
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 K-12, 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 community and one from postsecondary education. In addition to recommend to the Commission individuals for the COA Alternate List, if appropriate.

Presenter: Teri Clark, 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 2011

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 and four finalists from the K-12 community. 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, 2011 and extend through June 30, 2015.

Background

Education Code §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>
Kiran Kumar , Teacher Pomona Unified School District <i>Term Ends June 30, 2014</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, 2014</i>

Postsecondary Professionals	
Ellen Curtis-Pierce , Associate Vice Chancellor for Professional Accreditation and Faculty Development Brandman University <i>Term Ends June 30, 2011</i>	Iris Riggs Professor of Education CSU San Bernardino <i>Term Ends June 30, 2014</i>
Gary Kinsey Associate Vice-President and Director of the School of Education California State University, Channel Islands <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>	
None	
<i>Postsecondary Professionals</i>	
Juan Flores CSU Stanislaus <i>Availability for Appointment ends June 2013</i>	Carrie Ann Blackaller CSU Dominguez Hills <i>Availability for Appointment ends June 2013</i>
Gary Railsback Pt. Loma Nazarene University <i>Availability for Appointment ends June 2014</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 four continuing members from public institutions, and one continuing member from private institutions. The four members from public institutions of higher education represent both the California State University and University of California systems.

- 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 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 a director of a school of education, a director of teacher education, and three 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 2011 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 3, 2011. All nomination materials were due February 25, 2011 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. The Nominating Panel members serve for four years. The terms of three of the Nominating Panel Members ended on June 30, 2010. The term of one panel member ends in 2012 because she filled an unexpected vacancy on the panel in 2008. The Accreditation Framework states that members of the Nominating Panel may not serve more than one four year term.

Early in 2011, the Chair of the Commission identified a nominating panel member from the K-12 community while the Co-Chairs of the COA identified two new members of the panel. The 2011 nominating panel is identified here:

<i>Nominating Panel Members Identified by the Commission</i>	
William Redford , Administrator Riverbank Language Academy Riverbank Unified School District <i>Term Ends June 30, 2014</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>	
Karen O'Connor , Teacher Adobe Bluffs Elementary School Poway Unified School District <i>Term Ends June 30, 2014</i>	Edmundo Litton , Professor School of Education Loyola Marymount University <i>Term Ends June 30, 2014</i>

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

The Committee will interview the finalists at this Commission meeting and recommend to the full Commission the selection of a higher education member and two K-12 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 2011-2012 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 the K-12 community and institutions of higher education are scheduled for this Commission meeting and the finalists identified by the Nominating Panel are as follows:

Finalists for the Committee on Accreditation	
K-12 Finalists	Nominated by
Nancy Watkins , Teacher Valencia High School Placentia-Yorba Linda School District	Current member of the Committee of Accreditation requesting reappointment
Melissa Lewis Martella , Teacher South West Park Elementary School Tracy Unified School District	Janice Bussey , BTSA Director Director of Staff Development Tracy Unified School District
Kenneth Lopour , Dean of Students New Millennium Secondary School	Lynne Cook , Professor School of Education CSU Dominguez Hills
Emelina Dizon Emaas , Teacher Capitol City School Sacramento City Unified School District	Michael Salman , Principal Capitol City School Sacramento City Unified School District
Post-Secondary Finalists	Nominated by
Deborah Erickson , Assistant Dean and Associate Professor California Lutheran University	Gary Kinsey , Associate Dean College of Education Cal Poly Pomona University
Belinda Karge , Professor Department of Special Education CSU Fullerton	Marjorie McCabe , Professor CSU San Bernardino

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, 2011.
- Appointment of individual(s) to the COA Alternate List.

Appendix A

Nomination Materials from the Finalists

K-12

Nancy Watkins

Kenneth Lopour

Melissa Lewis Martella

Emelina Dizon Emaas

IHE

Deborah Erickson

Belinda Karge

Nancy Watkins

Dear Commissioners,

Teacher participation in policy decisions depends on teacher's belief that they have a political voice that can affect policy development and implementation and the degree to which existing bureaucracies allow teacher input. I have served on the COA for the past four years and have truly enjoyed being part of the process. Please consider my nomination to continue to serve the State of California as a committee member on the Committee on Accreditation.

I have always known I was going to be teacher. It was an inspiring teacher during my high school experience that solidified my decision to become a secondary social science teacher. I was a political science major as an undergraduate and received my master's degree in public policy. Three years ago I decided to pursue a doctoral degree in educational leadership. My research as a doctoral student focused on teacher's involvement in the policy making process at the state level. I completed my doctoral dissertation in August of 2008 and received my Ed. D. from a joint program with UC, Irvine and Cal State Fullerton.

I was first appointed to the COA in August of 2007. The term expires in June 2011. During the past three years on the COA, I have gained substantial knowledge about the California accreditation system and have been a part of the reform efforts currently established in the accreditation process. I served two terms as co-Chair for the COA and will complete this term as a committee member. I have found that my participation and contributions are valued and that I have a voice in state-level decisions that affect not only my students and my classroom but the entire public education system.

I am comfortable and knowledgeable with data based research related to education, however, I offer a viewpoint from the practitioner's perspective. I believe it is important to connect classroom realities with policies. As an appointed committee member, I represent teachers and the K-12 system and would be able to apply my academic knowledge and experience with my practitioner knowledge and perspective.

As I envision it, the work of a committee member is to provide perspective through analysis and practice as the state government, through the Commission on Teacher Credentialing, evaluates and creates educational policy. My experience, academic background, and COA knowledge have prepared me to be part of the dialogue.

Please accept this letter of interest for appointment to the COA. I look forward to continuing the work of the Committee.

Thank you,

Nancy Watkins

NANCY A. WATKINS, Ed.D.

xxxxxxx@pylusd.org

xxxxx

Yorba Linda, CA 92886

714.595.xxxx Cell 714-701-xxxx Fax

EDUCATION:

Doctorate in Educational Leadership (Ed.D) – September 2008

UC/CSU Joint Doctorate Program in Educational Leadership, Irvine, CA
“Teachers as Policy Makers: New Directions for Education Reform”

Graduate

Claremont Graduate School, Claremont CA 1994 - Master's of Arts, Public Policy

Credential

San Francisco State University, CA, 1988

California Teaching Credential: Single Subject, Social Sciences; Supplement
credential: Dance

Undergraduate

B.A., University of CA, Santa Barbara, 1987 - Major: Political Science

APPOINTMENTS:

Committee on Accreditation

2007-2011

* Commissioned by the CTC representing K-12 Educators

* Served as Co-Chair for two terms.

Aspiring Leaders Program, Placentia-Yorba Linda USD

2010-current

Teachers Advisory Council, Placentia-Yorba Linda USD

2007-2009

* Representing Valencia High School and Secondary teachers.

PUBLICATIONS AND PRESENTATIONS

* Schroedel, Jean. "The Joint Impact of Race and Gender on Police Department Employment Practices." (With Scott Frisch, Nancy Hallamore-Watkins, Julie Peterson, and Nicole Vanderhorst). *Women & Criminal Justice* (Volume 8, Number 2, 1996): 59-77.

* Hallamore-Watkins, Nancy A. "Democratization of Eastern Europe: Hungary and Poland in Transition." Center for International Education (ED), Washington, DC. Paper presented for the annual meeting of the California Council for the Social Studies. March 1995.

TEACHING EXPERIENCE:

Cal State Fullerton, Fullerton, CA June 2009-current

- * Adjunct faculty: Teaching Educational Policy and Governance.
- * Writing Coach – Educational Leadership Department

Valencia High School, Placentia, CA September 1995-current

- * Currently teaching AP US Government, AP Comparative Politics and Theory of Knowledge
- * Social Science Department Chair and Community Service Coordinator
- * Member PLC Leadership Team, TAC, SSC, and Curriculum Council

University of Phoenix, Southern California Campus August 2001-2005

- * Specialty courses include Wealth and Power in America, Integration of Social Studies and Fine Arts and Constructs of Reading

Chaffey Community College, Rancho Cucamonga CA January 1996 – 1997

- * Political Science Instructor.

Upland High School, Upland, CA September 1991- June 1995

- * Taught Government, Economics, History, English
- * Designed pilot program “Career Connections”

El Cerrito High School, El Cerrito, CA September 1988-June 1991

- * Designed and taught curriculum for Social Science Department

Albany Unified Summer School, Albany, CA June 1988- July 1988

- * Taught Comparative Governments and Dance

PROFESSIONAL GROWTH and ACCOMPLISHMENTS:

Teacher of the Year, 1996. Valencia High School and Placentia-Yorba Linda U.S.D.

Orange County Teacher of the Year, Nominee, 1996.

United States Institute of Peace, Washington D.C. - Summer 1995

PROFESSIONAL GROWTH and ACCOMPLISHMENTS (cont.):

- * One of 30 educators selected to attend seminar on conflict resolution around the world.

Fulbright-Hays Seminar Abroad "Poland and Hungary: Societies in Transition" -

Summer 1994

- * One of 16 chosen nationwide to study transitions to democracy in Poland and Hungary.

Forrester Institute, Costa Rica - Summer 1993:

- * Spanish language institute

Taft Seminar for Teachers - Taft Institute: "The Right to Vote" - July 1991

- * One of 30 teachers selected to research voting rights in the United States

National Endowment for Humanities: Constitutionalism - Summer 1989

- * Workshop for teachers at UC, Berkeley on the history and application of the US Constitution.

REFERENCES

Louise Adler, Director/Coordinator Ed.D. Program	714.278-xxxx
Jim Bell, Principal, Valencia High School	714.996-xxxx
Teri Clark, Director PSD, CTC	tclark@ctc.ca.gov

Kenneth Lopour

To Whom It May Concern,

I am interested in becoming a member of the Committee of Accreditation and I believe my specialized set of experiences and skills would make me a valued additional voice. I have taught a wide range of students with diverse abilities, socio-economic and cultural backgrounds, and in three different locals across the state. These schools are located in San Francisco, Costa Mesa, and now in Carson, Ca, and each was very demographically different from the others. I taught a very ethnically diverse high school student population in urban San Francisco, a mainly poor Latino immigrant population in Costa Mesa, and a majority lower middle class African American population in Carson. All of these were charter schools and this has given me a deep understanding of how charters function and a unique perspective on the preparation needed by educators for charter and start up schools. As a member of the Committee on Accreditation I believe my experience and perspectives could make a valuable contribution relative to the preparation needs of educators for diverse learners and for this growing sector of California schools.

In addition to my professional experience, I have a deep personal interest in credentialing programs across the state. The school where I am currently has as its central mission; to “prepare students to become life-long learners and dynamic leaders in the competitive 21st century.” Preparing students for the information saturated, highly competitive, global marketplace is at the core of what I do every day, and I am in turn interested in how today’s teacher and administrator credentialing programs are preparing those participants to ensure that our students succeed in the 21st century. Furthermore, in the course of my career I have seen varying levels of teacher involvement in administrative roles at the school site and have become interested in the diffusion of leadership throughout the school’s organizational structure. After 4 years as a teacher, this fall I assumed a teacher leadership role teacher on special assignment as Dean of Students. I am currently in a tier 1 administrative credentialing program and the idea of creating teacher-leaders and flattening the leadership pyramid has taken a central place in my thinking.

I have personal interest in how teachers and administrators are prepared and I have a breadth of practical experiences that guide my thoughts. Given these attributes, I believe I would make a beneficial addition to this committee and I would enjoy developing greater knowledge of the important role of program accreditation.

Thank you for your consideration,

Kenneth Lopour
Dean of Students, New Millennium Secondary School

Kenneth Glenn Lopour

415-370-xxxx

xxxxx@gmail.com

Education

Masters Degree in Educational Administration **2011**

California State University Fullerton, Fullerton, Ca

- Tier 1 Preliminary Administrative Credential
- GPA: 3.90

Teaching Credential **2006**

San Francisco State University

- Dean's List two semesters
- GPA: 4.0

Bachelors Degree in Sociology **2004**

San Francisco State University

- Dean's List six semesters
- Emphasis on gender studies
- GPA: 3.25

Learn Spanish Program Completion Certificate

Instituto Tecnológico de Queretaro, Mexico

- Year long intensive Spanish language acquisition program in central Mexico.
- Founded a promotional business with local entertainment industry.
- Work study program with two international companies: Kellogg de Mexico and Grupo Sistemas de Informacion Distribuida.

Credentials

- Tier 1 Administrative Credential
- Single Subject Credential: Social Studies
- CSET: Social Studies
- CBEST
- CLAD Certified
- CPR Certified

Career History and Accomplishments

Dean of Students **2010-Present**

New Millennium Secondary School

- Has decreased number of suspensions by over 80% over the course of the year.
- Practitioner of Positive Behavior Supports. Instituted a citizen of the month program. Created a "Model Student" incentive program.
- Coordinate closely with the special education department to more effectively handle students with IEPs.
- Coordinate student discipline and activities
- Manage school attendance reviews.

- Mentor teachers on classroom management techniques and effective curriculum implementation strategies.
- Direct school safety and emergency preparedness program.
- Oversee third party security professional. Coordinative with surrounding mall security teams.
- Creation of a Students mentor program.

Social Studies Teacher/ Department Chair

2009-2010

New Millennium Secondary School

- Social Studies Department Chair. Responsible for the creation of subject benchmarks and pacing guides.
- Created and administrated a Credit Recovery Program.
- Implemented student schedule changes.
- Lead member of the “Advisory” committee.

World History Teacher / Department Chair

2007-2009

Early College High School

- Social Studies Department Chair
- A.V.I.D Program Director. Coordinated activities and curriculum for 7 A.V.I.D. teachers and over 300 students.
- International Environmental Advocacy Project Director. Created project and coordinated contest in conjunction with team in England.
- Member of the Senior Project Planning Committee
- Union Representative.

Honors

- Keynote Speaker at Commencement Ceremony for North Lindsey College, Scunthorpe. UK.
- Claes Nobel Educator of Distinctions: The National Society of High School Honors, 2008. Student Recommended Honor
- Claes Nobel Educator of Distinctions: The National Society of High School Honors, 2009. Student Recommended Honor

Publications

- Commentary for Ed-Week magazine on January 5th 2011, “Can the Broken Charter System Be Fixed”

References

Edward Sussman, Ed.D, Superintendent (Retired)
Downey Unified School District
(714) 968-xxxx

Tony Kline, Executive Director
New Millennium
Secondary School
(310) 999-xxxx

Stan Hanstad, Assistant Superintendent (Retired)
Downey Unified School District
(562) 469-xxxx

Kathy Slawson, Principal
Newport-Mesa Unified
School District
(714) 241-xxxx

Melissa Lewis Martella

February 21, 2011

Attn: Teri Clark or Teri Ackerman
California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95811

To Whom It May Concern:

My name is Melissa Martella and I am applying for an open position on the Committee on Accreditation. I am currently teaching fourth grade GATE and ELD at a program improvement school in Tracy. Nearly 14 years ago I was in the same spot I am now - I attended fourth grade in the room that I currently teach in! I love my position and I belong to a district that has built me into the educator that I have become. My district has given me a multitude of opportunities over the past seven years and I will be forever thankful. I smile knowing that they are behind me as I move forward with my career into leadership.

Over the past five years, I have worked closely with our district staff development director, Janice Bussey. As a beginning teacher, I cleared my credential through BTSA and actively sought out professional advice with Janice. One day I received an email about a BTSA Leadership team meeting and I saw that it had been sent to our superintendent, associate superintendents, district directors, and site principals. I was sure that she accidentally emailed it to me, but as a matter of fact, Janice *had* intended to send it to me. She saw that I am interested in more than just my classroom, but the larger spectrum in education. I take a reflective, proactive approach to my career and work to serve my students' needs each day. She asked me to join the leadership team and I have thoroughly enjoyed my experiences. We collaborate, learn, and analyze data so that we can ensure our BTSA program supports new teachers and complies with current legislature.

I feel that I am giving back to a community that raised me, but my vision for education goes beyond Tracy. I have had the chance to be a part of site and district committees and I have worked closely with districts directors to improve our significant subgroup's CST scores, but I want to take part in something bigger. I love my role in the classroom and this committee allows me to continue to teach, but build my leadership skills and broaden my perspective in California's educational system. I am extremely organized and feel that my skills could help to ensure the public and legislature that the credentialing programs are preparing professionals in the areas they are credentialed. I would be actively engaged and eager to participate in the unbiased decisions of the committee. I love when I see my students have that "Ahhh, we got it" moment... and participating in this program will allow me to empower other districts to support their teachers so that they might enjoy their professions as much as I do. It would be an honor to serve and participate in a committee that's ultimate responsibility is to ensure that institutions, universities, and local educational agencies are preparing future educators.

Please review my attached resume and I am hoping that I have the qualifications you are looking for on the COA. I look forward to hearing from you. Thank you for your time!

Melissa Martella

MELISSA MARTELLA

OBJECTIVE

To obtain a position on California Commission of Teacher Credentialing's Committee on Accreditation

EXPERIENCE

2004- present Tracy Unified School District Tracy, CA

First Grade Teacher (four years)

Third Grade Teacher (one year)

Fourth Grade GATE and ELD teacher (one year)

- Participated in multiple textbook adoption committees
- Coordinator of grade/ school fundraisers
- Designed and implemented afterschool intervention for low performing first graders
- Coordinated annual talent shows each spring with 30 to 80 students
- Worked with 3-8th graders and established 2 of the 3 afterschool clubs on our campus: Recycling Club and Gardening Club
- Head of site's Sunshine Committee: oversaw budget, balanced books each month, helped to maintain a friendly work environment by remembering and recognizing staff for different events, organized luncheons/ staff parties
- ELD coordinator for three years: revised our site's program and made it up to date with state standards, collaborated and worked with two paraprofessionals who pulled our EL students out in small groups, analyzed data to monitor our EL subgroup's classroom performance and assisted teachers with the reclassification process, organized and presented at staff meetings, met with district director to ensure compliance and completed all state reports
- CELDT coordinator for three years: oversaw the individual testing of nearly 300 EL students each fall, graded CELDT tests, analyzed results to help teachers plan instruction in their classroom
- BTSA Leadership Team for five years: work with district directors, associate superintendants, principals, and four other teachers to evaluate and revise the induction process in Tracy, identify staff development that correlates with our district's needs

EDUCATION

2001-2004 California Polytechnic State University
San Luis Obispo,
CA

- Bachelor of Science in Child Development
- Minor in Psychology

2004-2005 California State University-Stanislaus

Turlock, CA

- **Multiple Subject Teaching Credential**
- CLAD included
- Cleared Credential through Tracy's BTSA induction program in 2007

2007-2010 California State University- Stanislaus

Turlock, CA

- Masters in Education with an emphasis in educational leadership, finishing thesis/ test in February 2011
- Administrative Leadership credential obtained
- Passed the State Leadership Series test (SLS) in October 2010

SKILLS

- Outstanding organizational skills
- Knowledgeable with technology
- Good team player with strong communication skills
- Life long learner

REFERENCES

- Dr. Jim Franco
TUSD Superintendent
(209) 830-3201
- Janice Bussey
TUSD Staff Development Director
(209) 830-3232
- Laurie Fracolli
TUSD School Principal
(209) 830-3309
- Eric Lobaugh
TUSD Assistant Principal
(209) 831-3309

E-MAIL: MELISSXXXXXX@HOTMAIL.COM

XXXX AVENUE • BRENTWOOD, CALIFORNIA 94513 • PHONE (209) 918-XXXX

Emelina Dizon Emaas

The Nominating Panel
Attn: Teri Clark
Director, Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue, Sacramento, CA 95811

Dear Madam:

This has reference to the nominations to the COA. I have read and understand the duties and responsibilities of COA members that you describe in the information letter. I feel confident that I am educationally qualified and have the skills and expertise based on my professional experiences along these areas: educational administration, classroom management, program and training development, student-centered instruction, curriculum development, instructional programming, and team building, I am self-directed, enthusiastic educator with proven ability to create and monitor policies and practices that promotes a safe learning; ensure a school culture that promotes continuous improvements for teachers; provides an environment that encourages open communication and collaboration with colleagues, students, parents and the community; and support teachers in creation and implementation of lesson plans, teaching and assessment strategies in conjunction with state learning regulations/standards. Moreover, I am a dedicated public servant with a deep commitment for education. The school/district where I come from can vouch my commitment and dedication in any endeavor entrusted to me in my humble capacities.

I believe that by making continuous improvement towards professional and school accreditation, we can attain the goal of high quality education in the state of California specifically. I remain optimistic about endless possibilities if I am challenged to do the best I can for the California educational system.

It is also my fervent desire that someday I would be able to serve in other fields of education here in California. Hence, I would like to express my interest to serve as a member of the Commission on Accreditation. If ever given the challenge, I am ready to take the step of accepting responsibility and opportunity of serving as COA member. Enclosed are my curriculum vitae for you to evaluate my educational background and professional experiences. The original documents are in my file to support all of these when needed for verification by the Nominating Panel.

I am very grateful to you for accepting my nomination papers. Whatever is the outcome I will accept it if I am not a lucky one. Hopefully, you will keep me in mind in the future for similar opportunities.

Thank you so much and more power!

Sincerely,

Emelina D. Emaas
Science Teacher, Capital City School
BTSA Support Provider, SCUSD

EMELINA D. EMAAS

xxxxxxxxxxxx Way, Rancho Cordova, CA 95742
HP# (916)534-xxxx * CP # (916)835-xxxx* xxxx@yahoo.com
WP:# (916)277-xxxx * xxxx@sac-city.k12.ca.us

SECONDARY SCHOOL TEACHER

Self-directed, enthusiastic, dedicated, and committed educator. Employs differentiated teaching strategies and assessment to improve academic performance and learning experience of students. Demonstrates skills in designing challenging, enriching and innovative activities that address diverse interests and needs of students. Presents information in a variety of ways, and emphasize the relevance of the lesson to the world beyond the classroom. Collaborates effectively with colleagues, parents, and the community and establishes quality relationships with the students.

Experience in:

- Curriculum Design and Development
- Classroom Management
- Differentiated Instruction and Assessment strategies
- Student-Centered Learning
- Cooperative and Interactive Learning
- Multicultural Awareness

“Emelina is an exemplary employee who has a deep commitment for education and is always interested in helping and sharing ideas to others. She is highly motivated and has excellent leadership skills. She is ready to take the step of accepting the responsibility and opportunity of serving in an administrative capacity.”

Betty N. Boone, Principal, Capital City Independent Study

EDUCATION

Doctor of Education (Ed. D., CAR), Major in Educational Management, Bicol University,
Legaspi City, Philippines 1996-1998

Master of Arts in Education (MA Ed.), Major in Educational Management, Annunciation
College, Sorsogon City, Philippines 1981-1995

Bachelor of Science in Education (BSE), Major in Biology, Minor in English, Far Eastern
University, Manila, Philippines 1970-1974

PROFESSIONAL EXPERIENCE

*WASC Accreditation Committee Member, assigned at Endeavor Alternative Center, Ceres, CA
on March 21-23, 2011*

Mentor Coach, at Health Professions High School and Fortune School of Education on October, 2010 through present

Instructional Material Reviewer, California Department of Education for 2009 Education and the Environment Initiative Curriculum Review

BTSA Support Provider, Sacramento City Unified School District, California September, 2007 – Present

- Provided individualized support to beginning teachers on a weekly basis.
- Conducted formative assessment observations to new teachers.
- Assisted teachers in creating and implementing individualized induction plans (IIP).

High School Teacher, Sacramento City Unified School District, California September, 2002 – Present

- Taught in accordance with the abilities and achievements of students in grades 9-12 assigned to science classes and in conformity with the district's philosophy, goals, and objectives, as expressed in the Board's adopted courses of study;
- Developed performance objectives and lesson plans that are consistent with established goals and objectives;
- Planned, carried out and evaluated instructional activities for individual and group of students.

Education Supervisor I – Science, Department of Education, Culture and Sports, Philippines June, 1998- 2002

- Supervised principals and district supervisors in the division;
- Conducted trainings, workshops, and conferences to teachers, principals and district supervisors;
- Represented the Superintendent in conferences and meetings that pertains on instructional supervision in her absence.

Secondary School Head Teacher VI / Assistant Principal, Sorsogon National High School, Philippines December, 1989 – February, 1997

- Supervised thirty one secondary teachers;
- Conducted classroom observations to teachers; and
- Conducted professional development trainings to teachers.

Secondary Teacher (Biology, Chemistry, Physics, General Science and English as a Second Language (ESL)), Philippines, July, 1975 – November, 1989

- Taught Science and English to high school students with proficiency level of academic performance.

Evaluator of Learning Materials, Department of Education, Culture and Sports, Philippines, 1999

- Evaluated textbooks and other supplemental materials for the Social Expenditure Management Project.

TRAININGS ATTENDED

- Training of Textbook Evaluators for the Social Expenditure Management Project conducted by the Department of Education Culture and Sports, Philippines on Aug.2-6, 1999.
- Regional Training for High School Teachers Teaching English as a Second Language conducted by the Department of Education, Culture and Sports, Philippines on June 9-15, 2000.
- National Seminar Workshop on Ecological (Zero) Management for the Regional Trainers of DECS on Oct. 6-10, 2000.
- Conference Workshop on the Regional Unified Testing on Jan. 31-Feb, 1, 2002.
- SBTP Training on the Construction of Do-It-Yourself Laboratory Activities in the Teaching of Elementary and Secondary Science Subjects on May 22-31, 2002.
- Bilingual Teacher Training Program-CLAD 1, 2, 3 Prep Training on September, 2004
- Clean Air Challenge Workshop in 2004, 2005, and 2006.
- Clean Air Challenge Reunion Workshop on October 27, 2007.

COMPUTER SKILLS

MS Word, Excel, PowerPoint, Internet (research and navigation), Email

MEMBERSHIP IN ORGANIZATIONS

- Member, RECSAM Grantees Association, Philippines - 9 years
- Member, PASMEP Teachers Association, Philippines - 4 years
- Member, Philippines Science Club Advisers Association, Inc. -17 years
- Member, American Physics Teachers Association – 6 years
- Member, Phillipine Association of English Teachers-4 years

Deborah Erickson

Deborah E. Erickson
XXXXXXXXXXXXXXXXXX
Thousand Oaks, CA 91360
(805) 807-xxxx xxxx@aol.com
February 18, 2011

Teri Clark, Acting Director, Commission on Teacher Credentialing
Members of the Committee on Accreditation

Please accept this letter as my application to serve on the Commission's Committee on Accreditation. I am pleased to be nominated by Dr. Gary Kinsey, who is currently a member of the COA.

It has been my privilege to serve as a faculty member, program director, department chair, and assistant dean in the School of Education at California Lutheran University during the past nine years. The broad range of leadership experiences I have had within the School of Education has allowed me the opportunity to work in the initial teacher preparation, administrative services credential, and doctoral programs, including four years of unit leadership as the assistant dean. I also served as the interim dean twice, both times at the request of the Provost. I believe that this unique background, coupled with my K-12 leadership experience, has prepared me well for the responsibilities of this committee.

I have had extensive experience in the state and national accreditation process. The School of Education recently received a full accreditation from both the California Commission on Teacher Credentialing (CTC) and National Council for the Accreditation of Teacher Education (NCATE) this past year. I currently have oversight of the collection, aggregation, and review of data for both the unit and individual programs. I facilitate our three annual data retreats that gave faculty the opportunity to review data collected from our signature assignments, grading scores averages, and course evaluations. California has a rigorous cycle of accreditation; I work with the department chairs and program coordinators on all curricula development, including all associated data reports and the submission of credential program documents as well as the development of the Single Subject Matter Program documents. I designed and wrote the Preliminary and Professional Clear Administrative Services programs that were both approved through the CTC's rigorous peer review process. I am currently redesigning the Preliminary Administrative Services program to better reflect the needs of our working professional and ensuring that we continue to provide 21st century learning opportunities for our future leaders.

As Assistant Dean, Chair of the Department of Teacher Education, and Director of the Educational Leadership Program, I've been fortunate to help shape curriculum that prepares educators to work in culturally diverse settings, maintain high standards of student achievement, and connect theory to practice. In addition, I have advised and mentored administrative candidates as well as doctoral students, instituted an Educational Leadership Networking Support Group, and have worked closely with the local K-12 community, carefully establishing key relationships with the leaders of local districts. We have developed several entrepreneurial partnerships to assist with increasing our enrollment, most notably *Leadership Training Centers* for the Preliminary Administrative Services program and *School Leadership Centers* for the Department of Teacher Education. Both of these programs provide purposeful placement for our candidates as well as promote our programs across the county. In addition, we have professional development school partnerships with two schools in nearby districts. Working closely with local superintendents, we have developed a cadre of adjunct professors who serve as leaders in the local school districts and teach in our programs, ensuring relevance and timeliness of instructional methods and curriculum content.

My seventeen years in K-12 schools as an educator and administrator has helped me understand the needs of both large and small districts; I have previous administrative experience as a principal and as the San Carlos School District's Director of Curriculum and Student Services, including responsibility for all special education programs and the hiring of teaching faculty. In addition to meeting regularly with superintendents across our K-12 community, I have an established network of colleagues from schools of education across California as well as the nation. This will prove a valuable resource in sharing what we do well and learning from others who may be faced with similar opportunities and challenges.

During the past year, I was awarded a Fund for the Improvement of Post-Secondary Education (FIPSE) grant of \$300,000 to develop online coursework for clear credential in the teacher preparation program. The second year of grant funding calls for faculty development in the area of diversity in K-12 schools, particularly focusing on needs of the large Latino population in California.

Because of my extensive leadership experience, I have come to know my personal strengths quite well. I am able to effectively work with faculty to act on their ideas and accomplish a new project; I do whatever is needed to institutionalize new programs that enhance the school's mission and vision. I collaborate well with others and encourage faculty and staff input, but I can also work independently to complete tasks or prepare reports. I see potential in others and try to give opportunities for each individual to actualize their own growth and development. I also am able to handle ambiguity well and deal effectively with stressful situations, particularly with the change process. I enjoy working with faculty on collaborative projects and seeking ways in which we continually improve our teaching and learning. I am relationship-oriented; my colleagues see me as very caring and empathetic.

Having a quiet leadership style works to my advantage; I consider myself to have strong connective and a facilitative skills. I am able to give credit where it is due; no leader ever accomplishes the work to be done without a great deal of collaboration and assistance. Thank you for your time and consideration of my application; I look forward to hearing from you soon.

Sincerely,

A handwritten signature in cursive script that reads "Deborah E. Erickson". The signature is written in black ink and is positioned above the printed name.

Deborah E. Erickson

Deborah E. Erickson, Ed. D.
Associate Professor and Assistant Dean, School of Education
California Lutheran University
(805) 493-xxxx xxxx@callutheran.edu

Education

Ed. D.	Educational Administration with a Specialization in Curriculum University of the Pacific, Stockton, CA	1996
M.A.	Educational Administration California State University, San Bernardino, CA	1988
M.A.	Integrated Study in Business and Psychology Pacific Lutheran University, Tacoma, WA	1985
B.A.E.	Elementary Education with minors in Spanish and English literature Pacific Lutheran University, Tacoma, WA	1982

Credentials Held

California Professional Administrative Services Credential	1993
California Clear Multiple Subjects Credential	1993
Washington Professional Education Certificate	1991
Washington K-9 Provisional Elementary and Secondary Certificate	1982

Higher Education Administrative Experience

Assistant Dean, School of Education California Lutheran University 2007-present

Accreditation: Accountable for oversight of program documents, preparation of reports, data aggregation and analysis; ensured observance of assessment plan and data review by department; tracked and analyzed program and candidate proficiency trends across unit; worked closely with the California Commission on Teacher Credentialing to monitor required program changes.

Curriculum: Assisted with the development and revisions of program curricula for all programs; ensured accuracy of graduate catalog revisions; tracked program submissions to the Graduate Professional Education Committee.

Professional Development: Planned three School of Education retreats annually, including the May Assessment Summit; led planning and implementation of university-wide assessment and evaluation conference; instituted regular skill development sessions for administrative assistants.

Faculty: Coordinated adjunct faculty reviews; developed SOE procedures manual; oversaw special education and teacher preparation grant awards; served on and/or chaired search committees; tracked faculty workload and overload; assisted office manager with faculty contract coordination for the Provost's Office; served on the Dean's Cabinet; assisted with the preparation of monthly faculty meetings.

Student Affairs: Responsible for oversight of student concerns and appeals process; coordinated course scheduling with department chairs; tracked student enrollment; assisted with policy for various programs, particularly the development of signature assignments as well as dispositional ratings scales and candidate improvement plans.

Community Outreach: Served on Flory and Los Cerritos Professional Development School Advisory boards; represented the SOE at the Ventura County Office of Education at monthly Certificated Personnel Administrators Network meetings; met with local superintendents and assistant superintendents regarding program development and district needs.

Teaching load: Taught instructional supervision and leadership courses as part of assistant dean assignment. Chaired seven doctoral dissertations and was a committee member on four committees.

Major accomplishments: Coordinated CTC/NCATE review which resulted in full accreditation for seven years; awarded a \$300,000 FIPSE grant to develop online clear credential coursework; developed SOE assessment plan; was selected to serve on state-wide Commission on Teacher Credentialing California Preliminary Administrative Credential Examination (CPACE) Design Team; selected to be on the Board of Institutional Reviewers for the

California Commission on Teacher Credentialing.

Interim Department Chair, School of Education California Lutheran University 2007-2009

Program Development: Responsible for the ongoing growth of initial teacher preparation program; developed School Leadership Center concept for purposeful placement of teacher candidates; developed master schedule in conjunction with program coordinators; advocated for additional faculty position; led committees for both chair and faculty searches; prepared enrollment reports; attended Commission on Teacher Credentialing meetings to keep current on credentialing issues.

Faculty Support: Reviewed faculty dossiers for tenure purposes and wrote letters of support; reviewed full-time and adjunct faculty student evaluations and worked with faculty on instructional pedagogy and student engagement.

Community Outreach: Served on Flory Professional Development School Advisory Board; met with principals of possible School Leadership Centers to discuss partnerships with CLU; presented the School Leadership Center concept to various K-12 faculties; gave a Teacher Performance Assessment (TPA) presentation to the Ventura County Office of Education Personnel Administrators Network members.

Major accomplishments: Assisted with the planning and implementation of the Teacher Performance Assessment (TPA) system; revised the SB 2042 program document to align with state and national standards; re-organized faculty responsibilities to better meet needs of department. Served concurrent positions of chair and assistant dean for two years.

Program Director, School of Education California Lutheran University 2004-present

Program Development: Wrote and submitted successful program documents for preliminary and professional administrative services credential programs; developed all syllabi for new program, including embedded fieldwork assessments aligned to CTC standards; responsible for the ongoing improvement of the Preliminary Administrative Services credential as well as the Master of Arts in Educational Leadership programs; hired and trained adjunct faculty; developed course schedule; advised candidates; performed some initial and all exit interviews; organized portfolio defenses; wrote candidate handbook; led program and curriculum evaluation efforts; aggregated program and candidate data; prepared Individual Program Assessment Data Summary report.

Major accomplishments: Designed the new Masters of Arts in Educational Leadership program, including embedded fieldwork aligned with coursework and CTC standards; developed Leadership Training Center (LTC) model in conjunction with local school districts for purposeful candidate placement; hired local superintendents and assistant superintendents as adjunct faculty in order to better serve candidates.

Faculty Appointments

<i>Associate Professor, School of Education</i>	California Lutheran	2008
<i>Assistant Professor, School of Education</i>	California Lutheran	2002

K-12 School Experience

<i>Director of Curriculum and Student Services, San Carlos School District</i>	1997–2001
<i>Principal, Heather School, San Carlos School District</i>	1994–1997
<i>Principal, Oakwood School, Lodi Unified School District</i>	1990–1994
<i>Vice-principal, Oakwood School, Lodi Unified School District</i>	1988–1990
<i>Teacher, Rancho Verde Elementary, Apple Valley School District</i>	1985–1988
<i>Residence Hall Director and Graduate Student, Pacific Lutheran University</i>	1982–1985
<i>Reading Specialist, Lynden Christian Elementary School</i>	1982–1983

Selected Professional Contributions

State and National Association Service

President, California Association of Professors of Educational Administration	2006-2007
Co-Chair, Association of California State Administrators and California Association of Professors of Educational Administration Joint Committee	2006-2008

Program Chair, Urban Teaching, Learning, and Research Special Interest Group, American Educational Research Association 2005–2007
 National Council of Professors of Educational Administration 2010 Washington, DC Conference Committee 2009-2010
 Commission on Teacher Credentialing Board of Institutional Reviewers 2009-present
 Commission on Teacher Credentialing Preliminary Administrative Credential Examination (CPACE) Design Team 2009-present

Refereed Journal Contributions

Editor, Educational Leadership and Administration Journal 2009-2010
 Associate Editor, Educational Leadership and Administration Journal 2008-2009
 Reviewer, Learning Disabilities Quarterly 2003-2008
 Reviewer, Educational Leadership and Administration 2003–2008

Doctoral Dissertation Work (Chair)

Bayles, M. (2009). *Perceptions of educators and parents of the California High School Exit Examination (CAHSEE) requirement for students with disabilities.*
 Botz, Hans (2010). *The use of the Tuning Protocol in supporting new teacher induction.*
 Cruz, S. (2010). *Paving the Pathway for Latinas to Access College or a Post-Secondary Education.*
 Cosenza, M. (2010). *The impact of professional development schools on teacher leadership.*
 Gern, T. (2011). *Lack of qualified teachers choosing to become principals* (proposed).
 Granish, J. (2011). *The transition from teacher to administrator* (proposed).
 Roundy-Harter, A. (2010). *Principals and self-determination theory (SDT): What trends are seen in levels of autonomy, competence, and relatedness?*

Committee Member

Dean, M. (2006). *Do teacher expectations and behavior influence students' academic achievement and acquisition of second language in an elementary bilingual two-way immersion setting?*
 Delanoye, G. (2006). *Reflective teaching and practitioner research: evaluating the impact of action research instruction on K-12 teachers.*
 Delling, R. (2006). *Career academy intervention: Do students who are enrolled in career academies at Polaris High School have higher student achievement and feel more connected to school than their non-academy peers?*
 Hand, J. (2007). *An investigation into the organizational commitment of faculty at small private colleges and universities.*
 Heilbron, L. (2009). *The effect of gifted pedagogy on student achievement.*
 Jackson, S. (2006). *A study of dysfunctional word use at the secondary level of education: its prevalence and current practices for instructional interventions.*
 Lehtihalme, S. (2009). *The effect of parenting choices on the academic success of gifted high school students.*
 Maliski, S. (2009). *Servant leadership characteristics of principals in Evangelical Lutheran Church in American elementary schools.*
 Mar, M. (2008). *Language and literacy: consequences of English-only instruction for English language learners.*
 Mulick, L. (2009). *Teachers' perceptions of student leadership potential in elementary education.*
 Passalacqua, D. (2007). *An investigation into the impact of the superintendent/spouse relationship on longevity and success of superintendents.*
 Pinkston, G. (2006). *Advancing educator master teachers' renewing practices at a professional development school.*
 Samet, Eve (2007). *A case study of the Schools Attuned program.*
 Tanberg, Susan (2006). *Conceptual framework for the provision of special education services and supports to secondary students with learning disabilities.*
 Wagmeister, Jane (2006). *A comparison of graduates' and principals' perceptions of California teachers prepared through alternate and traditional certification.*

Affiliations

American Association of Colleges of Teacher Education
 Association of California School Administrators
 Association of Independent California Colleges and Universities
 Association of Independent Liberal Arts Colleges of Teacher Education

Association for Supervision and Curriculum Development
American Educational Research Association
California Association of Professors of Educational Administration
California Council of Teacher Education
National Council of Professors of Educational Administration
Phi Delta Kappa

Publications and Presentations
References

Available upon request
Available upon request

Belinda Karge

February 24, 2011

Commission on Teacher Credentialing COA Nominating Panel:

I am interested in serving on the Commission's Committee of Accreditation (COA). I understand that the COA is entrusted with carrying out the Commission's policies with respect to accreditation of all educator preparation programs in California. The content of this letter will share my background and expertise to verify I am a strong candidate worthy of rendering accreditation decisions to ensure that programs offered by institutions of higher education, districts and county offices of education comply with Commission approved standards and are appropriate quality.

I received my Ph.D. in Educational Psychology, Quantitative Methods and Special Education in 1988 and Master Degree in Reading in 1985 both from UC Riverside. In 1981 I graduated with a B.S. degree from UCLA. In my current position as a Professor at California State University, Fullerton, I train educators and administrators in education pedagogy that is multiparadigmatic and provides a variety of theoretical perspectives imbedded in educational reform and family system. I am a specialist in the area of research based effective teaching strategies, general education/special education collaboration and have a strong research background in alternative certification, attrition and retention issues and the training of site administrators and principals. My professional record demonstrates a consistent pattern of scholarly activities including research, publications (two textbooks, five Early Childhood Special Education curriculum texts, four book chapters and 105 articles), grants (totaling over 16 million dollars). I currently coordinate a federal Transition to Teaching grant. During the course of my career, I have made 147 refereed presentations to national and state groups and over 300 presentations to groups of school district employees (serving as an unpaid consultant within the local community).

My contributions to California committees have been many and diverse. I was appointed by the then California Superintendent of Public Instruction Bill Honig to a seven person California representative team to attend the National Comprehensive System of Personnel Development (CSPD) Institute and work on a statewide plan for CSPD in 1990. From 1991-1993, I served as Co-Chair to the California Comprehensive System of Personnel Development Advisory Committee. The committee acted as a communication catalyst through broad representation from appropriate interdisciplinary constituents. I served as a Member of the Infant-Preschool Matrix state level group, a committee that advised the State Department of Education on policy issues and practices related to early childhood. In 1994, I was appointed to the California Inclusion Education Support Team, a task force designed to advise the State Director of Special Education and the Superintendent of Public Instruction on issues and products related to successful inclusion practices in California schools. Currently, I am a member of the California Institute of Higher Education Task Force, the California Partnerships in Education (PEAK-3) Advisory Committee, Special Needs Project Advisory Board, State Performance Plan and Personnel Development (SPPDP) Stakeholder Group and as the Regional Director for the Special Education Intern programs

statewide. I was on the Special Education Workgroup that redesigned the CTC Education Specialist standards and one of the eight members of the writing team for the Education Specialist Credentials.

From 1996 to 2006 I served as Department Chair at CSU Fullerton overseeing all department activities. I chaired the CSU Fullerton Special Education Advisory Board. I implemented various public relations efforts, wrote the department annual report, budget report, space report, technology report and oversaw the writing process for the 2000 School of Education NCATE/ CCTC accreditation document. In 2006, I was a key writer for the Special Education Department NCATE/CTC document. Back in 1990 at CSU Northridge and in 1996 at SDSU I participated in NCATE/CTC visits. I am knowledgeable of the California Standards for the Teaching Profession (CSTP), The Council for Exceptional Children National NCATE program Standards and have taken the Foundations training for the Teacher Performance Assessments (TPA).

My leadership contributions to the field have been at the national, state, and community levels. In 1994, I received the San Diego State University Department of Special Education Outstanding Faculty Award and the Faculty Member of the Year Award from the SDSU Panhellenic Association. In 1999, I was CSU Fullerton's nomination for the CSU Wang Award and in 2002 I received Recognition for Outstanding Teaching. I received the National Council for Exceptional Children Susan Phillips Gorin Award for my work with undergraduate and graduate students in 1997. In 1999, I was honored with the Floyd Hudson Outstanding Service to the Field of Learning Disabilities National award and in 2000 I was recognized by local administrators for my efforts in development of collaborative relationships between California State University, Fullerton and local school districts. In 2004, I was CSU Fullerton HDCS Outstanding Faculty and led the 2004 graduation ceremonies for the School of Education. In 2005, I was honored with the Learning Disabilities Association Educator of the Year award. I was recognized by the City of Brea as a 2006 influential community leader in education reform and was the recipient of the Leonard MacKain Friend of Education Award. I believe these awards verify that others have recognized the depth of my knowledge of Education and my collaborations with the community.

Most recently I have expanded my knowledge of Education by serving as an NCATE reviewer for programs outside of California. I also coordinate several grants that provide direct service to 15 local school districts BTSA/Induction programs (standard 20-special populations). I have an in-depth knowledge of the current policy issues related to Education. Over the past few years, I served the field as the Special Education Regional Intern Director, coordinating Special Education Intern programs statewide for CTC. This has provided me with opportunities to meet with CTC representatives and acquire firsthand knowledge of some of the statewide policies. My many experiences in school classrooms, university teaching and committee work have provided ample opportunities to reflect and acknowledge current laws, policies and procedures in California as well as Nationally. I believe I can maintain a fair and impartial attitude without bias or prejudice and establish and maintain cooperative working relationships with other committee members and CTC staff. I can make myself available to meet 6-8 times a year at 1-2 day meetings in Sacramento. Thank you for your consideration.

Belinda Karge

Abbreviated Vita for Belinda Dunnick Karge, Ph.D.
California State University, Fullerton
College of Education - Department of Special Education
Fullerton, California 92634-9480
(657) 278-xxxx
xxxxx@fullerton.edu

EDUCATION

1988	Ph.D.	Special Education, Educational Psychology, Quantitative Methods University of California, Riverside
1985	M.A.	Reading, Special Education, Educational Psychology University of California, Riverside
1981	B.A.	Psychology, Developmental Disabilities University of California, Los Angeles
1979	A.A.	Liberal Arts Long Beach City College

CREDENTIALS

1983	California Learning Handicapped Credential (K-12, Life)
1982	Multiple Subject Credential (Life)

CURRENT PROFESSIONAL ASSIGNMENTS AND ACTIVITIES (NON-TEACHING)

International Level

National Association for Alternative Certification President Elect of the NAAC Board, appointed 2009
United States Department of Education, Overseas Schools, Advisory committee on Exceptional Children and Youth, Associate, 2003 to present
NCATE Accreditation program reviewer, 2000 to present.
Bylaws Committee, Council for Learning Disabilities, 2001 to present.
Research Committee, Council for Learning Disabilities, 1997 to 2002
Western Region President's Council for Learning Disabilities, elected to a three year term 1996-1999.
Council for Exceptional Children, Teacher Education Division, International conference committee, 1993 to 1999
Co-Chairperson, Teacher Education Division, Council for Exceptional Children National Conference held in November, 1994.

Co-Chairperson, Council for Learning Disabilities International Conference held in November, 1994.
Secretary, AERA Advanced Studies of National Databases, 1992-1994
President elect-Association of Teacher Educators (ATE) Special Education SIG, 1994-1996

State Level

California Teacher Corps Board member – appointed 2009
Association for Childhood Education International – Ca President – elected 2009
CTC State Special Education Credential Design Team – appointed 2008
CTC State Special Education Credential Workgroup – appointed 2007
Improving Special Education Services (ISES) SPPDP Stakeholders Group
appointed 2006
State Regional Intern Director Leadership Team – appointed 2006
State Performance Plan and Personnel Development (SPPDP) Stakeholder Group –appointed
2006
California BTSA/Intern conference planning committee – appointed 2005
California Partnerships in Education K-3 (PEAK-3) Advisory committee – appointed May, 2003
California Institute of Higher Education Task Force for Special Needs – appointed October 2002
to present
California Educational Partnership (in support of IDEA) – appointed April, 2002 to 2006
California CTC Reviewer - Blended undergraduate teacher education program documents
2000-2005
California CTC Reviewer – Induction program documents 2002-2005
Statewide Inclusion committee 1995-2000
Council for Exceptional Children Student Association Advisor 1996 - 1998
Council for Learning Disabilities, California President 1996-97
Council for Learning Disabilities, California President Elect 1994-96
California Inclusion Support Team Task Force 1994-present
California Research, Development and Dissemination (RDD), member of Southern California's
team, 1994-present.
California Association for Professors of Special Education (CAPSE) board member, 1993-
present.
Comprehensive System of Personnel Development Advisory Council (CSPDAC). 1988-1993,
Co-Chair 1991-92, 1992-93.
California State Least Restrictive Environment Task Force 1994-present.
Institute of Higher Education representative to Comprehensive System of Personnel
Development Advisory Council, 1990-91, 1991-92
California Exemplary Program Special Education Selection Committee. 1989-90, 1990-91
California Department of Education, Special Education Division. Infant PreSchool Matrix.
1989-90, 1990-91, 1991-92
Personnel Development for Infant PreSchool Programs (PDIPP) liaison to CSPDAC. 1989-90,
1990-91, 1992-92
Planning Committee for State PreSchool Expansion Trainings, 1989-90.
Planning Committee for State Regional Trainings, 1990-91
Personnel Development for Infant Preschool Program Workgroup 1989-90.

Dr. Karge's professional record demonstrates a consistent pattern of scholarly and creative activities including research and publications (two textbooks, five Early Childhood Special Education curriculum texts, four book chapters and 105 articles). During the course of her career, she has made 147 refereed presentations to national and state groups and over 300

presentations to groups of school district employees (serving as an unpaid consultant within the local community). She successfully developed and received funding for over five million dollars in federal and state grant awards. Several recent articles have included:

Robinson, S., Howell, E., Karge, B. (Summer, 2010). Training veteran teachers for the new autism authorization. *California Teacher Corps Quarterly Report*.

Karge, B. D. & Lasky, B. (2009). *Must-Reads for Administrators: Spotlight on Special Education*, in the National Staff Development Council Journal, Summer, 49-52.

Lasky, B. & Karge, B. (2009). Twenty Ways to strengthen your principal's resource library. *Intervention in School and Clinic*, 44(4), 250-254.

Lasky, B. & Karge, B.D. (2007). Using the strategic instructional model (SIM) in juvenile correctional facilities, *The Journal of Juvenile Court, Community, and Alternative School Administrators of California*, 20, 26-32.

Karge, B. D. & Lasky, B. (2007). Embracing the concept of inclusion. *The Ladder*, 8, 18-19.

Karge, B. D., Gleaser, B, Sylva, J., Levine, J. & Lyons, B. (2006). A critical reflection of the CSU Fullerton Alternative Certification Program, *National Association for Alternative Certification Online Journal*, 1(1), 23-35.

Ferko, D.J.K., Sylva, J., & Karge, B.D. (2006). Educating youth with disabilities in correctional facilities. *Journal of Juvenile Court, Community, and Alternative School Administrators of California*, 19, 28-35.

Lasky, B. Karge, B. (2006). Meeting the needs of students with disabilities: Experience and confidence of principals. *National Association of Secondary School Principals Bulletin*. 90(1), 19-36.

During the past five years, Dr. Karge has been working with the United States Department of State, Office of Overseas Schools. She has visited US Embassies, briefed Ambassadors and staff, and have met with a variety of families of children with disabilities regarding education and solutions to problems which families encounter while overseas. She evaluated overseas schools for American, United Kingdom, El Salvadoran, Costa Rican, Panamanian, Caribbean, and Guatemalan families.

For a complete copy of her 51 page vita, email Dr. Karge at bkarge@fullerton.edu.