
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 from institutions of higher education and reviewing the information from the K-12 finalists, the Ad Hoc 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: two from K-12 and one from postsecondary education. In addition to recommend to the Commission individuals for the COA Alternate List, if appropriate.

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 2010

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 Ad Hoc Committee (Committee) will interview the two finalists from institutions of higher education. Because there were only two K-12 applicants for two positions on the COA, the Committee will not interview any of the K-12 applicants. The Committee will then recommend to the Commission three individuals (2 K-12 and 1 from postsecondary education) to serve on the COA. The Committee may also recommend to the Commission 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, 2010 and extend through June 30, 2014.

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	
Carol Leighty , Superintendent Temecula Valley Unified School District <i>Term Ends June 30, 2011</i>	Sally Plicka , BTSA Director Davis Joint Unified School District <i>Term Ends June 30, 2013</i>
Dana Griggs , Educational Consultant San Bernardino County Superintendent of Schools <i>Term Ends June 30, 2010</i>	Nancy Watkins , Teacher Valencia High School Placentia-Yorba Linda School District <i>Term Ends June 30, 2011</i>
Joseph Jimenez , Cluster Region Director BTSA Induction Tulare County Office of Education <i>Term Ends June 30, 2012</i>	Joyce Abrams , Teacher Chula Vista Hills Elementary School Chula Vista Elementary School District <i>Term Ends June 30, 2010</i>

Postsecondary Professionals	
Ellen Curtis-Pierce Associate Vice Chancellor for Professional Accreditation and Faculty Development Brandman University <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>	Anne Jones Director of Teacher Education University of California, Riverside <i>Term Ends June 30, 2013</i>
Reyes Quezada Professor of Education University of San Diego <i>Term Ends June 30, 2012</i>	Pia Wong Professor of Education California State University, Sacramento <i>Term Ends June 30, 2013</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>	
Kiran Kumar Teacher Pomona Unified School District <i>Availability for Appointment ends June 2013</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>	Carrie Ann Blackaller CSU Dominguez Hills <i>Availability for Appointment ends June 2013</i>
Juan Flores CSU Stanislaus <i>Availability for Appointment ends June 2013</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 four K-12 continuing representatives are from the public school system. With the departure of the one IHE representative, there will be three continuing members from public institutions and two continuing members from private institutions. The three members from public institutions represent both the California State University system and the University of California system.

- 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 one K-12 teacher and two 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, a director of teacher education, and two faculty members 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. Two continuing members are from Northern California, one from the southern Central Valley, and the other six are from Southern California. This objective is met with reference to geography and gender.

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 2010 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 20, 2009. All nomination materials were due February 25, 2010 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 terms of three of the Nominating Panel Members end on June 30, 2010. The Accreditation Framework states that members of the Nominating Panel may not serve more than one four year term. After the April

Commission meeting, three new members of the Nominating Panel will need to be appointed by the Chair of the Commission and the Co-Chairs of the COA. The Nominating Panel is listed below:

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

- Staff collected nomination materials and provided all nomination materials to the Nominating Panel.
- The Nominating Panel reviewed the nominations and selected four individuals (two K-12 and two 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.

- There were only two applicants for the COA from the K-12 community. The notice of the application process was included in the PSD weekly E-News for four weeks in January and February 2010. Staff contacted representatives from the two teachers' unions and requested that information regarding the COA nomination process be shared among their memberships. At the January 2010 COA meeting, it was announced that applications were now being accepted and it was requested that current COA members encourage individuals to submit an application. Since there were only two applicants, one a current COA member and the other an alternate of the COA, it was decided after discussion with the Chair of the Commission that the K-12 finalists would not need to be

interviewed by the Commission. The nomination materials for the K-12 applicants are provided in Appendix A.

The Committee will interview the finalists from institutions of higher education at this Commission meeting and recommend to the full Commission the selection of a higher education member 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 2010-2011 year: two K-12 vacancies and one postsecondary vacancy. The application materials for each finalist are included in Appendix A. Interviews with the finalists from institutions of higher education 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
Joyce Abrams Substitute teacher K-6, BTSA Support Provider Chula Vista Elementary School District	Nominated by: Request for reappointment
Postsecondary Finalists	
Gary Railsback Dean Point Loma Nazarene University	Nominated by: Doretha O'Quinn Point Loma Nazarene University
Iris Riggs Faculty CSU San Bernardino	Nominated by: Lynne Cook CSU Dominguez Hills

Recommended Action

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

- Appointment of three new members of the COA (two K-12 and one postsecondary) to begin their terms July 1, 2010.
- Appointment of individual(s) to the COA Alternate List.

Appendix A

Nomination Materials from the Finalists

IHE

Gary Railsback

Iris Riggs

K-12

Joyce Abrams

Kiran Kumar

Teri Clark, PSD
California Commission on Teacher Credentialing
1900 Capitol Ave
Sacramento, CA 95811

Dear Teri:

I am writing this letter of interest to serve as a member of the Committee on Accreditation. The phrase that summarizes my interest in the COA is something you said at a Program Assessment event in Sacramento last fall, "That some people are accreditation junkies, and others aren't." So I need to confess that I am an accreditation junkie and am fascinated by the work. That is why I have already attended two Program Assessments in Sacramento this year and the BIR training in January 2010 and have accepted the assignment to be on a Site visit team for an upcoming CTC/NCATE site visit.

In addition to what I have mentioned above, I have been involved in teacher education since 1995 when I joined the faculty of Sterling College in Sterling, KS. During my tenure at Sterling we hosted both a North Central focused accreditation visit and a Kansas State Board of Education (KSBE) visit. This visit was a more traditional paper visit where we developed self studies and hosted a visiting team. One of the unique features of my experiences in Kansas with teacher education accreditation is that both Sterling and Tabor College were involved in a small college consortium that shared Secondary methods courses and an undergraduate special education program. So every time one of the six colleges had a visit from KSBE we all participated as we shared leadership for these programs.

In 1997 I became department chair at Tabor College and was involved in preparation for a North Central focused visit where we proposed offering a master of education degree. KSBE also moved to a folio visit between site visits and was involved in helping the secondary programs write to the standards and with education department faculty on the elementary education major. During this time KSBE adopted NCATE standards and I participated in a week long training for NCATE review teams led by Donna Gollnick at NCATE.

In 2000 I moved to George Fox University in Newberg, OR where I was involved in a Northwest Commission visit for our new doctor of education program, and wrote proposals to the Oregon Teachers Standards and Practices Commission (TSPC) for new credential programs in Library Media and ESL. In my last year there I was director of the doctoral program and a department chair and we hosted a successful joint NCATE/TSPC visit.

In addition to higher education accreditation, I have participated in two visiting teams at high schools in Oregon and California. If I can provide you further information please let me know.

Sincerely,



Gary L. Railsback
Dean, School of Education
Point Loma Nazarene University
Email: garyrailsback@pointloma.edu

Gary L. Railsback, Ph.D.

**CONTACT
INFORMATION**

Mailing address: [REDACTED]
Office Cell: [REDACTED]
Office email: GaryRailsback@pointloma.edu

CURRENT POSITION

Point Loma Nazarene University – San Diego, CA

Dean, School of Education (2008 to present)

January – June 2008 part-time consultant

July 1, 2008 to present full-time

Associate Professor of Education (2008 - 2009) teaching graduate courses in Action Research, Philosophy of Education and Foundations of Leadership.

Professor of Education (2009 -)

Major responsibilities: manage all aspects of PLNU School of Education – including

- Faculty - recruitment, evaluation, promotion and development of 24 full-time and 150 adjunct faculty.
 - Curriculum – manage fidelity of existing academic programs and development of new and revised curriculum proposals through PLNU university committees, WASC regional accreditation, and California Commission on Teaching Credential (CTC) Professional accreditation. The SOE is also seeking NCATE accreditation at the next accreditation site visit with CTC scheduled in 2011-2012.
 - Manage SOE academic programs at main campus (135 students in Liberal Studies Major) and 1000 graduate students at four regional campuses in Mission Valley area of San Diego, Corona, Arcadia and Bakersfield.
 - Manage 17 support staff at the five SOE locations.
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George Fox University – Newberg, Oregon

Associate Professor of Education (2000 to 2008) –

- taught graduate courses in the Educational Foundations and Leadership Department primarily in Ethics and Research Methods (Qualitative, Survey, and Ethnography);
- chair four doctoral dissertations each year, and
- advise doctoral students in their degree programs.

Director of the Doctoral Studies program (2006 to 2008) – coordinate the academic program, comprehensive exams and dissertation process for 100 students.

Department Chair, Educational Foundations & Leadership (EDFL) Department, (2007 to 2008)

- manage a graduate department serving 400 students in the master of education program, EdD program, administrative license programs, and additional endorsement programs in ESOL, Reading and Library Media; and an alternative
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	<p>pathways program to teacher certification.</p> <ul style="list-style-type: none"> • Budget Manager for \$80,000 program budget plus salaries of 1.3 million, supervise administrative assistant and 10 full-time faculty, 4 half-time and 15-20 adjunct professors annually. • Chair, department admissions committee • Chair, Faculty review for three year evaluation
DEGREES EARNED	<p>Ph.D. in Education with a specialization in Higher Education, cognate in Social Psychology, University of California, Los Angeles, 1994</p> <p>M.A. in Theology, Fuller Theological Seminary, Pasadena, CA 1981</p> <p>B.S. in Christian Education, Northwest Christian College, Eugene, OR 1976</p>
UNIVERSITY COMMITTEES	<ul style="list-style-type: none"> • GFU University Curriculum committee – represented School of Education reviewing all graduate and undergraduate curriculum proposals. (2004 – 2007) • GFU Strategic Planning Committee – develop a five year strategic plan for the university – (2007 – 2008) • GFU Human Subjects Review Committee – represent Educational Foundations & Leadership Department on university committee, reviewing all proposals and approving or recommending for full committee review (2003 – present)
DISSERTATION	<p>“An exploratory study of the religiosity and related outcomes among college students”, co-chairs Dr. James Trent (deceased) and Dr. Michael Pavel (now at Washington State University)</p>
HONORS	<p>Nominated GFU Graduate faculty of the year – 2003 & 2007</p>
ADDITIONAL POST-GRADUATE WORK & TEACHERS LICENSE	<p>Certified BarOn Emotional Quotient Inventory® and EQ360 – October 2007.</p> <p>Teacher education courses to complete licensure requirements:</p> <ul style="list-style-type: none"> • University of Oregon, Eugene. 20 quarter hours toward Masters degree in Curriculum & Instructional Leadership • University of Northern Colorado, Greeley, CO (6 semester hours) • Wichita State University, Wichita, KS (2 semester hours) • Sterling College, Sterling, KS (2 semester hours) <p>Teaching License:</p> <p>Secondary teaching license, grades 7-12 Psychology, State of Kansas (expired 4-18-2005)</p>
PUBLICATIONS	<ol style="list-style-type: none"> 1. Railsback, G., Swezey, J., Cintas, C., Croy, K., & Gibbs, S. (2008). Faculty satisfaction at private religious colleges. <i>Private School Monitor</i> 29(2), 1-18. 2. Railsback, G.L. (2007). Growing pains from rapid growth: A historical case study of George Fox University from 1983 to 2003. <i>Christian Higher Education</i>, 6(5) 409-427. 3. Railsback, G.L. (2006). A Demographic Description of Evangelicals Attending Secular and Christian Colleges. <i>Christian Education Journal</i>, 3(2) 278-302. 4. Railsback, G.L. (2006). An investigation of the faith commitment of Evangelical college students at secular and Evangelical colleges. <i>Journal for Research on Christian Education</i>, 15(1), 39-60.

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5. Adams, G. L., Slocum, T., Railsback, G. L., Gallagher, S. A., McCright, S. A., Uchytel, R. A., Conlon, W. W., & Davis, J. T. (2004). A critical review of Randall Ryder's report of Direct Instruction reading in two Wisconsin school districts. *Journal of Direct Instruction*, 4, 161-190.
 6. Railsback, G.L. (1988) Improving academic advising in the community college. Published by the ERIC Clearinghouse on Community Colleges, UCLA (ED 320647)
 7. Banks, D. & Railsback, G.L. (1988). A pilot study on needs in the sciences in Community Colleges. Published by the Center for the Study of Community Colleges, UCLA. (ED 297801) Grant funded research from the Ford Foundation in NY, a 33 page report based upon 91 telephone interviews.
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**RESEARCH
PRESENTATIONS
AT
INTERNATIONAL
/NATIONAL
CONFERENCES**

1. "The impact of institutional size on faculty satisfaction at private colleges" accepted for American Educational Research Association annual meeting Denver, CO, April 2010.
 2. "Faculty perceptions about tenure at private liberal arts colleges" accepted for American Educational Research Association annual meeting Denver, CO, April 2010.
 3. Faculty religious convictions and spirituality at Christian Colleges – presented at the American Educational Research Association annual meeting, New York, March 2008.
 4. The quandary of American Evangelicals regarding the public school system; Either support a system with an increasingly secular worldview or find a school that is more tolerant to their worldview. Presentation at the Oxford Roundtable, Oxford, UK, July 29, 2007.
 5. Evangelical students at secular and Christian Colleges: Findings from national research. Presentation at the 2007 ACSI Leadership Academy, Colorado Springs, CO, July 2007.
 6. Graduate faculty and student perceptions of integration of faith and learning. Joint presentation with Dr. Debi Miller, Multnomah Bible College. October 20, 2006 at the North American Professors of Christian Education, Denver, CO.
 7. Future educators equipped for service in America's classrooms: A national study compares CCCU graduates with their secular counterparts. May 25-27, 2006 at Coalition of Christian Teacher Educators (Affiliated with the Council for Christian Colleges & Universities) at Regent University, Virginia Beach, VA.
 8. EVANGELICAL COLLEGE STUDENTS AT SECULAR CAMPUSES: What happens to their faith and moral beliefs? October 19-23, 2005 at the North American Professors of Christian Education conference, Rochester, MN.
 9. The Colorado Freshman, with Dr. Helen S. Astin, UCLA Professor of Higher Education, at the annual meeting of the Colorado Council on High School and College Relations, Denver, Colorado, 1989.
 10. Developing a marketing plan using databases and spreadsheets. Summer admissions institute, sponsored by the College Board, Colorado Springs, for three summers 1989, 1990 and 1991.
 11. Developing a marketing plan using databases and spreadsheets, at the annual national convention of the National Association of College Admissions Counselors (NACAC), New York City, 1990.
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Iris Riggs

February 22, 2010

To the Selection Committee for the Committee on Accreditation:

I am applying to serve on the Committee of Accreditation as a representative of higher education institutions. I view the role of the COA as one of great importance. Twice, I have sat before the Committee in my role as Associate Dean in the College of Education at California State University San Bernardino. As a co-chair of two accreditation visits at my own institution, I was eager to receive the feedback and ultimate accreditation decision of the COA. It is very humbling to have so much public attention focused on the strengths and weaknesses of our credential programs. I believe that the focus is healthy—forcing those of us who strive to prepare excellent teachers and other school professionals to look honestly at our own performance. I take the accreditation process seriously and would do my utmost to contribute to the work efforts of the Committee.

In addition to my work on CSUSB's ongoing accreditation efforts, I have had several opportunities to learn and work with various aspects of the accreditation process. I served on the COA's Work Group which established the new accreditation process presently being implemented across the state. I have completed BIR training and have served on the Common Standards group for two accreditation visits. Additionally, through the years, I have served on multiple program review panels and also worked on the committee that created the standards for Blended Programs.

Through my work in teacher education, I have had numerous opportunities to work with standards. I have contributed to program documents such as the 2042 program document, our Blended Program proposal, various standards changes such as those for technology, and also co-authored pre-conditions and common standards documents for two CSUSB accreditation visits. Additionally, I have worked in induction and even the New Teacher Project as a continuing partner with our Riverside and San Bernardino County Offices of Education. I contributed to the writing of our induction program document, and prior to that, helped to author pre-intern and intern program documents. I have been trained in CFASST and now in FACT to implement induction curriculum with our support providers and therefore make good use of the induction standards and also the CSTP. Additionally, I have been trained as a scorer for the TPA, and periodically serve as such at CSUSB.

As I close, I might also add that I have recently resigned from my position as associate dean to return as a faculty member to my teaching and supervision of student teachers and interns. Thus, I am once again in the schools, connecting with K-12 colleagues and refreshing my perspective from the field. I am hopeful that my background and interest in teaching and accreditation-related issues and tasks would make me a contributing member of the COA. Thank you for your consideration.

Sincerely,

Iris Riggs, Ph.D.

RIGGS, IRIS, Ph.D.

COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY SAN
BERNARDINO
5500 UNIVERSITY PARKWAY •SAN BERNARDINO, CALIFORNIA 92407

EDUCATION

- Ph.D. in Curriculum and Instruction, Kansas State University, 1988
- M.S. in Curriculum and Instruction, Kansas State University, 1986
- B.A. in Education, Summa cum Laude, Bethany College (Kansas), 1980
- Kansas Teaching Credential, Elementary Education, 1981-Present

EXPERIENCE

Higher Education

- January 1981 to August 1988: Instructor and Research Assistant, Kansas State University
- 1988 to present: lecturer, assistant professor, associate professor, and professor, California State University, San Bernardino (CSUSB)
- 1998 to September 2010: Associate Dean, Teacher Education

Public School Experience

Employed

- January 1981 to December 1986: Elementary teacher, Junction City, KS
- 1988-1998: CSUSB Supervisor of student teachers and interns
- Ten Weeks in 1990: Weekly teacher of mathematics to class of 3rd graders (CSUSB provided one course release for this experience)

Volunteer

- 1997: Tutor of mathematics to 1st grader
- 1997-1998: K-2 literacy tutor
- 1996-2001: Parent volunteer in elementary classrooms (weekly)
- 2000-2001: Math teacher to 4th grade G.A.T.E students (weekly for 10 weeks)

GRANTS/CONTRACTS/AWARDS

- 1992 – *A Model System for the Science Education of Diverse Populations*, \$797,295, NSF, *primary author*
- 1994 – *Extension of A Model System for the Science Education of Diverse Populations: Developing Teacher Leaders*, \$176,336, NSF, *Co-Author & Co-PI*
- 1999 – *Pre-Internship Program*, \$ 904,000, *state, authored first draft*
- 1995-1999– *RIMS Beginning Teacher Support and Assessment Program*, \$6,000,000+, *state, writing team member*
- 1999 – *Pre-Internship for Special Education*, \$60,000, *state, co-authored*
- 2000 – *CSUSB Blended Program Development*, \$50,000, *state, authored*
- 2001 – *Technology in Teacher Education for the New Millennium*, \$100,000, *CSUSB, co-authored*
- Riggs, I., Sandlin, R., & Pelletier, A. (1992). *Quality of Education Award for Distinguished Service to Children and the Preparation of Teachers* (awarded to College of Education and Fontana Unified in honor of our work in support of New Teachers and our NSF partnership)
- 2002 – *Outstanding Service Award for the College*
- 2005 – *President Elect, CSUSB Phi Kappa Phi*
- 2006 – *President, CSUSB Phi Kappa Phi*
- 2007-2010 – *Past President, CSUSB Phi Kappa Phi*

SELECTED PUBLICATIONS/PROCEEDINGS

Enochs, L., & Riggs, I. (1990). Further development of an elementary science teaching efficacy belief instrument: A preservice elementary scale. *School Science and Mathematics Journal*, 90, 694-706

Enochs, L., Sharmann, L., & Riggs, I. (1995). The relationship of pupil control to preservice elementary science. *Science Education*, 79, 63-75.

Riggs, I. (1996). Achieving gender equity within the science classroom: Factors to consider. *Spectrum*, 22, 7-9.

Riggs, I.M. (1998). The impact of training and induction activities upon mentors as indicated through measurement of mentor self-efficacy. In P. Rubba, & J. Rye (Eds.), *Proceedings of the 1998 Annual International Conference of the Association for the Education of Teachers in Science* (pp. 357-370). Pensacola, FL: Association for the Education of Teachers in Science (ERIC Document Reproduction Service No. ED 421363).

Riggs, I. (1995). Preparing inservice elementary science teachers: The role of the instructor's site observations. *Journal of Science Teacher Education*, 6, 20-26.

Riggs, I., & Enoch, L. (1993). A microcomputer beliefs inventory for middle school students: Scale development and validation. *Journal of Research on Computing in Education*, 25, 383-390.

Riggs, I., & Enoch, L. (1990). Toward the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education*, 74, 625-637.

Riggs, I., & Riggs, M. (1990). Predictors of student success in a teacher education program: What is valid, what is not. *Action in Teacher Education*, 12, 41-46.

Riggs, I. & Sandlin, R. (2001). The impact of reform-driven induction on mentors: There may be more benefit to induction than we thought. In the *2001 International Yearbook on Teacher Education 46th World Assembly, Santiago, Chile*.

Riggs, I. & Sandlin, R. (2006). Looking at five years of new teachers' assignments: Should this be a global concern? In the *51st World Assembly of The International Council on Education for Teaching, July 15-17, 2006, University of Fortaleza, Brazil*.

Riggs, I. & Sandlin, R. (2003). Professional development of mentors within a beginning teacher induction program: Can we impact veteran teachers' self-perceived teaching competence? In the *World Assembly Yearbook 2003, Forty-Eighth World Assembly of The International Council on Education for Teaching July 21-25, 2003, Melbourne, Australia*.

Riggs, I.M. & Sandlin, R.A. (2000). Teaching portfolios for support of teachers' professional growth. *National Association of Secondary School Principals Bulletin*, 84, 22-28. (Invited submission.).

Riggs, I., & Sandlin, R. (1996). Utilizing teacher portfolios to assess & support new teachers. *The Professional Educator*, 19, 31-40.

Sandlin, R. & Riggs, I. (2007). Workplace contexts of new teachers: An American tradition of "Paying One's Dues." In Townsend, T. Townsend and R. Bates, *Teacher Education in Times of Change: Globalization, Standards and Professionalism*, (pp.317-330), Dordrecht, The Netherlands and New York: Springer Publishing.

Stapel, D., Smith, C., Riggs, I., & Diaz, E. (1996). Including ESL strategies within the elementary science methods course. In P. Rubba, P. Keig, & J. Rye (Eds.). *Proceedings of the 1996 Annual International Conference of the Association for the Education of Teachers in Science*. Pensacola, FL: Association for the Education of Teachers in Science. (ERIC Document Reproduction Service N. ED 398060).

SELECTED PRESENTATIONS

Arlin, P., Riggs, I., Eggleston, C., & Sandlin, R. (2005). Measurement and documentation: Attaining an informed unit perspective. Presentation made at the annual meeting of the American Association of Colleges for Teacher Education, Washington, D.C.

Bartell, C., Riggs, I., & Young, B. (2000). Induction policy concerns for institutions of higher education. Invited Panel Member for dialogue with the Interstate New Teacher Assessment and Support Consortium, San Diego.

Mahoney, M., Riggs, I., & Sandlin, R. (2010). Meeting NCATE Standards 1 & 2: A unit-wide disposition rubric. Presentation made at the American Association for Colleges of Teacher Education, Atlanta, GA.
Norton, R., Riggs, I., & Sandlin, R. (2000). Formative and summative assessment designs in teacher preparation programs. Presentation made at the California Commission on Teacher Credentialing's Teaching Performance Assessment Workshop.

Riggs, I. & Sandlin, R. (August, 2001). Articulation and collaboration between elementary subject matter programs, professional teacher preparation programs, and professional teacher induction programs. California Commission on Teacher Credentialing-invited presentation to the *Title II Summer Workshop* in San Diego.

Riggs, I. & Sandlin, R. (2006). Looking at five years of new teachers' assignments: Should this be a global concern? Presented at the annual World Assembly of the International Council on Education for Teaching, Fortaleza, Brazil.

Riggs, I. & Sandlin, R. (2008). Meeting NCATE standards 1 & 2: Strategies for engaging programs in the use of data. Paper presented at the 2008 Annual Meeting of the American Association for Colleges of Teacher Education.

Riggs, I., Sandlin, R., Arlin, P. K., Brunkhorst, H., & Eggleston, C. (2006). NCATE's unit assessment: The role of employer/graduate survey data. Presented at the annual meeting of the American Association of Colleges of Teacher Education, San Diego, California.

Sandlin, R. & Riggs, I. (2005). Entering the teaching Profession: Developing policy to protect the novice from the most difficult working conditions. Presentation made at the annual World Assembly of the International Council on Education for Teaching, Pretoria, South Africa.

Sandlin, R., Riggs, I., Arlin, A., & Eggleston, C. (2009). Meeting NCATE Standards 2 and 3 through establishment of sustainable and meaningful partnerships with advisory boards: The use of candidate performance data. Presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago.

Sandlin, R., Riggs, I., & Riggs, M. (2007). Data-driven Policy to Protect the Novice Teacher: Differentiated Compensation for Differentiated Assignments Presentation made at the annual World Assembly of the International Council on Education for Teaching, San Diego, CA.

Verdi, M. P., Riggs, M., I. Riggs, & Norton, R. (2008). The CA Teacher Performance Assessment Task for assessing student learning: What do teacher education candidates really know? Paper presented at the annual meeting of the American Educational Research Association Meeting, New York.

SELECTED TECHNICAL WRITING

- May 2002, Institutional Report for NCATE and State Accreditation, Co-Author
- Fall 2002, Senate Bill 2042 Induction Plan, Member of Writing Team
- Spring 2003, Senate Bill 2042 Teacher Preparation Program Plan, Writing Team Member
- 2003-2004, Senate Bill 2042 Professional Clear Advanced Year of Study Program Plan, Coordinator and co-author
- May 2010, Institutional Report for NCATE and State Accreditation, Co-Author

ADDITIONAL COMMISSION AND/OR ACCREDITATION RELATED EXPERIENCE

- Accreditation Study Group Member—2004-2007
- State representative on the NCATE/Common Standards Review Team—Spring 2007
- Blended Program Standard Development
- Blended Program Reviewer
- WASC review team for a K-8 school
- On-site review team member for a BTSA program.
- Program document reviewer for the Senate Bill 2042 teacher education programs
- Trained Teacher Performance Assessment (TPA) Assessor
- Scorer of TPAs
- BTSA Program Trainer of Support Providers (15 years)
- Completion of BIR training
- BIR Common Standards Reviewer for 2 accreditation site visits

Joyce Abrams

January 23, 2010

Commission on Teacher Credentialing:

Please accept this Letter of Interest for the K-12 position on the Committee on Accreditation (COA), on which I currently serve. As I prepared to write this letter, I referred back to the letter I wrote to you almost four years ago. With few exceptions, the reasoning remains true, just more intense.

Currently, I have retired from teaching on a full-time basis, but continue to be employed by the school district I worked in for 39 years, as a substitute teacher.

I am far more knowledgeable today, compared to four years ago, in regard to the function of the COA and understanding the nuances of the Accreditation Handbook and its application to institutions in the real world. I understand the absolute need for the K-12 voice on a committee comprised of a majority of higher education faculty and administrators.

I re-submit my letter from June 30, 2006. I believe it represents me well.

With your approval, I would like to continue to represent K-12 on the Committee on Accreditation.

Sincerely,

Joyce Singer Abrams

June 30, 2006

It is with excitement, anxiety and respect that I submit this letter of application for the open K-12 seat on the Committee on Accreditation (COA). **My credentials: I am ready, willing and able!**

My interest in being an official part of the COA has been germinating for many years, but only since I have been the CTA K-12 representative on the Accreditation Work Study Group, under the auspices of the COA, has it seemed a possibility. Representing CTA at the Work Study Group over the past two years, the issues have been brought to life. A K-12 ear and voice on higher education accreditation matters provides a necessary practical blend between higher education personnel and those working in the real world of the public classroom, working to ensure that there is alignment of learning with the K-12 content standards.

The COA's charge is to oversee the accreditation system. Their task is to decide on the continuing accreditation of educator preparation institutions and programs, to decide on the initial accreditation of programs submitted by eligible institutions, and to determine the comparability of national or alternative program standards with California standards of educator preparation.

Teacher preparation programs must prepare teachers adequately so that our state can ensure the public that high quality teachers are in California's classrooms. Research shows that the most effective support we can furnish our students is to invest in the skill and knowledge of our teachers. Reform and change—we say “monitor and adjust” in the elementary school setting—aligned with the K-12 content standards are the keys to assuring this high level of consistent quality.

Why do I desire to serve on the COA as a K-12 representative? I believe I am well-trained and offer a multi-faceted array of skills. My wide base of experience allows me to hear, understand and question. Education is my lifelong passion. I have taught Early Admission Kindergarten (EAK) through eighth grade for 39 continuous years.

I have mentored student teachers in my classroom. I have served as a student teacher field supervisor on the SDSU faculty. I have been an instructor at UCSD Extension.

I have been active in both PAR AND BTSA, two teacher support systems in California.

I served on the Credentials and Professional Development Committee of the CTA State Council for nine years. I am a trained and experienced Board of Institutional Reviewers (BIR) participant. And, lastly and maybe most importantly, it seems a natural next step as our Accreditation Work Study Group winds down, I would like to be appointed to the Committee On Accreditation to implement the very policies we've worked so diligently to revise.

I am committed to the cause: "Ensure that those who educate the children of California are academically and professionally prepared." Thank you for considering me for appointment to this esteemed committee.

Sincerely,

Joyce Singer Abrams

Joyce Singer Abrams

Activities

2006-Present	Committee on Accreditation, CA Commission on Teacher Credentialing
April 2005	UCSD Extension Instructor—The Gifted Learner and Literature
March 2005	Chula Vista ESD Health-Nutrition Council teacher representative
March 2005	City of San Diego Human Relations Commission, Commissioner
April 2004-2006	CCTC/COA Accreditation Work Study Group on Accreditation
January 2002	CCTC AB2042 Institutional Reviewer for Accreditation
November 2000-2003	CVESD PAR Advisory Board Panel
September 2000-Present	BTSA Support Provider
September 1998-2003	San Diego State University School of Teacher Education Faculty Member- Student Teacher Field Supervisor California State Department of Education CCR Field Colleague, GATE Department
October 1997-1999	LEAD, San Diego Fellows Member, Gang Prevention for Pre-Adolescents
April 1997	Chula Vista Hills Teacher of the Year
1996-2005	CTA State Council Representative
July 1994-June 1995	San Diego County Grand Jury Chair, Health and Social Services Committee
1994-1997	President, Large La Jolla Homeowner's Association, in litigation
1993-2008	Chula Vista Educators Association Board of Directors
1991-1993	Congregation Beth El, Board Member
1989- 1990	LEAD, San Diego, Graduate
1986-2001	Voices for Children CASA (Court-Appointed Special Advocate)

Employment

September 2008-Present	Substitute Teacher, Grades K-6
September 1967-June 2008	School Teacher, Grades EAK- 9 Chula Vista Elementary School District The Palm Valley School, Palm Springs, CA Cedar Drive Public School, Scarborough, Ontario, Canada--Fulbright Scholar

Program Teacher
San Diego Unified School District
Burbank Unified School District

Current Memberships on Boards of Directors

Committee on Accreditation, State of California
City of San Diego Human Relations
Association of San Diego Educators of the Gifted
La Jolla High School Scholarship Foundation
McKinley Elementary School Foundation

Educational Background

1976 MA, Special Education, GATE Emphasis
San Diego State University
1974 California Administrative Credential
1967 BA, English, San Diego State University
Standard Elementary Life Credential
SB1969 Credential

Kiran Kumar

February 21, 2010

Dr. Lawrence W. Birch
Director, Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Dr. Birch:

I request to reactivate my application to be a member of the Committee on Accreditation. I am currently an Alternate 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 16 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

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.