
4A

Action

Ad Hoc Committee

Interview and Selection of Members for the Committee on Accreditation

Executive Summary: This agenda item provides information about the finalists for the Committee on Accreditation (COA). After interviewing the finalists, the Committee will select three new COA members to recommend to the Commission.

Recommended Actions: To recommend to the Commission three new members of the COA: one from K-12 and two from postsecondary education. In addition, to recommend to the Commission up to three individuals for the COA Alternate List.

Presenter: Larry Birch, Director, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

April 2009

Interview and Selection of Members for the Committee on Accreditation

Introduction

This agenda item provides information about the finalists for the Committee on Accreditation (COA). The Committee will interview the six finalists and then recommend to the Commission three individuals (1 K-12 and 2 from postsecondary education) to serve on the COA. The Committee may also recommend to the Commission up to three individuals to be on the COA Alternate List. In the event of a vacancy on the COA, the Executive Director will appoint an individual from the Alternate List to the COA. The terms for the new members of the COA and the alternates will begin July 1, 2009 and extend through June 30, 2013.

Background

Education Code Section § 44373 (a) sets forth that the Commission selects the members of the COA. The COA is composed of 12 members; six must be from postsecondary education and six must be certificated professionals in public schools, school districts, or county offices of education in California. Consistent with the adopted *Accreditation Framework*, the Commission appoints individuals to the COA for a four year term. Listed below are the current members of the COA and when each of their term ends.

Members of the Committee on Accreditation

K-12 Professionals	
<p>Carol Leighty, Superintendent Temecula Valley Unified School District <i>Term Ends June 30, 2011</i></p>	<p>Karen O'Connor, Teacher Adobe Bluffs Elementary School Poway Unified School District <i>Term Ends June 30, 2009</i></p>
<p>Dana Griggs, Educational Consultant San Bernardino County Superintendent of Schools <i>Term Ends June 30, 2010</i></p>	<p>Nancy Watkins, Teacher Valencia High School Placentia-Yorba Linda School District <i>Term Ends June 30, 2011</i></p>
<p>Joseph Jimenez, Cluster Region Director BTSA Induction Tulare County Office of Education <i>Term Ends June 30, 2012</i></p>	<p>Joyce Abrams, Teacher Chula Vista Hills Elementary School Chula Vista Elementary School District <i>Term Ends June 30, 2010</i></p>

Postsecondary Professionals	
Ellen Curtis-Pierce Associate Vice Chancellor for Professional Accreditation and Faculty Development Chapman University College <i>Term Ends June 30, 2011</i>	Lynne Cook College of Education CSU Dominguez Hills <i>Term Ends June 30, 2010</i>
Gary Kinsey , Associate Dean College of Education Cal Poly Pomona University <i>Term Ends June 30, 2012</i>	Ruth Sandlin , Chair Educational Psychology CSU San Bernardino <i>Term Ends June 30, 2009</i>
Reyes Quezada Professor of Education University of San Diego <i>Term Ends June 30, 2012</i>	Sue Teele , Director Education Extension UC Riverside <i>Term Ends June 30, 2009</i>

In addition, the current alternate list for the COA is included in the chart below:

Current Alternates for the Committee on Accreditation

<i>K-12 Professionals</i>	
Linda Childress BTSA Director Riverside County Office of Education <i>Availability for Appointment ends June 2009</i>	Sally Plicka BTSA Director Yolo/Solano BTSA Induction Program, Davis Joint Unified <i>Availability for Appointment ends June 2010</i>
Hanns Michael Botz BTSA Advisor Los Angeles Unified School District, Local District I <i>Availability for Appointment ends June 2010</i>	
<i>Postsecondary Professionals</i>	
Marilyn Draheim University of the Pacific <i>Availability for Appointment ends June 2011</i>	

Impact of Anticipated Vacancies on the Composition of the Committee on Accreditation

Section 2.B (1) of the *Accreditation Framework* addresses the membership of the COA. It states that selection of members is based on the breadth of their experience, the diversity of their perspectives, and "their distinguished records of accomplishment in education" (Education Code § 44373-a). All members serve as members-at-large. No member serves on the Committee as a

representative of any organization, institution/program sponsor, or constituency. However, the membership of the COA is carefully constructed such that a variety of professional perspectives is ensured in considering accreditation related decisions. The three vacancies impact the composition of the COA. As such, the Commission should take into consideration the following provisions of the *Framework* in its selection process for new COA members.

- a. *“The Committee includes members from the public K-12 school system, and from public and private postsecondary institutions.”*

Comment: The five K-12 continuing representatives are from the public school system. With the departure of the two IHE representatives, there will be two continuing members from public institutions and two continuing members from private institutions. The two members from public institutions are both from the California State University system. This would mean there are no members from the University of California system remaining on the COA.

- b. *“The elementary and secondary school members include certificated administrators, teachers, and at least one member involved in a professional educator preparation program.”*

Comment: The remaining K-12 membership on the Committee, which includes two K-12 teachers and three administrators, meets these objectives.

- c. *“The postsecondary members include administrators and faculty members, both of whom must be involved in professional educator preparation programs.”*

Comment: The remaining postsecondary membership on the Committee, which includes an associate vice chancellor, one associate dean of a college of education, two faculty members, and a chair for an educational psychology program, meets these objectives.

- d. *“To the maximum extent possible, Committee membership is balanced according to ethnicity, gender, geographic regions and across credentials awarded by the Commission.”*

Comment: Three of the continuing members are male and six are female. In addition, with the three anticipated vacancies in 2009, the COA will have no members from Northern California. One continuing K-12 member is from the southern Central Valley. To ensure that this provision of the *Framework* is met, the Committee should recommend and the Commission should select at least one individual from Northern California.

Responsibilities of the Commission and the Committee on Accreditation in Relation to the Accreditation System

It may be useful to members of the Commission in considering candidates to serve on the COA to review the specific responsibilities of the Commission and COA as outlined in the Education Code.

Responsibilities of the Commission in Relation to the Accreditation System

The Commission's essential responsibilities related to the accreditation system as defined by the California Education Code and outlined in the *Accreditation Framework* are listed below.

1. Adopt and Modify the Accreditation Framework
2. Establish and Modify Standards for Educator Preparation
3. Initial Approval of Institutions/Program Sponsors
4. Hear and Resolve Accreditation Appeals
5. Establish a Nominating Panel
6. Appoint the Committee on Accreditation
7. Address Issues and Refer Concerns related to Accreditation
8. Review the Annual Report by the COA
9. Allocate Resources Annually for Accreditation Operations
10. Review and Sponsor Legislation Related to Accreditation

Responsibilities of the Committee on Accreditation in relation to the Accreditation System

The COA is responsible to implement the Commission's accreditation system and its specific responsibilities as defined by the California Education Code and outlined in the *Accreditation Framework* are listed below.

1. Comparability of Standards
2. Initial Approval of Programs
3. Continuing Accreditation Decisions
4. Accreditation Procedures
5. Monitor the Accreditation System
6. Communication with and reporting to the Commission
7. Evaluate Accreditation Policies and Practices

Selection Process for New Members of the COA

Staff began the multi-step selection process for new COA members in January 2009 in accordance with the provisions of the *Accreditation Framework*.

- Information and the nomination forms were made available on the Commission website and sent to stakeholders on January 5, 2009. All nomination materials were due February 13, 2009 by 5 p.m.
- In 2007, the Commission and COA identified individuals to serve on the Nominating Panel. Members of the Nominating Panel were chosen consistent with the recommendation adopted by the Commission in September 2006 and as described in the *Accreditation Framework* language that follows (Section 2C.1):

The Nominating Panel is comprised of two educators appointed by the Committee on Accreditation and two educators appointed by the Commission. Each entity will appoint one college or university member and one elementary or secondary school member to the Nominating Panel. The terms of Nominating Panel members are four years. Members of the Panel may not serve more than one term.

The Chair of the Commission, after consultation with the members of the Commission, identified two individuals for the Panel and the Co-Chairs of the COA, after consultation with the members

of the COA, identified two additional individuals. One of the members of the nominating panel, Diane Mayer, has left California and so the Chair of the Commission appointed a new panel member. The Nominating Panel members serve for four years. The individuals appointed to the Nominating Panel are listed as follows:

<i>Nominating Panel Members Identified by the Commission</i>	
<p>Sue Stickel Director Sacramento County Office of Education <i>Term Ends June 30, 2010</i></p>	<p>Barbara Merino, Director Professor of Education University of California, Davis <i>Term Ends June 30, 2012</i></p>
<i>Nominating Panel Members Identified by the COA</i>	
<p>Richard Bray Superintendent Tustin Unified School District <i>Term Ends June 30, 2010</i></p>	<p>Jodi Servatius Interim Dean, Professor Emerita College of Education and Allied Studies California State University, East Bay <i>Term Ends June 30, 2010</i></p>

- Staff collected nomination materials and provided all nomination materials to the Nominating Panel.
- The Nominating Panel reviewed the nominations and selected six individuals (two K-12 and four postsecondary) for the Commission to interview. The Nominating Panel reviewed applications based upon the criteria set forth in the *Accreditation Framework* as follows (Section 2B.2):

The criteria for membership on the Committee are: evidence of achievement in the education profession; recognized professional or scholarly contributions in the field of education; recognition of excellence by peers; experience with and sensitivity to issues of human diversity; distinguished service in the field of educator preparation; knowledge of issues related to the preparation and licensing of education professionals; length of professional service; and possession of appropriate educational degrees and professional credentials.

Based on the membership criteria and the principles of balanced composition set forth in this section, the Nominating Panel screens the professional qualifications of each nominee and recommends for appointment at least two highly qualified nominees for each vacant seat on the Committee.

- The Committee will interview the finalists at this Commission meeting and recommend to the full Commission the selection of three new members in accordance with the following *Accreditation Framework* language (Section 2C.3):

The Commission selects and appoints the members and alternate members of the Committee by selecting from the nominations submitted by the Panel.

Finalists for the Committee on Accreditation

There are three vacancies on the COA for the 2008-09 year: one K-12 vacancy and two postsecondary vacancies. The application materials for each finalist are included in Appendix A. Interviews with all the finalists are scheduled for this Commission meeting and the finalists identified by the Nominating Panel are as follows:

K-12 Finalists	
Kiran Kumar Teacher Pomona Unified School District	Nominated by: Janis Rowland, English Teacher Pomona Unified School District
Sally Plicka Director, Yolo Solano BTSA Induction Program Davis Joint Unified School District	Nominated by: Cindy Gappa, Cluster Region Director Tehama County Office of Education
Postsecondary Finalists	
Carrie Ann Blackaller Professor, Special Education Program CSU, Dominguez Hills	Nominated by: Jamie Dote-Kwan Coordinator Special Education Program CSU Dominguez Hills
Juan M. Flores Professor of Teacher Education CSU, Stanislaus	Nominated by: Dr. Nancy Jean Smith Chair, Department of Teacher Education CSU Stanislaus
Anne K. Jones Director, Teacher Education Programs UC Riverside	Nominated by: Steven T. Bossert, Dean Graduate School of Education University of California, Riverside
Pia Lindquist Wong Associate Dean, College of Education CSU, Sacramento	Nominated by: Dr. Diedre B. Sessoms Director, Teacher Preparation and Credentials Sacramento State University

Recommended Action

Staff recommends that the Committee recommend to the full Commission the:

- Appointment of three new members of the COA (one K-12 and two postsecondary) to begin their terms July 1, 2009.
- Appointment of up to three individuals to the COA Alternate List.

Appendix A

Nomination Materials from the Six Finalists

IHE

Carrie Ann Blackaller

Juan M. Flores

Anne K. Jones

Pia Lindquist Wong

K-12

Kiran Kumar

Sally Plicka



California State University
Dominguez Hills

SPECIAL EDUCATION INTERN PROGRAM
1000 East Victoria St. • Carson, CA 90747 • (310) 243-2626

February 6, 2009

Committee on Accreditation

Dear Committee Members:

This is a letter of interest to be selected as a member on the Committee of Accreditation. California is unique in that is one of the few states that has created a professional accreditation and certification system to serve the needs of the California public education system. The Committee's purpose to see that the excellence in education preparation is encouraged, appropriate, and meets a high standard is to be lauded.

Over the years I have been involved at various levels with accreditation. I have been a middle school special education teacher and university faculty responding to accreditation visits. In addition, I have been the member of a BIR team reviewing university credential programs.

In 1977, I was a newly hired "learning disabilities group" teacher for the Torrance Unified School District. The district was responding to the mandate of P.L. 94-142 and I was the first teacher in Special Education in this category at Casimir Middle School. That year a state accrediting team came to visit my classroom. I can still recall a team member asking where I kept my IEPs and opening my file drawer to ensure that I was meeting the state standards. This was the direct result of someone setting a standard and ensuring that it was met.

Over the years, as indicated in my resume, I have been university faculty at CSU Dominguez Hills in the Special Education Program. One of my first assignments was to write a Dual Credential Program that responded to state standards for both the Multiple Subject and Learning Handicapped credentials. Over the years, our Special Education Program has been reviewed on multiple occasions and as faculty and department chair I was intimately involved in demonstrating that our program met the state standards. In addition, I have been active in responding to the new standards that that state developed in 1998 and now again in 2009. Along the way the program has responded to various directives from the California Commission on Teacher Credentialing (i.e., Intern Pre-Service, ELL Authorization) and I have helped in responding to these program improvements.

Whether you are responding to a team visit, evaluating another institution's program, or writing a document, one cannot underestimate the importance of teamwork. The collective effort of individuals working with a common purpose can produce excellence when all members are willing to be part of the collective effort. I am interested in serving as member on the Committee on Accreditation and respectfully submit my application.

Sincerely,

Carrie Ann Blackaller

Carrie Ann Blackaller
Professor, Special Education Program

Vita

Carrie Ann Blackaller, Ph.D.

Academic Background

Ph.D. University of Southern California, Los Angeles
Major: Sp Ed—Learning Disabilities; Minor: Sociology of Education
M.S. Mount St. Mary's College, Los Angeles; Major: Education (Sp Ed)
B.A. Mount St. Mary's College, Los Angeles; Majors: English & Political Science

Professional Credentials

California Standard Teaching Credential: Elementary (Life), K-9 & MR (K-12)
California Standard Teaching Credential: Learning Handicapped Specialist
California Services Credential: Administrative

Professional Employment

Present: Professor; CSU Dominguez Hills; Carson, CA
Past: *Director of Education; Switzer Center (NPS); Torrance, CA
*Special Education Teacher (RSP); Torrance USD; Torrance, CA
*Elementary Teacher; Escola Internacional Vale do Paraiba; San Jose dos Campos, Brasil
*Special Education Teacher (EMR); Inglewood USD; Inglewood, CA
*Social Worker; Department of Public Social Services; Inglewood, CA

University Administrative Assignments

Present: Director of Special Education University Intern Grant Director
Past: Coordinator of Student Services for College of Education; 2005-06
Chair: Graduate Education Department; 2001-03
Special Education Intern Coordinator: 1995-present & Westchester Cohorts (1998-2001)

Courses Taught at CSUDH

SPE 460 Introduction to Special Education
SPE 523S Fieldwork in Special and General Education
SPE 527 Resource Specialist 1: Program Planning
SPE 541S Special Education Pre Induction Planning Supervision
SPE 542S Special Education Induction Plan Review Supervision
SPE 546S Special Education Post Induction Evaluation Supervision
SPE 561 Typical and Atypical Development
SPE 556S Fieldwork in Special and General Education for Student Teachers
SPE 564 Assessment of Children and Adolescents with Moderate/Severe Disabilities
SPE 566S Directed Teaching: Moderate/Severe Disabilities
SPE 567 Instructional Planning & Curriculum for Individuals: Mild/Moderate Disabilities
SPE 569S Directed Teaching: Moderate/Severe
SPE 591 Current Issues in Special Education
TED 405 Mainstreaming Students with Special Needs

Grants

*Alternative Teacher Certification Local Assistance Grant (State of California)
2007-08; 2006-07; 2005-06; 2004-05; 2003-04
*Dean's Mini Research Grant; Spring, 2003
*Affirmative Action Faculty Devel. Award: Computerized Case Studies in Sp. Ed., 11/91
*Lottery Endowment Award: Urban Education Colloquium, 12/90.

Awards

*Bautzer Faculty Award for University Advancement; CSU Award, 2000-01
*Excellence in Education Service Award; College of Education, 2002
*Certificate of Appreciation; Headstart. 1997.

Publications:

- Riley, D. J.; De Anda, D.; Blackaller, C.A. (2007). The Self Perceptions and Interpersonal Relationships of Persons with Significant Physical Disabilities: A Qualitative Pilot Study. Journal of Social Work in Rehabilitation. Vol. 6 (3), 1-31.
- Blackaller, C. A. (2008, 2006, 2005). California Sp Ed Intern Program Monograph. State of California.
- Blackaller, C.A. & Faculty (1992). Development and Writing of Dual Credential Program for California Accreditation (Multiple Subject & Learning Handicapped and Multiple Subject & Severely Handicapped).

Presentations: 2008-09 Academic Year

- California Education Research Association (CERA); Rancho Mirage, CA; December 4-5, 2008; Assessing Alternative Special Education Teacher Preparation Program: Using Multiple Data Sources for Program Improvement.

- Council for Exceptional Children (CEC) Annual Meeting: Seattle, WA; April 1-4; Using Multiple Data Sources to Evaluate Alternative Sp Ed Certification Program Effectiveness.
- Hawaii International Conference; Honolulu, HI; January, 2009; *Assessing Alternative Special Education Teacher Preparation Program: Improving Support and Mentoring Program Components
* Responding to Accreditation Requirements: Building Educ. Effectiveness Through Self Study.

2007-08 Academic Year

- American Education Research Association (AERA); New York, New York; March 24-28, 2008; Assessing Alternative Special Education Teacher Preparation Program: Implications of University and State Data Sources for Program Improvement.
- California Education Research Association (CERA); Laguna Beach, CA; November 28 & 29, 2007. Using Program Assessment & Evaluation for Program Improvement & Accreditation.
- International Conference on Learning Disabilities (ICLD); Myrtle Beach, SC; October 12-13, 2007. Support Provider & Intern Perceptions of Mentoring Needs.

2006-07 Academic Year

- American Education Research Association (AERA); Chicago, IL, April 9-13, 2007; Assessing Teacher Preparation Programs: Implications of Four Data Sources for Accreditation and Program Improvement.
- Council for Learning Disabilities (CLD); MacLean, VA; October 20-22, 2006; Data Driven Decisions.
- California BTSA/Intern Statewide Directors Conference; Sacramento, CA; November 14-16, 2006; Exploring Alternative Routes to Teacher Education Certification.
- California Education Research Association (CERA) 85th Annual Conference; Monterey, CA; November 16-17, 2006; Support Provider and Intern Perceptions of Mentoring Needs: Assisting Induction Process.
- Council for Exceptional Children Annual Convention (CEC); Louisville, KY; April 18-21, 2007; Support Provider and Intern Perceptions of Mentoring Needs.
- Council for Exceptional Children (TED/TAM); San Diego, CA; November 8-11, 2006; Support Provider & Intern Perceptions of Mentoring Needs.
- Hawaii International Conference; Honolulu, HI; January, 2007. Exploration of Alternative routes to Teacher Education Certification: Building Collaborations Between University and School Districts.
- International Association of Special Education (IASE). Hong Kong, China; June 10-14, 2007; Family Resources: Portugal and the United States.
- National Association of Alternative Certification (NAAC); Washington, D.C.; April 3-6, 2007; Mentoring Needs and Activities in an Alternative Sp Ed Certification Program: Using Multiple Data Sources.

2005-06 Academic Year

- American Educational Research Association (AERA); San Francisco, CA; April 8-12, 2006; Use of Multiple Data Sources to Evaluate the Effectiveness of an Alternative Sp Ed Teacher Preparation Program.
- California Educational Research Assoc. (CERA); Long Beach, CA; November 18th & 19th, 2005; Data Driven Decision to Improve Teacher Preparation Programs.
- Council for Exceptional Children (CEC); Salt Lake City, UT; April 5-8, 2006; Formal and Informal Resources: Families in Portugal and the United States.
- International Assoc of Learning Disabilities (IALD); Fort Lauderdale, FL; October 20-22, 2005; Teacher Education Preparation Program Effectiveness: Mild/Moderate Interns.
- Learning Disabilities Association (LDA); Jacksonville, FL; March 1-4, 2006; Data Driven Decisions to Improve Teacher Preparation Programs.
- National Association for Alternative Certification (NAAC); Chicago, IL; March 27-29, 2006; Support Provider and Intern Perceptions of Mentoring Needs.

2004-05 Academic Year

- American Educational Research Association (AERA); Montreal, Canada; April 11-15, 2005; Use of Resources Among Families with Children with Disabilities: Comparison of Service Systems in Portugal and the U.S.
- California Association of Speech, Hearing, & Language (CASHA); San Jose, CA; April 2005; Identifying District and Community Resources to Serve Culturally Diverse Students.
- Hawaii International Conference on Education, 3rd Annual, Honolulu, Hawaii; January 4-7, 2005; Formal and Informal Resources: Families with Children with Disabilities and Identifying District & Community Resources to Serve Culturally Diverse Students.
- National Association for Alternative Certification; New Orleans, LA; April 28-30, 2004; Support Provider Training or How to Develop an Effective Mentor.

Committees:

- | | |
|-----------------|--|
| State | * California Commission on Teacher Credentialing—Bureau of Institutional Review (BIR) (2006 to present). |
| | * Improving Special Education Services (ISES) (2006-present). |
| Regional | * Los Angeles Regional Network for All Intern Grant Directors (2004-present). |
| | * Institutions of Higher Ed Collaborative for Sp Ed Intern Directors (2005-present). |
| | * Santa Monica Teachers' Academy Advisory Board (2006-07). |

Community Involvement

- * Pediatric Therapy Network Research Council, Torrance, CA (2000-present).
- * St. John's Medical Center Therapeutic Pre-School, Santa Monica, CA. (1993-1998).
- * San Pedro and Harbor Area YWCA (1989-1991).



CALIFORNIA STATE UNIVERSITY, STANISLAUS

801 West Monte Vista Avenue • Turlock California 95382
Department of Teacher Education 209-667-3357

February 10, 2009

Commission on Teacher Credentialing
1900 Capitol Ave
Sacramento, CA 95811

To Whom it May Concern

I am submitting for your consideration my request for appointment to the Committee on Accreditation of the Commission on Teacher Credentialing (CTC). I have had extensive experiences participating in and leading accreditation visits for the CTC in both university credential programs and district intern credential programs. My various capacities as public school teacher, university professor, program coordinator, and department chair have more that prepared me to contribute to the important responsibilities of the Committee on Credentialing (COA) of the Commission on Teacher Credentialing.

I have participated in and chaired accreditation visits in a great number of district intern programs. I chaired accreditation visits to the Los Angeles Unified School District Intern Program, the Ontario-Montclair School District Intern Program, and the San Diego School District Intern Program. Some of these visits were prior to going before the Committee on Accreditation, and the rest were full accreditation visits that went before the Committee on Accreditation. These visits gave me the opportunity to better understand alternative certification programs.

I also have participated in various university credential program accreditation visits, most of which were joint CTC and NCATE visits. These include San Diego State University, California State University Los Angeles, Azusa Pacific University, National University, and Inter American College, which I chaired. These visits gave me the opportunity to better understand credential programs at very large, complex universities that offer a great diversity of credentials and certificates, and at small campuses that offer a limited number of programs but that serve a distinct group of students. I also had the opportunity to learn about the operations of state university compared to private universities.

Prior to becoming a professor, I served as a classroom teacher at the high school and elementary levels and learned the craft of teaching as well as the importance of serve the needs of linguistically and culturally diverse populations. I also had

the opportunity to teach in bilingual programs and the elementary and high school levels.

In my role as Professor of Teacher Education, I have had the opportunity to teach a variety of courses in the elementary and secondary level credential programs as well as in the CLAD certificate program. I also have had the responsibility to write responses to program standards for the CLAD/BCLAD credential programs in elementary and secondary levels. For some time, we had the privilege of being the only credential program in the state to offer bilingual credential programs in Spanish, Lao, Hmong and Cambodian. I also served as director of our elementary and secondary CLAD/BCLAD intern program and grant and oversaw our partnership with area school districts.

I was also elected by my faculty to serve three terms as Chairperson of the Department of Teacher Education. In this capacity I was responsible for supporting our programs as we prepared for two CCTC/ NCATE accreditation cycles. In this capacity I became familiar with the complexities of preparing for a site visit. I also was responsible for overseeing a faculty of 24 full time and 50 part-time instructors and various programs including elementary and secondary credential programs in CLAD/BCLAD, a Reading Specialist Program, and an MA in C&I Program with concentrations in Elementary, Secondary, Reading, and Multilingual Education.

In my various instructional and leadership capacities over the years, I have become familiar with the crucial role of the California Commission on Teacher Credentialing and its Committee on Accreditation. I have also become familiar with the important role that the Commission and its staff play in supporting credentialing granting institutions as they move through the program assessment and improvement process inherent in accreditations.

I hope that you will find my preparation and experiences appropriate for the important role of serving on the Committee on Accreditation of the Commission on Teacher Credentialing. Thank you for your consideration.

Sincerely,

Juan Flores, Ed. D.
Professor of Teacher Education

Juan M. Flores
Professor, Teacher Education
Department of Teacher Education
College of Education

EDUCATION

Ed.D. Curriculum and Instruction 1980 University of the Pacific, Stockton, CA.
M.A. English 1976 San Francisco State University
B.A. English, Spanish 1974 Stanford University, Stanford, CA.

Professional Experience

1993 to Present - Professor of Teacher Education, California State University, Stanislaus.
1988 to 1993 – Associate Professor of Teacher Education, California State University,
Stanislaus.
1996 to 2005 - Chair, Department of Teacher Education, California State University, Stanislaus.

Publications (selected)

Cadiero-Kaplan, K., Flores, J, Juan Flores, and Berta-Avila, M. (2007) “Bilingual Design Team Completes Standards for Bilingual Authorization,” *The Language Magazine*. A refereed journal of the California Association for Bilingual Education, Inc.

Cadiero-Kaplan, K., Flores, J., and Margarita Berta-Avila, M. (2008) “CTC and the Process for Reauthorization of the Bilingual Teacher Preparation Standards: A Critical-Historical Perspective,” *The Journal of the Association of Mexican American Educators*. A refereed journal of the Association of Mexican American Educators, Inc.

Flores, J. (2008) “Teacher Performance Assessment and the Digital Portfolio,” Proceedings of Presentation at Teacher Conference at National Taichung University, Taichung, Taiwan.

Flores, J (2007) Editor, *The Journal of the Association of Mexican American Educators*. A refereed journal of the Association of Mexican American Educators, Inc.

Flores, J. (2004) Proceedings of the Conference on Standards-Based Teacher Education at Taipei Municipal Teachers’ College, Taipei, Taiwan.

Flores, J and Vang, A. (1999) "The Hmong-Americans: Identity, Conflict and Opportunities," *National Association for Multicultural Education Journal*, 1999.

Grants and Proposals (selected)

2009 Robert Noyce Teacher Scholarship Program at California State University, Stanislaus: Teachers from the Valley, for the Valley – Submitted to the National Science Foundation, Division of Undergraduate Education. – \$859,000 - under review.

2009 Career Assistance Migrant Program Proposal – submitted to US Department of Education – \$500,00 - under review.

2008 College of Education Mini-grant Proposal to Support Development of Online Instructional Program – submitted to College of Education – funded.

2008 Proposal for Research Support for Development of new Bilingual Credential Program– submitted to College of Education – funded.

- 2007 Global Education in the Colleges Proposal– submitted to the CSU Stanislaus Office of Global Affairs – funded.
- 2005 Mathematics and Science Recruitment Initiative Proposal – Co-Investigator - Submitted to the CSU Office of the Chancellor - funded for \$70,000.
- 2004 Information Competence Project and The Preparation of Teachers for a Diverse Society Information Competence Grant – submitted to the CSU Chancellor’s Office – funded for \$5,000.00
- 1999-present- Director of Commission on Teacher Credentialing Alternative Teacher Preparation Facilitative Intern Grant. Selected by CCTC to serve as lead facilitator for 8 intern programs working with 320 school districts, funded for \$40,000 for 1999-2001, \$200,000 for 2000-2001, \$100,000 for 2001-2002, \$75,000 for 2002-2003
- 1999 to present - Commission on Teacher Credentialing Alternative Teacher Preparation University Intern Grant, CSU Stanislaus/Stanislaus County/Merced County Consortium – submitted for refunding on behalf of 13 school districts in southern service area, April, 1999 – funded for \$183,000 per year.

Conference Presentations (selected)

- 2008 The Central Valley Dual Language Consortium: Supporting University/LEA Collaboration For Educational Success in Dual Language Instruction, Presented at the California Association for Bilingual Education Annual Conference, San Jose, California.
- 2007 The Central Valley Dual Language Consortium: a K-12 and Higher Education Collaborative initiative, presented at the National Dual Language Immersion Conference, Burlingame, California.
- 2007 Leadership for Dual Language Education in Challenging Times, Presented at the California Association for Bilingual Education Annual Conference, Long Beach.
- 2007 Incorporating Mexican Folk Dancing into Your Dual Language Program, presented at the Second Annual Central Valley Dual Language Conference, Turlock, California.
- 2006 The State of Bilingual Education in California: Current Issues and New Directions, presented at the 85th Annual California Educational Research Association Conference, Monterey, California.
- 2006 The Central Valley Dual Language Consortium: a K-12 and Higher Education Collaborative initiative, presented at the National Dual Language Immersion Conference, Long Beach, California.
- 2006 Politics versus Pedagogy in Bilingual Education: The Path to Reauthorization of Bilingual Credential Standards, Presented at the California Association for Bilingual Education Annual Conference, San Jose.
- 2004 Invitational Conference on Standards Based Teacher Education at Taipei Municipal Teachers College, Taipei, Taiwan.
- 2001 Facilitating Collaboration in Multi-District Partnerships, Presented at the National Conference on Alternative Certification, South Padre Island, Texas.
- 2001 Invitational Conference on Innovative Partnerships in Higher Education, sponsored by the California State University Academic Senate, San Diego.
- 2000 Invitational Conference Sponsored by the U.S. Department of Education on Action Plans for the Improvement of Teacher Education, Denver, Colorado.

- 2000 Invitational Conference on K-16 Partnerships & Practices in Higher Education, sponsored by the California State University Office of the Chancellor, Long Beach.
- 2000 A Collaborative Plan for Alternative Certification of Teachers, Presented at the National Conference on Alternative Certification, Washington, D.C.

Committee Participation (selected)

- 2007 to present Senator, Academic Senate
- 2004 to present Chair, Bilingual Faculty Committee
- 2005-present Member, Global Affairs Advisory Committee
- 2004 to 2006 Member, General Education Subcommittee of UEPC
- 2003 to 2004 Member, University Distance Learning Subcommittee of UEPC
- 2002 to 2005 Co-Chair, University Blended Liberal Studies Teacher Education Committee
- 2002 to 2005 Member Liberal Studies Advisory Committee
- 1999 to 2002 Member, University Academic Program Review Committee
- 1999 to 2004 Co-Chair, University-wide Bilingual Language Assessment Committee
- 1998 to 2003 Co-Chair, College of Education/College of Arts, Letters and Science Integrated Liberal Studies/ Education Committee
- 1997 to 2001 Member, University Master Academic Planning Committee

Participation in External Accreditation (selected)

- 2008 Chair, CCTC Accreditation Team visit to Inter-American College, San Diego.
- 2007 Cluster Leader, CCTC/NCATE Accreditation Team visit to CSU Long Beach.
- 2004 Member, Joint CCTC/NCATE Accreditation Team visit to CSU Los Angeles.
- 2003 Member, Joint CCTC/NCATE Accreditation Team visit to CSU San Diego.
- 2002 Member, Commission on Teacher Credentialing Accreditation Team visit to National University.

Curriculum Development

- 2008 Was responsible for rewriting Crosscultural. Language and Academic Development (CLAD)/California Teachers of English Learners (CTEL) Program and seeking program approval through the California Commission on Teacher Credentialing (CTC) – program approved on May 1, 2008.

Other (selected)

- 1995 to present – Chaired three M.A. theses and sat on various thesis committees.
- 2006 to present- Co-Director of the Math and Science Teacher Initiative Program, funded by the CSU Chancellor’s Office.
- 2001 to present- Co-Director of Teacher Recruitment and Retention Program, funded by the Teacher Recruitment Grant from the CSU Chancellor’s Office.

Dr. Anne Jones, Director
Teacher Education Services
Sproul Hall 1124
Riverside, CA 92521-0128
www.education.ucr.edu

Date: January 8, 2009

To: The California Commission on Teacher Credentialing

RE: COA Nomination

I am writing this letter to express my interest in serving on the Committee on Accreditation for the California Commission on Teacher Credentialing. It would be a great honor to be considered for service in pursuit of the critical mission of ensuring quality preparation for future educators.

My educational background includes a B.A. degree in Sociology and M.Ed. in Teacher Education from UCLA, and an Ed.D. in Educational Leadership from UCLA and UC Irvine. I earned a California Professional Clear Multiple Subjects Teaching Credential in 1987. My elementary teaching experience includes both private and public school settings, and I have had experience with full inclusion programs for students with severe disabilities.

In 2001 I began a new career in higher education at UC Irvine as an evaluation analyst for State funded after school programs in the Department of Education, and I joined the faculty in 2002 as an academic coordinator for the Multiple Subjects Credential Program. This period marked an important evolution for teacher preparation; in the first two years of my experience with credential candidates we experienced the transition from the Ryan to the 2042 credential requirements and the accompanying new standards, the introduction of the Teaching Performance Expectations, and the first pilots of the TPA. As UCI was an early implementer of the PACT TPA, I became well versed in the nuances of these robust new requirements, concurrently forming a deep appreciation of how critical the cycle of reflection and improvement is to maintaining the health of the teaching profession.

In July of 2007 I was appointed as Director of Teacher Education in the Graduate School of Education at the University of California, Riverside. UC Riverside offers the broadest range of credential programs of any UC campus. It was my responsibility in the first year to manage preparation for a full accreditation visit; the UCR Credential Programs were awarded full accreditation by the Commission on Teacher Credentialing (CTC) for all programs in June of 2008. This distinction was awarded to only 50% of all institutions reviewed in that year.

During this time, I was fortunate to have additional experiences working with the CTC, and sought opportunities to learn and serve as much as possible. I was appointed to the CTC Board of Institutional Reviewers and have served as a program reviewer for the newly implemented Standards 19-21. In addition to these activities, I have expanded my involvements in my new community, serving as a member of the Riverside Unified School District BTSA Steering Committee, the San Bernardino Institutes of Higher Education and Human Resources Advisory

Committee, and the RIMS/BTSA programs since 2007. I have been deeply involved in the TPA implementation, serving as a Trainer of Trainers for the Performance Assessment for California Teachers (PACT) TPA since 2003, and completed training in the CalTPA tasks in 2008.

My research interests extend beyond teacher education as well, and I have authored evaluation studies on the academic efficacy after school programs. Other research interests include language acquisition for children with autism, and my doctoral dissertation research, testing accommodations for students with disabilities, was presented at AREA.

In sum, if selected to serve I believe I would bring a perspective to the mission of the COA that is broad, relevant, and current. I take seriously the responsibility “to assure the public and the Legislature that these programs are effectively training school personnel to function in the credential areas for which they are being prepared.” One of the great strengths of the standards-based accreditation process is that it provides a rich array of opportunities for engagement with quality programs – both public and private, secular and ideologically specific – while ensuring that the core value of meeting the needs of all students is upheld.

With gratitude for your consideration,

A handwritten signature in black ink, appearing to read "Anne K. Jones". The signature is written in a cursive, flowing style.

CURRICULUM VITAE

Anne Kristina Ford Jones

EDUCATION

- 2006** **Ed.D. – Educational Leadership**
University of California, Los Angeles *and*
University of California, Irvine
- 1987** **M.Ed. – Master’s Degree – Education (Honors)**
University of California, Los Angeles
- 1987** **Multiple Subject Professional Clear Credential**
University of California, Los Angeles
- 1986** **B.A. – Sociology (Cum Laude)**
University of California, Los Angeles

CURRENT EMPLOYMENT

- 2007- Present** **Director of Teacher Education**
Graduate School of Education
University of California, Riverside

MEMBERSHIPS and ACTIVITIES

- CTC Board of Institutional Reviewers
- CTC TPA Implementation Task Force
- CTC Standards 19-21 Program Reviewer
- Riverside Unified School District BTSA Steering Committee
- RIMS-BTSA Project Partner
- PACT Trainer of Trainers
- San Bernardino County Superintendent of Schools IHE/HR Advisory Committee
- CCTE

PAST EMPLOYMENT

- 2002-2007** **Coordinator,**
Multiple Subjects Credential Program
Department of Education
University of California, Irvine

RESEARCH EMPHASES

**Teacher Preparation
Assessment and Accommodations
Autism and Language Acquisition**

DISSERTATION COMMITTEES

The Relationship of Teachers' Parenting Styles and Asian American Students' Reading Motivation; USC, 2009

PUBLICATIONS AND PRESENTATIONS

Full Inclusion of Students Diagnosed with Autism: An Overview and Practical Guide for the Classroom Teacher; Irvine Unified School District training material, March 2001

Los Angeles Unified School District After School Learning and Safe Neighborhoods Partnerships Programs: An Evaluation of Four Programs; University of California, Irvine, Collaborative After School Project. July 2001

After School Learning and Safe Neighborhoods Partnerships Programs: Potential Educational Cost Savings, University of California, Irvine, Collaborative After School Project. December 2001

Evaluation Basics: The How To's of After School Program Evaluation; University of California, Irvine, Collaborative After School Project – CALSac Conference January 2002

A Comparative View of Behavioral and Cognitive Approaches to Language Acquisition in Autistic Children; University of California, Irvine, Ed.D program. July 2002

How Do We Prepare Future Teachers to Participate in Meaningful Dialogue About Student Work? University of California, Irvine, The Assessment Conference. February 2003

Performance Assessment for California Teachers (PACT) Program: Elementary Education Handbook, PACT Committee, Stanford University, 2003

An Examination of Teacher Preparation Program Standard 19 Requirements and the Performance Assessment for California Teachers (PACT); University of California, Irvine, Presented at AERA. April 2004

The Effects of Accommodations on Standardized Test Scores for Students with Special Needs; University of California, Irvine, Presented at AERA. April 2006

The Effects of Accommodations on Standardized Test Scores in Mathematics for Students with Special Needs and English Language Learners; University of California, Irvine, June 2006; dissertation, currently submitted for publication.

February 10, 2009

To: Members of the Commission on Teacher Credentialing, Committee on Accreditation

From: Pia Lindquist Wong

RE: CCTC Committee on Accreditation Letter of Interest

For the past decade, I have been heavily involved in accreditation efforts at my institution. My first duties were as a faculty coordinator for my former academic department which was required to prepare accreditation documents addressing WASC requirements and then CCTC requirements (SB2042 and SB1209). Most recently, as the Associate Dean for the College of Education, I have had primary responsibilities for providing leadership and support to all College of Education programs seeking state, regional or national accreditation and all of the campus' CCTC-governed programs seeking state accreditation. In addition to serving in these roles, my work on various projects (see vita: the Equity Network, Chancellor's Office Excellence in Teacher Preparation Initiative, etc.) have afforded me opportunities to learn about innovative school personnel programs throughout the state and country. As a member of the Committee on Accreditation, I would be able to make a significant contribution due to my accreditation experiences in faculty and administrator roles and large, complex urban school personnel preparation programs.

As a faculty member and faculty program coordinator, my experiences with accreditation efforts highlighted the importance of a unified faculty vision, clearly defined program outcomes, and high quality assessment instruments coherently situated within a sustainable assessment system. While I came to understand that these elements greatly facilitated program assessment and accreditation work, I do not claim that the programs I worked with emerged as models in these domains. Rather, in my efforts to work with colleagues and lead programs towards excellent practices within these domains, I have come to appreciate the complex nature of accreditation work for faculty members. Some key challenges include broadening faculty members' perspectives to include course and program outcomes (rather than simply considering discrete courses or inputs alone), assisting faculty members to think critically about the ways in which courses and field experiences can be sequenced to enhance and deepen candidates' knowledge, skills and dispositions, and facilitating innovative course and program development such that program standards are addressed holistically rather than statically or linearly.

As Associate Dean, my accreditation purview has been broadened significantly beyond that which I acquired with my faculty experiences. In this role, I share direct responsibility with Department Chairs for program activities related to the CCTC accreditation cycle as well as regional and national accreditation cycles and processes. Our campus has 22 credential programs, housed in three different colleges. Many of our CCTC-governed programs are also accredited nationally. Because we are still at the beginning stages of developing a "culture of evidence" on our campus, it has been necessary to work in collaboration with other administrators and faculty leaders to build capacity in terms of understanding the conceptual dimensions of program assessment and accreditation as well as the technical demands of high quality assessment and accreditation systems. I have provided workshops to assist faculty members and administrators with understanding program standards and the requirements of preparing accreditation documents. I

have supported program faculty to develop program outcomes and learning objectives, create assessment tools, and align both with curriculum development efforts. I have co-lead a pilot project on our campus to develop an electronic data management system for program assessment and accreditation efforts. I have institutionalized a communication structure so that the various CCTC-governed programs on campus (housed in three different colleges) have efficient and effective means for communicating and sharing information; I anticipate that this structure will eventually also catalyze collaborative projects across our credential programs. Moreover, in order for our credential programs to function well, we must have effective coordination with undergraduate units on campus as well as with employers and induction programs that employ/mentor our program completers. I have instituted new processes for communication across the units in the learning-to-teach continuum to facilitate such coordination. These various efforts have been initiated during a constricted budget environment (due to both state and campus factors).

Based on these varied experiences, I think I understand the variety of ways in which program assessment and accreditation requirements are experienced on university campuses. Moreover, my recent experiences as an administrator with primary responsibility for accreditation in a context of great programmatic complexity and dwindling resources have strengthened my ability to think strategically about accreditation. In this era of budget constraints and increased accountability, I feel our school personnel preparation community is compelled to take the program assessment and accreditation processes very seriously. They should be viewed as important opportunities for critical reflection and constructive observation and feedback. Moreover, they should be valued as program improvement processes that still occur within a collegial community in which excellence is recognized and celebrated, the identification of limitations are accompanied by concrete, viable mitigation measures, and the criteria for evaluation are defined by the professional community itself.

Having experienced two years of the new CCTC accreditation cycle, I can confidently state that it is a program improvement process that I regard with enthusiasm. I would be honored to serve on the Committee for Accreditation and to support the implementation of this new system in as many ways as possible.

PIA LINDQUIST WONG

ACADEMIC QUALIFICATIONS

Stanford University: Ph.D. in Education, 1994 (emphasis: International Development Education) Dissertation: *Moving from Pinochet to Piaget: Implementation of the Interdisciplinary Project in São Paulo Public Schools*

University of California, Berkeley: Master of City Planning, 1988 Thesis: *Planning and the Unplanned Reality: Brasilia*

University of California, Berkeley: B.A. with Honors, Latin American Studies, 1985

EMPLOYMENT EXPERIENCE

Associate Dean, College of Education, California State University, Sacramento:

Responsibilities include accreditation and assessment for 22 credential programs, academic program development, faculty and staff development, and student affairs. (August 2007 – present)

Professor, Department of Bilingual/Multicultural Education, California State University, Sacramento: Responsibilities include curriculum development and instruction for courses in multicultural education for the teacher preparation program, and critical pedagogy, advocacy and change and educational research for the graduate program, facilitation of re-accreditation efforts, supervision of pre-service teachers, and undergraduate and graduate advising. (August 1995 – August 2007)

Principal Investigator, U.S. Department of Education Teacher Quality Enhancement Grant (\$1.3 million): Responsibilities include the project directorship of the Equity Network (12 urban professional development schools partnered with CSUS); the coordination of curriculum reform across 3 Colleges for the newly created Blended Elementary Teacher Preparation Program including the transformation of 4 undergraduate English/Language Arts courses and 4 undergraduate Social Sciences courses, the provision of professional development to faculty involved in these reforms; budget management; evaluation of program activities and their impact; preparation of annual reports and work plans. (August 2001 – December 2006)

Co-Principal Investigator, California Post-Secondary Education Commission Grant (\$850,000):

Responsibilities include developing structures to enable collaboration between College of Natural Science and Mathematics and College of Education faculty to develop and implement the Sacramento Science Projects Related to Educational Equity (SSPREE) – summer science institute and academic year lesson study initiatives made available to Equity Network teachers. (September 2003 – October 2007)

CONSULTANCIES

Evaluator, Project TENET, Arizona State University (January 2005 – May 2006)

Consultant, Secretary of Higher Education, Science and Technology, Paraná (January 2000-January 2001); **Secretary of Education, Minas Gerais, Brasil** (January 1996 – March 1997)

Evaluator, Sacramento START Program (August 1998-August 1999)

Evaluator, CSUS School of Education Intern Program (September 1997- August 1998)

Evaluator, CSUS Educational Equity Programs (January 1996-December 1997)

Stockton Unified School District (September 1995-June 1996, September 1997-August 2001)

San Juan Unified School District (September 1995-June 1996)

Placerville Unified School District (September 1995-June 1996, September 1997-June 1998)
Oakland Unified School District (September 1994-June 1996)

PUBLICATIONS – Refereed – Most Recent

- Wong, P., Murai, H., Berta-Avila, M., William-White, L., Baker, S. Arellano, A. and Echandia, A. (Spring 2008) The M/M Center: Meeting the Demand for Multicultural, Multilingual Teacher Preparation, *Teacher Education Quarterly*.
- Wong, P. and Glass, R. (Summer 2005) Assessing a Professional Development School Approach to Preparing Teachers for Urban Schools Serving Low-Income, Culturally and Linguistically Diverse Communities. *Teacher Education Quarterly*, 32: 3, pgs. 63-78.
- Glass, R. and Wong, P. (Spring 2003) Engaged Pedagogy. Meeting the demands for justice in urban professional development schools. *Teacher Education Quarterly*, 30: 2, pgs. 69-87.
- Wong, P. and Balestino, R., (2001, November-December) “Prioritizing the education of marginalized young people in Brazil: a collaborative approach,” *Journal of Educational Policy*, 16: 6, pgs. 597-618.
- Mintrop, H., Gamson, D., McLaughlin, M., Wong, P. and Oberman, I. (2001) Design Cooperation: Strengthening the link between organizational and instructional change in schools. *Educational Policy* 15: 4, pgs. 520-546.

PUBLICATIONS – Books & Book Chapters – Most Recent

- Wong, P. and Glass, R., Eds. (forthcoming April 2009) *Prioritizing urban children, their teachers, and schools through professional development schools*. Albany, New York: State University of New York Press.
- Wong, P. (forthcoming) “Freirean education in contrasting contexts: A comparative look at liberatory education projects in the U.S. and Brazil” in Apple, M., Au, W. and Gandin, L. (Eds.) *Routledge International Handbook of Critical Education*. New York: Routledge-Falmer.
- Wong, P. (2002) “Evaluating Accelerated Schools” in David Nevo (Eds), *School based evaluation: an international perspective*, *JAI Series on Advances in Program Evaluation*. Vol. 8.

CONFERENCES-Selected

- “Preparing Leaders and Teachers for Diversity in Schools” (with Margarita Berta-Ávila and Lila Jacobs), 2007 American Educational Research Association Annual Meeting, Division K Featured Session, Chicago, IL.
- “The M/M Center: Meeting the demand for teachers of color,” (with Adele Arellano, Susan Baker, Margarita Berta-Avila, Lisa William White and Nadeen Ruiz), 2006 American Educational Research Association Annual Meeting, San Francisco, CA.
- “Assessing Professional Development Schools: Challenges and Possibilities in Evaluating Complex Reforms With Limited Resources,” 2005 American Educational Research Association Annual Meeting, Montreal, Canada.
- “Professional study groups: A grassroots approach to improving teaching effectiveness in an urban PDS” (with Dana Grimes, Sarah Garwood, Kim Burghgraef, and Tee Jay Bersola), 2005 Holmes Partnership Conference, Philadelphia, PA.
- “Justice, Democracy and Education: Comparative Perspectives on School Reform” (with Gustavo Fischman, Luis Gandin, Ron Glass, and Pauline Lipman), 2004 American Educational Research Association Annual Meeting, San Diego, California. (Division G Featured Session)

“Learning the Craft of Teaching in Urban Schools” (with Robin Emmonds, Ron Glass, Kathryn Hayes, Janet Hecsh, and Deidre Sessoms), 2004 American Educational Research Association Annual Meeting, San Diego, California.

“Transforming Teacher Identities through PDS Partnerships,” (with Ron Glass, Sue Heredia, Janet Hecsh, David Jelinek, Tom Owens, Dee Dee Ring and Joan Fedro), 2003 American Educational Research Association Annual Meeting, Chicago, Illinois.

UNIVERSITY SERVICE--Selected

Department Graduate Coordinator, 2001-2004

University Faculty Policies Subcommittee, 2000-2003

Liberal Studies Faculty Council, 2002-present

College Academic Affairs Committee, 2005-2008

College Ad-hoc Assessment Committee, Co-chair, 2006-present

Academic Integrity Subcommittee, NCAA Program Review, 2005-2006

Excellence in Teacher Preparation Initiative Project Team, Center for Teacher Quality, Office of the Chancellor, 2006-07

President’s Steering Committee on City of Sacramento Partnership, 2007 - present

PROFESSIONAL SERVICE--Selected

Member, International Advisory Board, Instituto Paulo Freire, São Paulo, Brasil, 2003-present

Member, Editorial Board, *American Educational Research Journal*, 1996-1999

Reviewer, *Comparative Education Review*, 1998- present

Reviewer, *Teachers College Record*, 2000 - present

Reviewer, Division G, American Educational Research Association, 1996-present

HONORS AND AWARDS—Most Recent

Outstanding University Service, College of Education, California State University Sacramento, 2006
Quality Education Partnership Award for the Equity Network, California Council on Teacher Education, 2006

Educator of the Year Award for the Equity Network, California State University Sacramento College of Education, 2006

Pedagogy Enhancement Award, California State University Sacramento, Fall 2000

OTHER QUALIFICATIONS

Speaking, reading and writing fluency in Portuguese and Spanish; Good reading and writing knowledge of French; Extensive use of computer software (word processing, spread sheet analysis, statistical analysis).

REFERENCES

Dr. Diedre Sessoms, College of Education, CSU Sacramento, Sacramento, CA 95819, 916/278-6403

Dr. Ronald Glass, Department of Education, UC Santa Cruz, Santa Cruz, CA 95064, 831/459-5188

Dr. Dennis Mah, Retired Principal, Fruitridge Elementary School, Sacramento, CA 95820 916/277-6283

Kiran Kumar

Dr. Lawrence W. Birch

Director, Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Dr. Birch:

I respectfully submit my application to be a member of the Committee on Accreditation . I have attained a nationally recognized level of excellence. I am a National Board certified teacher in the area of Early Adolescence/English Language Arts. To prove that I am a self-starter, I was one of the first candidates in NBPTS field test in 1993. Presently I am one of the facilitators for National Board candidate support program at California State University, Fullerton. To remain an instructional leader I continue to reflect, analyze, and improve my instructional practices at the school, district, and national level.

Secondly, I have been a Member of English Subject Matter Advisory Panel for the California Commission on Teacher Credentialing. The panel rewrote the standards for teacher education programs for the English credential. I am very familiar with the K-12 English standards and the standards for beginning teachers. Presently, I am on the panel that reviews Teacher Education programs on California campuses. Furthermore, I am a member of the Board of Institutional Reviewers for the Commission on Teacher Credentialing. We review teacher education programs for accreditation.

At the district level, under the umbrella of the BTSA program, I have helped Beginning teachers become more successful with instruction, assessment, and learning environments. During my 6 years as Mentor/Support Provider I have helped many new teachers at different grade levels overcome professional hurdles and master teaching strategies to become successful teachers. In addition, I have mentored student teachers from the University of La Verne and California State Polytechnic University, Pomona.

In addition I helped the district plan a remedial Language Arts program for struggling students. I know what it takes for Language Arts teachers to achieve success with all levels of skill development (Second Language Learners and G.A.T.E.) I have completed 15 years teaching 8th graders in the Pomona School District. My school has been recognized as a California Distinguished School and a National Blue Ribbon School. We have comparatively high test scores, innovative programs to help all students succeed.

Globally, I have developed a depth and understanding of best practices undertaken in different parts of the world. I have traveled to Peoples Republic of China as a member of the National Board Teaching Standards Delegation. We shared best practices with teachers and school administrators in Beijing, Shanghai, and Nanking. Later I traveled to New Zealand and Australia as a member of the National Board Accomplished Teaching Delegation. In 2004 I had the opportunity to travel to Russia and share best practices with teachers, school administrators and policy writers.

Therefore I think that I can be a knowledgeable, contributing member of the Committee on Accreditation. I have the depth and breadth of understanding of the California K-12 language Arts Standards.

Sincerely,

Kiran Kumar

EDUCATION & CREDENTIAL:

- 12/09 Board Certification renewed till 2019
 - 12/99 National Board Certified in Early Adolescence/English Language Arts
 - 5/90 Bachelor of Arts Degree (Major in English) from California State University, Fullerton
 - 5/95 Master of Science Degree with emphasis on Diversity. Masters project was titled *Portfolio Assessment and Thematic units for English Language Learners*
- Multiple Subject Clear with Supplementary Authorization in English
Language Development Specialist

LEADERSHIP EXPERIENCE:

- *Nationally Board Certified Teacher in the area of Early Adolescence /English Language Arts
- *Participant of National Board Facilitators Institute and Scoring Institute
- * Facilitator for Cal.State Fullerton's National Board candidate support program
- *Presenter at CATESOL State and Regional Conferences, the Pomona Language Arts Colloquium and League of Middle Schools conference.
- *Attended the California Literature Project (1993), teacher-leader at the Mini-Institute (1994).
- *Trainer for CAL. POLY POMONA and UCLA's AB 1086 Reading program.
- *. Mentor for the state BTSA program
- *Facilitated District Curriculum Committee with writing course description for Remedial Reading Elective
- *Member of "Teaching Standards Delegation" to the Peoples Republic of China 2000
- *Member of "Accomplished Teaching Delegation" to New Zealand and Australia, 2002
- *Member of "Accomplished Teaching Delegation" to Russia, 2004
- *Member of Selection Panel for Disney's American Teacher of the Year Award
- * Member of English Subject Matter Advisory Panel for California Commission on Teacher Credentialing
- * Member of Review Panel for evaluating Teacher Education programs at California campuses.

Kiran Kumar

AREAS OF KNOWLEDGE:

- *As National Board facilitator have been able to guide candidates on descriptive, analytical, and reflective writing. As facilitator to ask guiding and reflective questions that lead to analysis. Be able to understand, analyze, and explain all facets of the “Architecture of Teaching” (5 core propositions of National Board for Professional Teaching Standards)

- *Familiarity with K-12 Language Arts Standards and program standards while reviewing program documents for the Commission. Ability to recognize evidence to match standards of the Accreditation document and program descriptions. Ability to mediate between conflicting viewpoints and focus on evidence presented.

- * 8th grade Language Arts Teacher for English Language Learners and G.A.T.E. Students. Taught whole class and small focused groups. The small groups were focused on writing towards the 7th grade writing prompts. Other small groups were for the advanced readers covering some of the required readings for Advanced Placement classes.

- *Worked with Leadership Team on writing the Distinguished School Application and The Blue Ribbon Application.

- *Written to local organizations for grants to support after-school programs
Partnered with Rotary to lead their youth group in community projects for 9 years

- *7th grade Language Arts teacher for Second Language Learners
All students maintained portfolios of their work. They were also Involved in personal goal-setting and self-evaluations.
Cooperative learning strategies were also used for many Thematic units.

- *Lindbergh Middle School, Long Beach Unified School District.
Humanities core teacher for 6th, 7th, and 8th grade Second Language Learners. Responsible for grade-level Sheltered Content Instruction. District LEP Review Team commended students for Sense of community in the classroom and respect for ethnic Differences. Review Team also certified that students were Involved in a challenging and rigorous curriculum.



Superintendent
Board of Education
Educational Services
Business Services
Curriculum & Instructional Services
Human Resources
Student Support Services

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Ext. 140/Fax 757-5323
Ext. 144/Fax 757-5323
Ext. 122/Fax 757-5319
Ext. 150/Fax 757-5423
Ext. 105/Fax 757-5422
Ext. 116/Fax 757-5416

526 B Street • Davis, CA 95616 • 530-757-5300 •
www.djusd.k12.ca.us

Davis Joint Unified School District

David J. Murphy • Superintendent

February 6, 2009

To whom it may concern:

This letter is to confirm my interest in serving on the Committee on Accreditation (COA). I believe this to be important work in assisting the California Commission on Teacher Credentialing to fulfill their responsibility to credential public school teachers for the State of California.

I have been an active participant in the development and implementation of the Learning to Teach Continuum in California. I am currently the Director of the Yolo-Solano BTSA Induction Program. I have enthusiastically participated on state committees, on state and regional work groups and in support activities as the components of the Learning to Teach Continuum have been developed and implemented. I continue to work with partners across the Continuum through the Capitol Region Teacher Preparation Network, BTSA Induction Cluster 1, local partnerships with UC Davis and local intern programs. I believe that my experience will make me a valuable member of the committee as we collaborate to create strong programs for all teacher candidates.

As the Director of a BTSA program I have participated in state level program reviews as a lead reviewer and in the document reading process for BTSA program approval. To support our transition to accreditation I am enrolled in the BIR training for accreditation reviewers that will take place in June of 2009. These experiences will assist me in understanding and working with the system of accreditation for teacher credentialing programs.

In addition, my experiences in the K-12 education system have provided me with a range of knowledge regarding the perspective of the teacher candidate. I came into the profession late as a career change. I have served as a Master Teacher, Mentor Teacher, and BTSA Support Provider. I have had numerous leadership positions within the K-12 system including district curricular chair for both science and health; district program coordinator for BTSA, DATE, TUPE and character education; Summer School Principal, and Consortium Director for Yolo and Solano County BTSA Programs.

I feel an earnest interest in assisting all programs in the Learning To Teach Continuum to provide well articulated and excellent services to the teacher candidates and novice teachers in California. I appreciate your consideration of my interest in this committee.

Sally Plicka
Director, Yolo-Solano BTSA Induction Program
Davis Joint Unified School District

SALLY S. PLICKA

Education

Master of Arts: Educational Leadership, Sacramento State University, June 2005.

Administrative Services Credential, Sacramento State University, June 2005.

Ryan Clear Professional Single Subject Teaching Credential in Biology and General Science, UC Davis, June 1992. **CLAD** credential, 1997.

Bachelor of Science, Nutrition, Public Health, Brigham Young University, May 1977.

Employment

Yolo-Solano BTSA Induction Consortium Director, Administration of the Yolo – Solano BTSA Consortium, 2001-present.

Secondary Summer School Principal, Administration of the secondary summer school from 2003 – 2005.

District DATE Coordinator, administer all programs funded by the Drug Free Schools, TUPE and School Safety and Violence Prevention monies, December 2002 – 2004.

Health Department Staff, Davis Senior High School, teaching assignment in Health, September 2000 to January 2003.

BTSA Consortium Co-Coordinator, administration of the Davis, Winters, Esparto BTSA Consortium, 2000-2001.

Science Department Staff, Davis Senior High School, teaching assignments included Biology, Basic Biology, Sheltered Biology, Physiology, Health, 1992-2000.

Science Teacher, West Davis Intermediate School, science for elementary students, grades 4 and 5, English and Spanish Immersion, April 1992 – June 1993.

Teacher's Aide, West Davis Elementary School, First and Second grade bilingual. Taught small groups in reading, math, and related activities, September 1989 – June 1990.

Substitute Teacher, Woodland Joint Unified School District and Brawley Joint Unified School District, all schools and grade levels, 1982-1990.

Related Experience

BIR Training, enrolled June 2009.

Capitol Region Teacher Preparation Network, member 2003 – current.

Induction/5th Year of Study Committee, committee member.

Induction Program Review, lead reviewer, 2006-2007 review cycle.

Induction Program Document Reader, read initial induction program documents for program approval, 2002-2007.

BTSA Cluster Support RFA Reader, read RFA documents, 2003.

BTSA Formal Program Review, lead reviewer, 2002 review cycle.

BTSA Trainer, certified trainer for BTSA support providers in CFASST 1.0 and CFASST Year 2. Also provided training to site-administrators, PAR support teachers, and professional development for beginning teachers, March 2000-2006.

CFASST Year 1 Revision Committee, member of the working committee to write and review CFASST 1.0 for statewide BTSA programs. September 2000 – March 2001.

BTSA Support Provider, support for new and continuing teachers at Davis High School, professional development presentations, 1998-2001.

Mentor Teacher, mentor for new and continuing teachers at Davis High School, member of BTSA writing team, DJUSD, 1996-1998.

Master Teacher, coached student teachers in Biology. Students were from UCD, CSUS, and National University, 1995-1999

Chair, District Science Curriculum Committee, led the writing of district standards, four new courses, two re-structured courses and other restructuring for secondary science at Davis High, Emerson and Holmes Jr. Highs, 1993-1999.

Chair, High School Subcommittee of District Health Curriculum Committee, spearheaded the writing and piloting of the new health course at the high school and district health standards, 1995-1999.