitute aide contract could no longer be extended, I went to Redwood Heights Elementary School in Oakland. I was hired on as a 1 on 1 intervention specialist to a young child with dual diagnoses of Severe Autism and Down syndrome.

During the early part 2014 – 2015 school year that class lost its teacher due to personal reasons. From the day that teacher left, I again, like at Oakland Tech, stepped up out of my contacted position and co-taught the class with many different substitutes who often had no experience in special education and some with no teaching experience at all. There were many days when a substitute could not be found at all. Since I was the aspiring teacher with all the credential classes and experience under my belt, the staff, parents, and even the students pleaded with me to take charge and keep the class from spiraling out of control. And I did just that. And as fate would have it, I also ended up teaching the ESY summer school program that year as well.

This current 2015 – 2016 school year a full time teacher could not be found to teach this class so Oakland Unified moved forward to get me a staff permitted teaching position. I acted out of my contracted role and taught the class. However, on October 30th, I was called out of the class mid lesson, and fired from this staff permitted teaching position because my BA was not recognized by the state due to the lack of WASC accreditation the year I graduated even though the university is WASC accredited now and became so three years after I graduated.

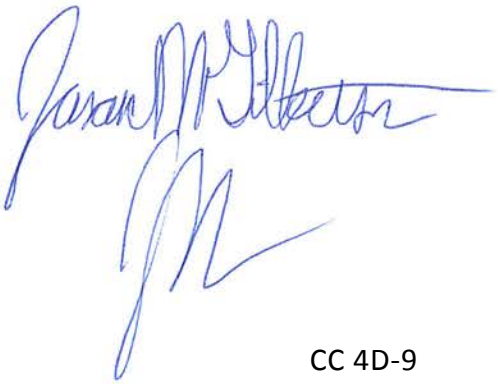
The parents pleaded that I stay and not abandon them or their young children so I decided that instead of accepting defeat and hanging my head low I chose to take a sizable pay cut and went back to my previous position as a 1 on 1 aide. However, I still to this very day, act out of that contracted position and teach by myself or co-teach with inexperienced substitutes to make sure these children have the right to the best education they can get.

I beg you to please look beyond this technicality of regional accreditation and take a chance on an educator who is not going to quit on his students or the system that educates and prepares them for life.

You won't find one person in this district, this school or this classroom who will tell you that I'm not 100% committed and dedicated to these special and wonderful children. I am a California boy with a grizzly bear spirit that rages in my soul. I love California. This is my home.
I ask you to please allow me the chance to become a fully certified and recognized teacher of this glorious state like my parents and grandparents before me.

Thank you.

Jason Michael Gilbertson



*Teri Clark, Director*
*Professional Services Division*
*Commission on Teacher Credentialing*

*March 25, 2016*

*Dear Ms. Clark and Members of the Commission,*

*As the parents of Jason M. Gilbertson, who paid his tuition to The Academy of Art University in good faith, we are hoping you will find a way to recognize his degree. We were so excited in 1999 when Jason was accepted to AAU. After watching him struggle through school for thirteen years, many of them without accommodations for his documented learning disabilities, we regarded it a victory. It never occurred to us that eleven years later we would be told his degree was "invalid" because AAU was not Regionally accredited (although Nationally accredited) the date of his graduation. He worked diligently and completed his degree in four years, a testimony to his work ethic. Turns out he would have been better off taking his time and graduating in 2007. We have studied the syllabus and requirements for his degree in 2004 and 2007. They are the same. He was taking classes with students in 2004 who, as luck would have it, graduated the year AAU became WASC accredited. We feel Jason is being unduly punished for something out of his control.*
*As retired teachers with 35 years in the classroom each, we are hoping you will validate his degree so he can continue his quest to become a teacher of Special Ed students. We have seen him in action and know he has the gifts of understanding, patience and love. We have met the mother of his 1on1 student who thanked us for our son because he has made such a difference in the life of her son. We have read numerous letters of recommendation attesting to the fact he is effective in the classroom and belongs there.*
*Both of us went through several WASC accreditation visits during our careers and are familiar with the criteria and standards that must be met by the school. We also know that sometimes schools are not accredited because of other issues not related to the work of the students themselves. We believe Jason falls into this category. The fact that AAU did not formally become WASC accredited until three years after his graduation is not a refection of his efforts, but rather an administrative decision made by the university. Jason needs a chance to get on with his life. He has 45 post grad units towards his teaching credential at Brandman University with Student Teaching and tests, unrelated to Special Education, remaining.*
*It is hopefully within the power of this Commission to validate Jason's Bachelor of Fine Arts so he can reach his full potential as a teacher. He has students waiting for him at Redwood Heights Elementary and there will be countless others during his career who will benefit from his knowledge, compassion and courage.*

*Respectfully yours,*

*Lucia and Scott Gilbertson*

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

**Network 1**
**Sara Stone**
**Deputy Superintendent**
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607-4099
Office: 510-879-8133

November 4, 2015

To Whom It May Concern:

I am writing to recommend Jason M. Gilbertson for a teaching position. I have had the opportunity to get to know Mr. Gilbertson during the 2012-2013 school year as he worked as a substitute Aide and then Intervention Specialist at the school where I was the principal. Throughout the time I have known Mr. Gilbertson, I have been impressed with his great communication skills, his ability to learn quickly, and his ability to work with children in a sensitive manner that allows them to grow both socially and emotionally.

During the time I supervised Mr. Gilbertson, he mainly worked as a one to one aide with a student who has both severe Autism and Down Syndrome. He was an incredible support to the Special Education program and helped to create a space where this student, as well as all students can be successful. Mr. Gilbertson went above and beyond the scope of work for a substitute Aide in order to become trained and to find ways to support this student and others. Not only did he work hard to help this student, he was instrumental in enabling this student to make quick and sustainable growth. In addition to this work, he helped teachers with curriculum planning and was available for behavior consultations about how to best work with this and other students.

Mr. Gilbertson is, highly professional, organized, caring, and consistently successful in communicating with his colleagues. He works well, as a part of a team, to determine the best way to support students so that they can be successful. He is the kind of person who is meant to be a teacher. Mr. Gilbertson will be a huge benefit to any program or institution.

If you have any further questions about his qualifications, please do not hesitate to contact me.

Respectfully,

Sara Stone
Network 1 Deputy Superintendent

OAKLAND UNIFIED SCHOOL DISTRICT

expect Success

March 24, 2016

Stephanie Taymuree
Redwood Heights School
4401-39th Avenue, Oakland, CA
510-531-8436 (classroom)
925-708-5012 (cell)

RE: JASON GILBERTSON
Letter of Support

To CALIFORNIA COMMISSION ON TEACHER CREDENTIALING,

I am writing this letter in support of my colleague, Mr. Jason M. Gilbertson, as he continues the pursuit of securing his California teaching credential.

I have been a special education teacher at Redwood Heights School since 1991, providing services for K-5th grade students with complex communication needs. For the past three years, I have had the pleasure of working alongside and co-teaching with Mr. Jason Gilbertson.

The TACLE Program (Technology & Augmentative Communication for Learning Enhancement) at Redwood Heights School has had the good fortune throughout our 25 year history of attaining extraordinary paraprofessional staff and teachers to educate our students. Mr. Gilbertson came to us as a quality intervention specialist pursuing his teaching credential, and has remained with us for approximately 3 years now. Immediately evident and throughout his time with us, Mr. Gilbertson has been an extraordinary educator, team leader and an involved professional. Working together with him is a delightful and professionally rewarding experience for me and for the entire Redwood Heights community.

TACLE is a program of many complex components - development of Individual Educational Plans and the subsequent managing of a personalized curriculum in each academic area, modification and adaptation of the general education curriculum for included students, coordination of student schedules, supervision of paraprofessional staff, consultation with general education staff, ability awareness and training of the Redwood Heights community, etc.

Unfortunately, throughout this academic year and last, the primary level TACLE class (grades K-2) has had a series of substitute teachers as we have been unable to find a qualified permanent teacher. Under my direction, Mr. Gilbertson frequently assumed the role of teacher expertly maintaining the culture, schedule, behavior and academic rigor of the program. As a teacher, he is dynamic, intuitive, charismatic and skillful in his interactions with students, parents, paraprofessional colleagues, and certificated staff.

Utilizing current technologies and best practices in teaching, Mr. Gilbertson was able to implement a robust, personalized curriculum and customized augmentative communication system for each student. The classroom environment was vibrant and "safe" infused with Mr. Gilbertson's compassion, patience and skill. Students who initially exhibited a lack of confidence and minimal effective means of communication quickly attained the desire and enthusiasm to become initiators of communicative interaction using the systems and strategies that he helped to develop and implement. It is evident that Mr. Gilbertson understands the social-emotional, communicative and academic needs of each student; and works tirelessly with patience and care.

Mr. Gilbertson also demonstrates the ability to manage the classroom staff (paraprofessionals and 1:1 nurses), and he has acquired their respect and confidence as a lead teacher in the absence of an effective substitute teacher. He has been able to problem-solve and respectfully work toward resolution of any staff issues or concerns. He participates in District professional development opportunities - facilitation/scaffolding techniques, behavior management techniques, speech generation device training, data collection and charting, etc. He has also demonstrated leadership in the ability to consult and collaborate with other Redwood Heights students and general education staff in order to maintain an accepting and inclusive school environment.

Mr. Gilbertson is a leader and an intuitive special educator, always demonstrating the utmost in work ethic and empathy.

I highly recommend Mr. Gilbertson for consideration of a Calironia teaching credential. Any school community, classroom, family and student would be most fortunate to have the opportunity to work with him. I know that he will be an asset to wherever he is employed. To deny him a credential will be a terrible loss to the special education students of California.

Respectfully submitted,

*Stephanie Taymuree* M.S. - SLP

Special education teacher

Stephanie Taymuree

**Programs for Exceptional Children**
Cole School Site
1011 Union St., Oakland, CA 94607
Phone: (510) 879- 8154 Fax: (510) 874-3756

OAKLAND UNIFIED SCHOOL DISTRICT
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03/22/2016

To Whom It May Concern:

I am pleased to write a letter of recommendation for Mr. Jason Gilbertson. Over the 3 plus years I've known Jason he has continuously exhibited solid character, initiative, and strong work ethic. He understands the importance of contributing his part as a team member in the classroom.

In his role as an Instructional Support Specialist at Oakland Unified School District, Jason has helped many students in our TACLE (Moderate/Severe program) excel and reach many of their goals. Many of his roles include developing lessons that are appropriate & differentiated, working with students on their IEP goals, and completing dedicating himself to help the teachers and staff make sure all of the students needs were being met. He works well with diverse groups of staff, collaborating in IEP support and taking on leadership roles when teachers are absent. Jason understands and balances the differing and unique needs of the team and effectively manages team dynamics. He maintains his primary focus on student success and effective classroom collaboration in teaching.

As an Instructional Support Specialist, Jason takes great pride in the accomplishments of all students, and this mobilizes him to even greater achievement. Jason has also countlessly taken on the role of the teacher when there were staffing challenges. He has always gone above and beyond in his role.

Jason is a warm and caring person who shows a sense of caring towards both student and their families. He is an asset to Oakland Unified School District. Please feel free to contact me anytime for any further questions.

Neena Bawa Bhathal
School's Director
Programs For Exceptional Children
Oakland Unified School District
(909) 702-0369

**Redwood Heights Elementary School**
**Cynthia Bagby, Principal**
Oakland Unified School District
4401 39th Ave.
Oakland, CA 94619
(510) 531-6644
Fax (510) 531-6616
www.redwoodheightsschool.com

OAKLAND UNIFIED SCHOOL DISTRICT
*Community Schools, Thriving Students*

March 21, 2016

To California Commission on Teacher Credentialing,

Mr. Jason M. Gilbertson is currently one of the most dynamic educators I have witnessed as a teacher. It has been a joy to work with Jason. He is a talented, dedicated, highly intentional and extremely patient, caring teacher with an innate ability to connect with children.

Over his 3 years of teaching at Redwood Heights Elementary School, Mr. Gilbertson has focused his instruction on students in our **Technology & Augmentative Communication for Learning Enhancement Program**, by maintaining a high standard of rigor and building relationships that has attained success with students and parents of this program. Jason has an incredible ability to interact and inspire students most especially a young boy with severe Autism and Down syndrome. Under Jason's guidance this child has made leaps and bounds way above what anyone thought possible. He has changed this child's life in such a wonderful way and the parents couldn't be happier.

Even greater, Mr. Gilbertson has gone above his role as an intervention specialist and has led our TACLE class as its teacher. Due to staffing challenges we've been without a teacher for quite sometime, but you wouldn't know it thanks to Jason. He's been helping maintain a strong consistency of high expectations that is helping the students succeed. He has led the class on his own or by helping countless substitutes who have always greatly relied on him to help get them through the day. Due to Jason's willingness to step up when he's been needed most, he has developed the ability to modify his instruction within a lesson, to meet the needs of his students and provide access for all students to learn within the context of appropriate rigorous instruction and high expectations. As a regular part of his practice, he assesses and determines the need of the student on the spot and makes adjustments based on the success rate of the students. These strategies, coupled with his high level of personal regard and relationship with his students and families contribute to his high level of success as a teacher.

Mr. Gilbertson is dedicated to the achievement of all students at Redwood Heights. He makes sure that each student he comes into contact with feels welcomed and special. He works tirelessly and exemplifies what it means to be a teacher by modeling high expectations with care for every student, taking on new challenges, and constantly persisting to do more. I need Mr. Gilbertson at Redwood Heights Elementary School. He is a great asset to the Oakland Unified School District and the teaching profession in it's whole.

It gives me great pleasure to highly recommend Mr. Gilbertson as a candidate for teaching. He is more than capable. Please do not hesitate to contact me at 510-301-5351 if you should have any questions regarding this recommendation.

Cynthia Bagby-Ellison, M.Ed.
Principal
Redwood Heights Elementary School

July 14, 2015

Re: Letter of Reference
Jason Gilbertson

To Whom It May Concern:

Jason Gilbertson is an example of the teacher and aid every parent could ever want. He has been our son Andrew's teacher and one on one aid for the past two years which includes ESY summer school programs.

His light-hearted, no-nonsense, get things done approach is extremely effective. Mr. G (that's what we call him) is a task master and at the same time he is loving, positive, and reassuring.

Mr. G is also a great communicator. An example of this is when we arrive to pick Andrew up from school. He gives us a brief summary of how Andrew's day went. We trust Mr. G without reserve and Andrew holds him in a very high regard as well.

As a result of Mr. G's work with Andrew, we have noticed a significant increase in Andrew's independence, his awareness to his surroundings, verbal requests, routines, and the classroom structure. It's been amazing to see these two make the progress they have made over the past two years.

Mr. G and Andrew have a wonderful relationship, all you would need to see is how they greet each other in the morning. We believe it is because of Mr. G's genuine gift and love of teaching that has made the difference in Andrew's education and life experience.

There is no doubt that Mr. G will touch many lives and impact not only the exceptional children – but also their parents like he has touched our hearts. We hope this letter of recommendation will serve this honorable and gifted teacher so that other families can experience what our family has.

Sincerely,

Kevin Allen

Daphany Allen

**Sara Stone, Principal**
Redwood Heights Elementary School
Oakland Unified School District
4401 39th Ave.
Oakland, Ca. 94619
phone: (510) 531-6644 | fax: (510) 531-6616 | email: sara.stone@ousd.k12.ca.us
www.redwoodheightsschool.com | www.ousd.k12.ca.us | www.thrivingstudents.org

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March 3, 2013

To whom it may concern:

I am writing to recommend Jason Gilbertson for a position with your organization. I have had the opportunity to get to know Mr. Gilbertson during this school year as he worked as a substitute Aide and then Intervention Specialist at the school where I am the principal. Throughout the time I have known Mr. Gilbertson, I have been impressed with his great communication skills, his ability to learn quickly, and his ability to work with children in a sensitive manner that allows them to grow both socially and emotionally.

Mr. Gilbertson has mainly worked as a one to one Aide with a student who has both Autism and Down Syndrome. He has been an incredible support to our program and has helped to create a space where this student can be successful. Mr. Gilbertson has gone above and beyond the scope of work for a substitute Aide in order to become trained and to find ways to support this student. Not only has be worked hard to help this student, he has been instrumental in this student making quick and sustainable growth. In addition to this work, he has helped teachers with curriculum planning and has been available for behavior consultations about how to best work with this student.

Mr. Gilbertson is, highly professional, organized, caring, and consistently successful in communicating with his colleagues. He works well, as a part of a team, to determine the best way to support students so that they can be successful.

Mr. Gilbertson will be a huge benefit to any program or institution. I highly recommend him for this position. If you have any questions please contact me at (510) 531-6644

Sincerely,

Sara Stone
Principal

Leah Waarvik and Jennifer Flanigan

[redacted] Oakland, CA 94619 Phone: [redacted]
E-Mail [redacted]

December 4, 2015

To Whom It May Concern:

We are writing this letter in support of Jason Gilbertson obtaining a teaching position.

We have known Mr. Gilbertson or as we refer to him Mr. G, for over a year now as he works in an SDC Special Education classroom at Redwood Heights Elementary School, which our son Seamus has, been a part of. The children in this class range in age from 5 to 10 and have a wide array of special needs.

When we started our son Seamus in the program there's been a consistent problem in finding a qualified teacher for the class after the original teacher resigned due to personal issues. The reason I mention this is because of how Mr. G has handled this unfortunate and lengthy situation. Mr. G has been massive part of the glue that's been holding our class together ever since the original teacher left. During this long and difficult situation, he's been there time and time again for our children and for us parents as well. He's stepped in and taken over the class as the teacher countless times when substitutes could not be found or when they were inadequate to teach. He's been a valiant leader who's a kept the class from spiraling out of control by offering a positive, safe and consistent learning environment. He's an incredible teacher who the students love to be with and work for. We've observed Mr. G teach on several occasions and have noticed how well our son and the other children respond to him. They just love him. He's fun and energetic and he has this incredible ability to motivate students. Just by watching him you can tell how much he loves to teach. He's a natural. Mr. G possesses that spark that makes him stand out from the rest. We think that what he has is something very special and hard to find. His dedication and caring for our son, other students, and parents is exceptional. We would highly recommend that Mr. G be considered for a teaching position.

If you have any questions please feel free to reach out to us by phone or e-mail or better yet go see him in class. Thank you for considering our request. Rest assured, that if the decision were made to allow him to become credentialed, you would be making the right decision for the future of Special Ed in California.

Sincerely,

Leah Waarvik and Jennifer Flanigan

OAKLAND UNIFIED SCHOOL DISTRICT | Community Schools, Thriving Students

November 10, 2015

To whom it may concern:

This letter is being written in support of Mr. Jason Gilbertson. I have worked regularly with Mr. Gilbertson since 2012, where he has been employed as an Intervention Specialist in the TACLE (Technology & Augmentative Communication for Learning Enhancement) special day class at Redwood Heights Elementary School. The TACLE classes educate students with complex communication needs and severe physical impairments by:

- Developing appropriate augmentative and alternate communication systems for each student.
- Developing the appropriate assistive technologies to access the academic curriculum.
- Providing academic instruction in the District-adopted kindergarten through 5th grade curriculum, the Unique Learning Systems special education system and the Early Literacy Skills Builder special education curriculum.

During the time I have worked with Mr. Gilbertson I have observed him to be reliable and professional. He has demonstrated genuine care and compassion for the students in TACLE, many of whom have complicated medical diagnoses such as cerebral palsy or autism spectrum disorder. Mr. Gilbertson always has a positive attitude and consistently encourages students to try their best. He is a fast learner and I have observed him learn and implement and adapt therapy and behavior management techniques in a short time. I have witnessed many students make great gains as a direct result of Mr. Gilbertson's interventions.

In addition to working with the students, Mr. Gilbertson consistently collaborates with the rest of the staff, both in the TACLE program and the rest of the school community. He is always willing to help when needed and makes himself available when we have been short staffed.

I strongly recommend Mr. Jason Gilbertson for a teaching position in special education; he will be an asset to any setting. Please feel free to contact me for more details.

Sincerely,

C. Colón Hopkins

Claire Colón-Hopkins, M.S., CCC-SLP
Speech-Language Pathologist
Redwood Heights Elementary School
Oakland Unified School District
chopkins.slp@gmail.com
[redacted]

**Programs for Exceptional Children**
Cole School Site
1011 Union St., Oakland, CA 94607
Phone: (510) 879- 8154 Fax: (510) 874-3756

**Laura Figueroa Occupational Therapist**, Programs for Exceptional Children

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

November 4, 2015

To Whom It May Concern:

My name is Laura Figueroa and I am an Oakland Unified School District Occupational Therapist and have had the pleasure of working with Mr. Jason Gilbertson in a special education classroom at Redwood Heights Elementary School over the past 2 school years. His presence in this classroom has provided stability and consistency for the students during various challenges faced by the classroom including inconsistent staffing, teacher turnover, and challenging student behaviors. "Mr. G" (as he is affectionately known at Redwood Heights) works calmly with students with challenging behaviors by providing clear directions and immediate positive feedback, which in turn positively affects their behavior and their abilities to learn in the classroom. Mr. G has maintained his own positive attitude and "can-do" spirit even when staff morale was low due to frequent absences of the head classroom teacher last year. In these situations, he has stepped up to lead the classroom through their daily routines and lessons, and consistently implements curriculum to work on students' IEP goals.

When the previous classroom teacher did not return to her position this fall, Mr. G has been functioning as the long-term substitute in the classroom, and has hoped to become the permanent classroom teacher after receiving his credential to teach in California. With the recent news that his BA degree may not be recognized in the credentialing process, I am writing to advocate strongly for him to receive his teaching credential. His experience, his connections with the students, and his dedication to teaching are indicators he should continue to serve as a classroom teacher. Losing Mr. G as a teacher at Redwood Heights would be a huge disappointment to this community, and more importantly, to the students and families who depend on his presence every day at school.

I am happy to answer any questions you may have about Mr. G's work at Redwood Heights. I have very much enjoyed working with him and am hopeful he may receive his credential and continue in his teaching position at Redwood Heights.

Sincerely,

Laura Fig MS, OTR/L

Laura Figueroa, MS, OTR/L
Occupational Therapist
[redacted]

OAKLAND UNIFIED SCHOOL DISTRICT

REDWOOD HEIGHTS ELEMENTARY SCHOOL
4401 – 39th Avenue
Oakland, California 94619
(510) 879-1480
FAX (510) 879-1489

Maureen Gilhooly
AAC Educator,
TACLE Program (Technology and Augmentative Communication for Learning Enhancement)
Redwood Heights Elementary
4401 39th Avenue
Oakland, CA 94619

June 11, 2015

Dear Ladies and Gentlemen,

This is a letter of recommendation for a gifted and inspired teacher to be, Jason M. Gilbertson. Our staff and I had the pleasure of working with Jason in the TACLE program from December 2013 thru July 2015. The TACLE program works with students with a wide range of diagnoses (Cerebral Palsy, Autism, Medically Fragile). We in the TACLE program develop communication systems for students who have significant challenges with speech. The students use wheelchairs, power chairs, walkers, adaptive seating, speech devices, adaptive switches and various special adaptive equipment to access their environment. We have nurses in our class to assist with our very medically fragile students.

Jason worked in the position of intervention specialist. He worked specifically as a 1:1 with an eight-year-old student, diagnosed with severe autism and intellectual disability. He went above and beyond that role, taking on duties with other students due to short staffing. Jason came on board as this new student with autism was added to our classroom in the middle of the school year. The transition was very difficult, as we had not received adequate lead time to receive this new student. The transition for this student improved immensely as Jason was brought on board. With no previous experience working with student's with autism, Jason quickly ramped up to his new duties. He developed a great rapport with his assigned student. He is a responsive, caring team member, who while developing effective routines for his assigned student, also developed great rapport with the large staff, nurses, and most notably with the entire class of students and parents.

Jason is quick to observe, document and articulate the needs of the students. He takes initiative in communicating with staff and teachers his observations and ideas for strategies to assist the students.

In working with his assigned student and other children, he helped problem solve and develop routines and activities to help the students manage their day. Jason worked with picture schedules and photo cards. He did considerable modeling of school routines and functional living skills, utilizing specific reinforcement strategies (music, handheld sensory items) that were presented by a behaviorist. Jason also incorporated strategies from the district occupational therapist, integrating a pressure vest and weighted lap pillow to assist his student when he needed sensory input, to help the student sit and attend. Jason also used technology on a daily basis to assist the student, programming items into an iPad to enhance the student's receptive language skills and finding essential apps to help with reinforcement of positive behaviors.

Jason's facilitation of these interventions were very effective in that Jason would gauge the student's needs all the while continuously expecting high performance from his charge.

His student progressed significantly under his tutelage, from not being able to sit for more than a few seconds, to sitting for 15 to 20 minutes. The student would not engage in daily adaptive life skills, classroom activities, he would sit in the corner, perpetually spinning objects. He often eloped as well.

With Jason's caring guidance, the student can independently perform many life skills including, but not limited to, hanging up his backpack, jacket, putting on and removing articles of clothing, wash hands, throw out trash, eat with spoon, retrieve items from backpack, self soothe through breathing techniques, vocalize when finished with food or activity, follow simple commands, go to playground, library and climb stairs. The student follows a schedule and can now request items with picture cards, - picture of ball for recess, picture of iPad for break.

I would highly recommend Jason for any teaching position. He has a passion for working with children, an innate intuitive talent for bringing out the best in his students.

We are sorry to see him go, but understand that he is moving on to pursue his teaching career.
Please feel free to call me with any questions or further information with regards to Jason Gilbertson and his classroom experience.

Maureen Gilhooly

Maureen Gilhooly
AAC Educator
[redacted]

**Programs for Exceptional Children**
Cole School Site
1011 Union St., Oakland, CA 94607
Phone: (510) 879- 8154 Fax: (510) 874-3756

**Dominic Cacioppo M. ED. Program Specialist**, Programs for Exceptional Children

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

12/17/2015

To whom it may concern,

I have had the great pleasure of working with Mr. Jason Gilbertson since the beginning of this school year of 2015/16. Among so many of Mr. Gilbertson's strengths, I have found him to be a highly efficient and organized teacher. He has excellent classroom and behavior management skills and is a "natural" in the classroom and school environment. He adapts his curriculum well to the learning style and unique needs of his students who have severe cognitive and language delays. He is able to run large and small groups addressing and engaging each student's various academic levels and learning styles. He is very reliable and respected by his peers and staff as well as parents. He leads his class and staff remarkably well. He is also very pleasant and easy to work with. It is with much confidence that I highly recommend Mr. Gilbertson in all his endeavors. I feel strongly that he would make an excellent addition to any school setting. If you have further questions, please call me at 415 215 4742.

Sincerely,

Dominic Cacioppo M. Ed.
Program Specialist
Oakland Unified School District

**Redwood Heights Elementary School**
4401 39th Ave. Oakland, California 94619
(510)-531- 6644 Fax (510)-879-1489

**Maria Lancaster Intervention Specialist**, Programs for Exceptional Children

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

1/22/2016

To whom it may concern:

I'm writing to give my highest recommendation to my co-worker, Mr. Jason Gilbertson. I have worked with Mr. Gilbertson since 2013 in a special education classroom called "TACLE," which stands for "Technology & Augmentative Communication for Learning Enhancement." This program at Redwood Heights Elementary School teaches mostly non-verbal young children, to find their voices through communication devices, sign language, and speech.

Mr. Gilbertson is a very capable teacher and I can attest to his ability, character, and work ethic. He engages students in the classroom and inspires them to participate. He has a fun, shimmering personality and the students are happy around him. He loves his students and is concerned for their learning and overall development.

Our special class has suffered a tremendous amount of difficulty this past year when one of our permanent teachers quit. Since then we've had a barrage of mostly "highly unqualified" substitute teachers in our classroom. All these new faces and inconsistency has been extremely difficult on our students, staff and parents. Without a doubt, Mr. Gilbertson has been the glue that has been keeping this class together. I can't imagine what things would be like if he were not here. For almost an entire year he's been leading and quite often teaching this TACLE class. He's acted way above and beyond his contracted duties for quite sometime in order to ensure that these young children receive the best education they can under these tough circumstances. For that, I whole-heartedly praise his dedication to the students and public education in general.

Mr. Gilbertson is an intelligent and reliable leader who can be counted on to put in more than his share of work. He cares deeply for students, staff and parents. He is supportive, collaborative, open minded, and flexible. I know he will be an asset to any field of education and therefore, I highly recommend Mr. Gilbertson be given a teaching position. If I can answer any questions for you, please feel free to contact me at 510-479-6373 or bjlancaster1@yahoo.com.

Very respectfully,
Maria Lancaster
Intervention Support Specialist

OAKLAND UNIFIED SCHOOL DISTRICT

**OAKLAND TECHNICAL HIGH SCHOOL**
4351 Broadway
Oakland, California 94611
(510) 450-5400 ✦ FAX (510) 450-5428

To whom it may concern,

This is a letter of recommendation for Jason M. Gilbertson, a substitute Para Educator who I've had the great privilege of working with during the 2013- 2014 school year at Oakland Technical High School. I am a substitute teacher myself who has been leading a Severely Handicapped Functional Living classroom at Oakland Technical since the beginning of this school year. Due to certain unknown factors, a permanent teacher could not be found to fill this position and I've done my best to take it over.

Mr. Gilbertson came to our class in mid September and right off the bat; I realized he had a wonderful talent for working with severely handicapped students. Every day Jason brings a wonderful, positive energy that excites the students and brings life to the class. His constant use of positive reinforcement inspires the students to do the very best they can. Jason went above and beyond the duties of a normal Para Educator by taking on extra responsibilities. Without being asked, Jason took it upon himself to develop and teach daily lesson plans as well as create materials for student use. He also created a stunning visual class schedule as well as individual class schedules for each student that helped us all stay on task throughout the day.

In my opinion Mr. Gilbertson is more than qualified to lead his own class.

Although I count on Jason immensely to help develop, plan, and teach lessons I believe his abilities would be better suited for his own classroom. If I can be of any further help, please do not hesitate to contact me at [redacted]

Sincerely,

Mr. Julian Lucas

Julian Lucas

**Redwood Heights Elementary School**
4401 39th Ave. Oakland, California 94619
(510)-531- 6644 Fax (510)-879-1489

**Thuy Van Broach, RN, BSN, PHN School Nurse**, Programs for Exceptional Children

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

To whom it may concern,

1/21/2016

I am writing this letter in support of Jason Gilbertson in his teaching career. I have known Jason for 3 years through his work as an Intervention Specialist and Teacher at Redwood Heights Elementary for Oakland Unified School District.

As an Intervention Specialist, Jason work among student with multiple disabilities. He is patient, kind, and hardworking. He assisted his students with their daily lessons, assisted to modify their behavior and taught them to use their voice and be independent. I had the pleasure to work with Jason when he assisted me with the students for Vision and Hearing screening. He was able to help direct their attention and assist them with the screening. Students respect him as an authority figure and they feel safe with him.

As a teacher, Jason displayed tremendous knowledge of his student's needs, which ranges from social emotional, medical, and educational, etc. He showed great leadership skills, classroom management, and understanding the challenges that his students exhibit. During his time as a teacher, I witnessed his ability to manage his classroom by himself, his students engaging in their education, and their independence. Jason took his time to learn about each of his students, their strengths and weakness, their likes and dislikes and utilized that knowledge into their individualized education plan. Jason is a fun, enthusiastic, motivated, and passionate teacher. In his positions working with students in the special education population, he demonstrated compassion, patience, and openness. He took the challenges of a student's "hard day" as a learning experience. Those experiences not only taught him how to better assist his student during their time of crisis, but also an experience he can teach them about how to manage those emotions. I observed some of his students that I have known for years, improved on their behaviors. They are now able to independently perform helper's task, vocalize some of their wants and needs, quietly sits and waits for instruction.

Lastly, I believe Jason will be an amazing teacher wherever he lands. His students will be lucky to have him. He shows such a caring, warm, and safe environment for his students to learn and explore their world in their own way. I wholeheartedly support Jason. Please feel free to contact me with further questions.

Sincerely,
Thuy Van Broach, RN

Thuy Van Broach, RN, BSN, PHN
School Nurse
Oakland Unified School District
[redacted]

RO HEALTH

January 20, 2016

To whom it may concern:

It is with great pleasure that I write this letter for Mr. Jason Gilbertson. I have worked closely with Mr. Gilbertson since 2014, where he has worked as an Intervention Specialist & then the teacher in the TACLE (Technology & Augmentative Communication for Learning Enhancement), special education program at Redwood Heights Elementary School.

During my time working with Mr. Gilbertson I have observed his compassion and care for the students in TACLE. These young students have varied medical diagnoses including Cerebral Palsy, Autism and Down syndrome. Mr. G (as we call him) is absolutely amazing with these kids. He's firm yet gentle and he has this incredible ability to make students want to work for him. He inspires them in fun & creative ways and that makes them want to do the best they can. I've been watching students work with Mr. G in this manner for the past several years and it's absolutely inspiring to witness. When a student tries to complete a task, Mr. G always feeds them a ton of verbal praise. I mean he really shows them how much he cares. He'll give them fist bumps, clap out loud, make funny noises or even stand up and dance in the middle of the classroom. The kids love it. They feed off of his fun and energetic personality. When a student completes a task, Mr. G always reinforces them with some form of positive feedback.

If a student is struggling, Mr. G will give that child the attention he or she needs. He'll slow things down and take the time to help a student grasp a difficult concept. He takes it upon himself to figure out new ways to help a child find success with just the right amount of guidance & positive reinforcement. He'll keep coming back with new ideas or methods on how to help a student overcome an obstacle. His, "can do" attitude makes this program and effective one. I believe that Mr. Gilbertson is an amazing teacher and I strongly recommend him for any teaching position.

Sincerely,

Karla Flores

Karla Flores, A.D.N, LVN, School Nurse Ro Health

Oakland Unified School District

Redwood Heights Elementary School

[redacted]

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

**Franklin Elementary School**
915 Foothill Boulevard
Oakland, CA 94606
(510) 874-3354 (office)
(510) 874-3358 (fax)

June 18, 2012

To whom it may concern:

This is a letter of recommendation for Jason M. Gilbertson, a gentleman who has been volunteering regularly in my third grade classroom since early February 2012. I teach at Franklin Elementary School, a K-5 public school in the Eastlake neighborhood of Oakland, California. The students who populate Franklin represent six continents and speak over 20 different languages.

I highly recommend Mr. Gilbertson for employment as a teacher. When he first began working in my classroom, I was impressed by his ability to speak directly with young students about what and how they were learning. Students were always eager to work with him because Mr. Gilbertson critically listened to them and helped them realize that their ideas were unique and important.

After the first week of observing lessons in our classroom and working one-on-one and small intervention groups, I could tell that Mr. Gilbertson was more than ready to begin teaching lessons. His first lesson was a well-planned and energetic English Language Development (E.L.D.) lesson. I remember sitting in the back of the classroom taking observation notes and realizing that Mr. Gilbertson was a natural teacher who engaged all of the students in his lesson. From that day on, Mr. Gilbertson successfully taught E.L.D. daily for three weeks straight. After that, he began teaching a variety of Math and English Language Arts lessons regularly and with the same success. He was always very flexible with his instruction, and was very open to suggestions and criticism. All of his lessons were differentiated and accommodated to the variety learning styles in our classroom. He regularly spent over thirty minutes reflecting on his lessons and my observation notes. Mr. Gilbertson learned how to assess student learning, and adjust his lessons accordingly. By the end of the year, Mr. Gilbertson had volunteered and logged over 220 hours and contributed greatly to both my students' and *my* learning. As a result of Mr. Gilbertson's teaching in my classroom, my lessons have become more kinetic and I have become a better teacher.

I appreciate Mr. Gilbertson for his professionalism and dependability, and, again, I highly recommend him for employment without any reservations. He will be an asset to any school and a superb educator. Please do not hesitate to contact me with any questions.

Sincerely,

Richard Arjun Cuthrell
Third Grade Teacher
Franklin Elementary
[redacted]

April 9, 1998

From: John Blake
C-9

To Whom It May Concern:

This is a letter of reccomendation of why we in C-9 believe our friend, Jason Gilbertson, should be elected "Student of the Month" for San Ramon High School. He is an aide for our class 5th period and has been an aide the entire year for us. Our class is special education for the very challenged student. We need mature, serious, and hard working general education aides to help us run our program and mainstream our kids into the flow of campus life. We rely heavily on students like him daily.

Jason is a student that I, John Blake, met last year. I could tell in the short 40 minute period that he played basketball with my student and I, that he was someone I wanted in my program. He has a very relaxed, cool, and easygoing way around the kids which attracts them to him. Despite his large stature, they feel at ease and not intimidated whatsoever. The students in this class thoroughly enjoy his mild manner. Students look forward to his company daily. They learn from him how to accomplish complicated living skill tasks necessary for independent living.

From a teacher's standpoint, Jason has been the perfect help for this class. He is asked to do a very wide range of tasks for this class. One day, we could ask him to work in the cafeteria to cover for us. The next day, he could be working with a student teaching them to buckle their fanny sack. On the third day, we could ask him to help a student cook, clean, or shop for their lunch in the cafeteria and pay for it. He will do these tasks and many more without hesitation. The staff at C-9 always put "Big J" to work as soon as he comes through the door. We know he is a student helper that we can count on to be asked only once and get the job done to the best of his ability. He has a likable nature and funny sense of humor that makes him a joy to be around in this class. Couple that with his caring generosity and we have who we believe should be "Student Of The Month" for San Ramon High School.

John Blake
C-9

SIAM
SIAM COMPUTER & LANGUAGE SCHOOL
โรงเรียนสยามคอมพิวเตอร์และภาษา

March 10, 2010
**With reference to Mr. Jason Gilbertson**

Dear sir or Madam:

Jason has been employed at SIAM Computer & Language School as a part-time English language teacher since July, 2008. In this position he works in our language centers and at a number of government schools. He has demonstrated an enthusiasm for the teaching profession and a real concern for the progress of his students.

Jason has attended teaching workshops/training sessions and has always been eager to apply new knowledge in the classroom. This eagerness for self-improvement makes Jason an ideal candidate for further studies.

He has proven himself to be very professional and performance feedback from the schools has always been positive. I am completely satisfied with Jason's performance and am pleased to have him as part of the SIAM team.

Should you wish any further information, please do not hesitate to contact me at: patrick@siamcom.co.th.

Yours sincerely

***Patrick Valeriote***
*External Program Manager*
*SIAM Computer & Language School*
*Bangkok, Thailand*

OAKLAND UNIFIED SCHOOL DISTRICT

REDWOOD HEIGHTS ELEMENTARY SCHOOL
4401 – 39th Avenue
Oakland, California 94619
(510) 879-1480
FAX (510) 879-1489

July 18, 2014

To Whom It May Concern:

I strongly recommend my colleague, Jason Gilbertson, for employment. I have had the pleasure of working alongside him during the 2014 OUSD Extended School Year in the TACLE class, where he has been entrusted with a great deal of responsibility. He led the class in our daily morning Circle with instructional ease and professionalism.

I have had the opportunity to observe Jason's professional skills as well as interpersonal style. He is consistently pleasant, and takes on all assignments with enthusiasm and dedication. I wish that all my staff members had his attitude.

Regardless of the amount of students, disability level or other pressure, Jason always delivers. His superior leadership skills make him a great teacher candidate.

He has earned the opportunity to further his career as an Educator.

Sincerely,

Lila Ramirez
lila.Ramirez@ousd.k12.ca.us
Oakland Unified Autism SDC Program Specialist