
1A

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

Presenter: Cheryl Hickey, Administrator,
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

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 four finalists from institutions of higher education and two finalists from the K-12 community. The Committee will then recommend to the Commission three individuals (one K-12 and two 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, 2012 and extend through June 30, 2016.

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	
Joyce Abrams , Teacher (Retired) Chula Vista Elementary School District <i>Term Ends June 30, 2014</i>	Emelina Emaas , Teacher Sacramento City Unified School District <i>Term Ends June 30, 2013</i>
Joseph Jimenez , Consultant Tulare County Office of Education <i>Term Ends June 30, 2012</i>	Kiran Kumar , Teacher (Retired) Pomona Unified School District <i>Term Ends June 30, 2014</i>
Kenneth Lopour , Dean of Students New Millennium Secondary School <i>Term Ends June 30, 2015</i>	Nancy Watkins , Teacher Valencia High School Placentia-Yorba Linda School District <i>Term Ends June 30, 2015</i>

Postsecondary Professionals	
Deborah Erickson Professor and Assistant Dean California Lutheran University <i>Term Ends June 30, 2015</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>	
Melissa Martella Tracy Unified School District <i>Availability for Appointment ends June 2015</i>	
<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>	Belinda Karge CSU Fullerton <i>Availability for Appointment ends June 2015</i>

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

Section 2.B (1) of the *Accreditation Framework* addresses the membership of the COA. It states that selection of members is based on the breadth of their experience, the diversity of their perspectives, and “their distinguished records of accomplishment in education” (Education Code §44373(a)). All members serve as members-at-large. No member serves on the Committee as a representative of any organization, institution/program sponsor, or constituency. However, the membership of the COA is carefully constructed such that a variety of professional perspectives is ensured in considering accreditation related decisions. The three vacancies impact the composition of the COA. As such, the Commission should take into consideration the following provisions of the *Framework* in its selection process for new COA members.

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

Comment: The five K-12 continuing representatives are from the public school system. With the departure of the two IHE representatives, there will be three continuing members from public institutions, and one continuing member from a private institution. The three members from public institutions of higher education represent the California State University system and the University of California.

- 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 four K-12 teachers, although two are retired, and one administrator, 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 teacher education, an assistant dean of a school of 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: One of the continuing members is male and seven are female. Two continuing members are from Northern California 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 2012 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 19, 2012. All nomination materials were due February 27, 2012 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. That nominating panel is identified here:

<i>Nominating Panel Members Identified by the Commission</i>	
William Redford , Administrator Delta Charter High School New Jerusalem Elementary 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 (two K-12 and four postsecondary) for the Commission to interview. The Nominating Panel reviewed applications based upon the criteria set forth in the *Accreditation Framework* as follows (Section 2B.2):

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

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

The Committee will interview the finalists at this Commission meeting and recommend to the full Commission the selection of two higher education members and one K-12 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 2012-2013 year: one K-12 vacancy and two postsecondary vacancies. 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
Joseph Jimenez Induction Consultant Tulare County Office of Education	Current member of the Committee on Accreditation requesting reappointment
Abigail Soriano New Teacher Advisor East Side Union High School District	Paul Kilkenny Science Coordinator/Mentor Teacher East Side Union High School District
Post-Secondary Finalists	Nominated by
Gary Kinsey Associate Vice-President and Director of the School of Education California State University, Channel Islands	Current member of the Committee on Accreditation requesting reappointment
Christine Zeppos Dean of School of Education Brandman University	Charles Bullock Vice Chancellor of Academic Affairs Brandman University
Reyes Quezada Professor of Education University of San Diego	Current member of the Committee on Accreditation requesting reappointment
Lisa Goldstein Professor and Director of Teacher Education Santa Clara University	Pedro Hernandez-Ramos Associate Professor and Chair Department of Education Santa Clara University

Recommended Action

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

- Appointment of three new members of the COA (one K-12 and two postsecondary) to begin their terms July 1, 2012.
- Appointment of individual(s) to the COA Alternate List.

Appendix A

Nomination Materials from the Finalists

K-12

Joseph Jimenez

Abigail Soriano

IHE

Gary Kinsey

Christine Zeppos

Reyes Quezada

Lisa Goldstein

Letter of Interest

It is with a great deal of satisfaction and anticipation that I submit this letter of interest for continued membership on the Committee on Accreditation (COA). Satisfaction in knowing that I have contributed in some small way in the exemplary work of the COA over the past four years and anticipation in having the opportunity to serve on this very special committee for a second four year term.

According to the Committee on Accreditation Procedures Manual, the COA several responsibilities including “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 Report to the Commission; 7) Evaluation of Accreditation Policies and Practices; and 8) Conduct Business in an Open Transparent Manner. During my four years on the committee, I have certainly seen the committee members take these responsibilities seriously. The committee works closely with the Administrator of Accreditation and Commission Staff insuring that the accreditation process is carried out with integrity and with the public interest in mind.

The accreditation process itself is designed to focus on the competence of California’s educators. Through evidence collection and reflection on this evidence as it is measured against the appropriate standards, the COA is able to determine the viability and quality of the teacher preparation program. This seven year cycle which includes at least one site visit by trained reviewers provides the teacher preparation programs with an opportunity to be involved in a continuous improvement cycle which hopefully leads to increase quality of teachers for our students in California.

The work of the Committee on Accreditation is very important. Decisions by the COA must be based upon evidence gathered through the accreditation activities as accountability, standards, ongoing improvement, biennial reports program assessment and site visits. It is through this emphasis on decisions based upon evidence that the teacher preparation programs know that the decisions of the COA are thoughtful and consistent. Whether providing input into policies, providing standards for consideration or making accreditation decisions, the COA members must be prepared and ready to make the often difficult decisions. The quality of work by COA members must be of utmost importance. And, I can say without reservation that all this is accomplished by every member of the present committee members and I’m sure of every member on future committees.

As a member of the educational community for the past 34 years, I can bring to the table a wealth of experience in all aspects of education. Further, my most recent work as a Cluster Region Director for the BTSA Induction Program and my present position as a member of the Committee on Accreditation allows me to bring a unique prospective on the purposes and work of Induction programs as well as a depth of understanding in the work of the COA. It is upon these experiences that I submit this letter of interest for continued membership on the Committee on Accreditation.

Joseph Jimenez
Tulare County Office of Education

JOSEPH MICHAEL JIMENEZ

Visalia, CA 93291

559/625-xxxx

Experience

2008-2012 **Committee on Accreditation:** *California Commission on Teacher Credentialing*
Determine initial and continuing accreditation of educator preparation institutions and programs and the comparability of national or alternative program standards with California standards of educator preparation. Provide input into revision of educator preparation standards and accreditation system implementation.

2009-2012 **Induction Consultant, Tulare County Office of Education, Part-time**
Provide technical assistance to programs in Cluster 3 related to all aspects of accreditation and all other aspects of the Induction program.

2001-2009 **Cluster Region Director, Cluster 3: *Beginning Teacher Support and Assessment, Tulare County Office of***

Education, California Department of Education, California Commission on Teacher Credentialing

Responsibilities

- Provide technical assistance to regional BTSA programs
- Provide input to policy development and program design at the state level
- Provide technical assistance related to appropriate program resource allocation as mandated by state guidelines
- Coordinate program evaluation and follow up to meet state adopted program standards
- Maintain and interpret regional program data, recommend changes to program support based on data
- Provide strategies and technical assistance to resolve issues related to implementation and program improvement
- Collaborate with universities, private organizations, and other education stakeholders
- Prepare/present reports for county, region and state program accountability
- Serve on and/or attend CDE and CCTC committee meetings to provide feedback on necessary changes and additions to state program
- Provide professional development related to support providers and/or beginning teachers as defined by the BTSA program requirements
- Evaluate teacher credentials for proper program placement on the Learning to Teach Continuum
- Coordinate regional communication and meeting facilitation
- Provide opportunities for BTSA leadership capacity building through professional development and professional dialogue
- Supervise, evaluate and provide skill enhancement of classified employees
- Represent clusters and districts on related state committees in the development of policies and guidelines
- WASC Accreditation Reviewer

1992-2001 **Instructional Consultant:** *Instructional Services Division, Tulare County Office of Education, Visalia, CA*

- Beginning Teacher Support and Assessment County Consortium Co-Director
- Science Instructional Consultant
- Interim History/Social Science Consultant
- Science/Math Instructional Consultant
- Science Olympiad Regional Coordinator
- Gifted and Talented Education Coordinator
- Middle School Coordinator
- Physical Education and Health Consultant
- Educational Consultant Team Leader
- Program Quality Review Consortium Coordinator
- School Recognition Program Coordinator

Responsibilities

- Provide leadership and professional development in curriculum and instruction issues for a variety of academic content and school programs to schools within Tulare County
- Promote understanding and implementation of the California Academic Content Standards Curriculum Frameworks
- Assist in evaluation of district curriculum and instructional programs
- Facilitate development of site and district school plans
- Provide consultation related to Coordinated Compliance Review
- Represent county and region on various projects and programs
- Evaluate instructional material
- Evaluate and improve county services provided to districts within the county
- Develop and monitor budgets
- Hire, evaluate and supervise employees
- Plan purchase of materials, supplies, and equipment for unit operation

- 1996-2001 **Part-time Faculty Instructor: *Teaching Elementary School Science Course, California State University, Fresno***
Provide differentiated instruction on the methods of teaching science in an elementary school setting to preservice teachers
- 1994-1999 **Associate Director: *Central Valley Science Project, Diversity Coordinator***
Assist in the development and presentation of curriculum, program coordination and program effectiveness
- 1985-1992 **Dean of Students: *Green Acres Middle School, Visalia Unified School District, Visalia, California***
Provide support for teacher instruction, communicate with parents, enforce district policy, coordinate student events, develop master schedule, chair school and district committees, assist in implementation of school reform.
- 1989-1990 **Principal: *Middle School Summer School, Visalia Unified School District, Visalia, California***
Coordinate all aspects of summer school including determination of course offerings, development of master schedule, teacher recruitment and placement, facility maintenance and daily operation of program
- 1985-1987 **Teacher: *Migrant Education Summer School, Lindsay Unified School District, Lindsay, California***
Provide instruction in multiple subject areas to students in grades 5-8
- 1975-1985 **Teacher: *Green Acres Middle School, Valley Oak Middle School, Ivanhoe Elementary School, Visalia Unified School District***
Provide instruction in multiple subject areas to students in grade 6, reading, mathematics, history and physical education to students in grades 7-8

Education

- 1991 Master of Arts Degree Fresno Pacific University, Fresno, California
- 1973 Bachelor of Arts Degree Westmont College, Santa Barbara, California
- 1971 Associate of Arts Degree Santa Barbara Community College, Santa Barbara, CA

Credentials

- 1985 Clear Administrative Services Credential Fresno Pacific College, Fresno, California
- 1975 Standard Elementary Life Credential Fresno Pacific College, Fresno, California
- 1974 Standard Secondary Life Credential Westmont College, Santa Barbara, California

ABIGAIL N. SORIANO

408.802. [REDACTED]

AbigailNSoriano@yahoo.com

COMMITMENT – HARD WORK - EXCELLENCE – RESULTS

February 27, 2012

Teri Ackerman
Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, CA 95811

Dear Ms. Ackerman,

It is with great interest that I am forwarding my resume for consideration as a member of the Committee on Accreditation. Given my diverse background in mentoring new teachers throughout my district and teaching in urban, Title 1 schools as well as high-performing, suburban schools, I feel I would be an excellent fit for the role. Please consider the following highlights from my resume:

- **ACADEMIC LEADERSHIP** – Participate as a visiting committee member of the Western Accreditation of Schools and Colleges (WASC), district professional developer, presenter at local, state, and national events for the New Teacher Center
- **NEW CURRICULUM DEVELOPMENT** – Co-created a new teacher induction program at East Side Union High School District, lead the alignment of all English courses at Evergreen Valley High School, co-created district English curriculum
- **HIGH STUDENT ACHIEVEMENT** – Served as the advisor for 30 students: monitored student progress, counseled students, created a four-year plan to ensure advisees fulfill the University of California A-G requirements.

I strongly believe that each child in California deserves well-prepared and highly qualified teachers. As a passionate educator and results-driven individual, I have a strong desire to exceed expectations and deliver the effort necessary to achieve the Committee's goals.

I would welcome the opportunity to discuss how I can contribute to the Committee on Accreditation. I look forward to speaking with you about the COA. In the interim, I thank you for reviewing this letter and the accompanying material.

Sincerely yours,



Abigail N. Soriano
Enclosure: resume

ABIGAIL N. SORIANO

San Jose, CA 95136

Phone: 408.802

Email: AbigailNSoriano@yahoo.com

COMMITTEE ON ACCREDITATION MEMBER

Detail-oriented and enthusiastic educator with 14 years of teaching experience in both challenging urban and high-performing suburban schools, supporting new teachers, accelerating teacher growth and development, observing and coaching new teachers, facilitating professional learning communities, and giving public presentations. Seeking a position as a member of the Committee on Accreditation.

AREAS OF EXPERTISE

- Academic Leadership
- Problem Solving
- Project Management
- High Student Achievement
- Task Completion
- New Curriculum Development
- Time Management
- Collaborative Leadership
- Learning Communities

PROFESSIONAL EXPERIENCE

EAST SIDE UNION HIGH SCHOOL DISTRICT, SAN JOSE, CA
NEW TEACHER INDUCTION ADVISOR, LEAD MENTOR

2006-PRESENT

Supporting beginning teachers, accelerating teacher growth and development, observing and coaching new teachers, facilitating professional learning communities, and giving public presentations.

- Co-created East Side Union High School District's new teacher induction program.
- Coach and support first- and second-year teachers through observation and collaboration.
- Present at local, state, and national events for the New Teacher Center.
- Work collaboratively with staff and administration to achieve school success.

SANTA TERESA HIGH SCHOOL, San Jose, CA

2005-2006

English Department Chair, English Teacher

Accomplished professional charged with demonstrating instructional methods and pedagogy. Act as a coach and mentor when appropriate to help teachers expand their range of instructional activities. Encourage team work and collaborative problem solving and help expand teachers' instructional competency.

- Taught collaboratively in a smaller learning community.
- Mentored first-year English teachers.
- Honored in *Who's Who Among American Teachers*
- Recognized in the National Honor Roll of Outstanding American Teachers 2005-2006

EVERGREEN VALLEY HIGH SCHOOL, San Jose, CA

2002-2005

English Department Chair, English Teacher

English department chair and English teacher recruited to instruct students using a rigorous, standards-based curriculum. Work collaboratively with teachers from other disciplines to create cross-curricular projects. Deliver all-staff presentations on differentiated instruction and Understanding by Design curriculum planning. Mentor student teacher through class observations and weekly meetings.

- Lead the alignment of all English 1 courses at Evergreen Valley High School.
- Participated as active member of the Staff Development, Advanced Placement, and Teacher Leadership committees.
- Moderated the Literary Society and helped publish Evergreen Valley High School's first literary magazine.
- Served as the advisor for 30 students: monitored student progress, counseled students, created a four-year plan to ensure advisees fulfilled the University of California A-G requirements, and functioned as a liaison between the school and the parents.

ADOLF LEUZINGER HIGH SCHOOL, Lawndale, CA

2001-2002

American & British Literature Teacher

American & British literature teacher recruited to initiate, facilitate, and moderate classroom discussions. Evaluate and grade students' class work, assignments, and papers. Prepare course materials and prepare and deliver lectures. Maintain student attendance records, grades, and other required records. Plan, evaluate, and revise curricula, course content, course materials and methods of instruction.

- Taught a college-preparatory curriculum to juniors and seniors; this included literary analysis, research, and writing techniques.
- Voted "Teacher of the Year" by the Parent, Teacher, and Student Association.

SUSAN MILLER DORSEY HIGH SCHOOL, Los Angeles, CA

2001

Student Teacher

Student teacher recruited to assist teacher in organizing classroom activities and actively participate in creating and implementing classroom activities and lesson plans. Provide valuable information on the subject when the teacher needs assistance.

- Taught ESL and Contemporary Composition classes.
- Strengthened ESL students' academic and conversational English language proficiency.
- Developed team-teaching modules.

ST. VICTOR SCHOOL, San Jose, CA

1999-2000

Junior High School Teacher

Junior high school teacher recruited to instruct in regular academic subjects, while adjusting the curriculum to meet students' individual needs. Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students. Meet with other professionals to discuss individual students' needs and progress.

- Instructed sixth, seventh, and eighth grade students in Language Arts, Social Studies, and Religion.
- Advised seventh-grade homeroom students.
- Coached the Academic Decathlon team, resulting in students winning Language Arts award.

CHALLENGER ELEMENTARY SCHOOL, San Jose, CA

1998-1999

Third Grade Teacher

Third grade teacher recruited to develop, maintain and deliver competency-based instruction courses and lead classroom-based interactive discussions to spur learning and understanding. Implement instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.

- Identified, selected, and modified instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- Developed hands-on lesson plans in all subject areas.
- Provided a positive environment in which students are encouraged to be actively engaged in the learning process.
- Wrote and choreographed winter and spring programs.

EDUCATION & PROFESSIONAL DEVELOPMENT

MASTER OF EDUCATION, UNIVERSITY OF CALIFORNIA AT LOS ANGELES, LOS ANGELES, CA (2002)

BACHELOR OF ARTS, ENGLISH WITH AN EDUCATION EMPHASIS, SANTA CLARA UNIVERSITY, SANTA CLARA, CA (1998)

SINGLE-SUBJECT TEACHING CREDENTIAL, ENGLISH WITH CLAD EMPHASIS (2001)

CO-CREATOR, EAST SIDE UNION HIGH SCHOOL DISTRICT'S NEW TEACHER INDUCTION PROGRAM

(INCREASED RETENTION RATE OF TEACHERS AT EAST SIDE. ACCELERATED GROWTH AND DEVELOPMENT OF NEW TEACHERS.)

PRESENTER, NEW TEACHER CENTER SYMPOSIUM (2008-2012)

VISITATION COMMITTEE MEMBER, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)



February 20, 2012

Ms. Teri Ackerman,
Professional Services Division
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA. 95811

Dear Teri,

I am writing to express my desire to continue serving on the Committee on Accreditation (COA) for a second term. I consider my four years of experience on the COA as an asset in continuing the important work of ensuring the consistency, integrity and rigor of our accreditation system in California. Also, I was honored to have been selected by my fellow COA members to provide leadership for the group as the Higher Education Co-Chair for two consecutive years.

In my personal experience, I considered it extremely valuable when previous COA members served a second term and had the “historical perspective” of previous decisions and the accompanying rationales for those outcomes. I greatly appreciated those perspectives, and hope to continue sharing in a similar way with my COA colleagues, especially our new members. The experience of seasoned members can be helpful in making sure that we are consistent in our actions as similar conditions occur with institutional reviews or as an extraordinary situation presents itself.

If you examine my service to date as a COA member, you will see that it demonstrates my commitment to our work and that of the Commission on Teacher Credentialing. I have the continuing support of my University to serve for a second term and have arranged my work responsibilities to facilitate the COA role, if reappointed.

As you will see from the brief resume that I have provided, I have extensive experience at the school district and university levels serving California students, especially underrepresented and diverse populations. I am very proud of my service in our public education systems and within the communities where I have worked and lived. I come from a family with a strong public service commitment and a demonstrated record of service and have been fortunate to have multiple opportunities to positively influence the lives of others. A few of my community service roles, that were not included with my resume, include multiple leadership roles in local and district levels of Rotary International, leadership for CDE Partnership School Networks, two four year terms of service on a P-12 school district board of trustees (one term as board president), and service on a variety of foundations, a Regional Occupational Board (ROP) Consortia, and the recreation commissions for two different communities where I have lived.

I am a trained member of the CTC Board of Institutional Reviewers and have served on multiple accreditation team visits to campuses (some of these were combined CTC/NCATE reviews) prior to being appointed to COA. My other activities with CTC include my service as the CSU system's representative on the Administrative Services Credential Advisory Panel, participation in the initial review of BTSA-Induction programs as SB 2042 was enacted, and my role as a member of the Teacher Performance Assessment training of TPA assessors and the establishment of the assessment benchmark score at ETS. I am certified as a Trainer of Assessors for CA TPA Task 4 "Culminating Assessment." At my present institution we are utilizing PACT, so I am acquiring experience and familiarity with that particular TPA option as it is being looked at as a potential assessment for teacher preparation programs nationally.

In my responsibilities at Cal Poly Pomona, I was the faculty coordinator for our state accreditation and program assessment activities and facilitated the accreditation visit, along with the early adoption of the SB 2042 program standards. Additionally, I represented the Cal Poly Pomona (CPP) teaching credential program as the CPP Liaison to our service area school districts and their BTSA-Induction programs (as well as the state region clusters).

Coordination of the WIN Teacher Intern program at Cal Poly Pomona from 2002-2011 was also a part of my university responsibilities. I was selected by our Region 5 Intern Programs (twelve university and district intern programs in the Inland Empire) as their Region 5 Coordinator. In the latter role, I was responsible for facilitating several region intern director meetings per year, facilitated Region 5 program projects, managed region budgets and the accompanying CTC reporting requirements, and attended both state intern regional coordinator meetings at CTC and the State BTSA-Intern Annual Conferences as the Region 5 leader.

I believe the diversity of my overall experiences, my proven service with a variety of CTC programmatic and accountability areas, and my demonstrated leadership will lend well to my service in a second term on the Committee on Accreditation. I greatly appreciate your consideration of my candidacy and I would be honored to serve California, the Commission, and our state's educator preparation programs for an additional four years.

Sincerely,

Dr. Gary W. Kinsey, Associate Vice President and
Director of the School of Education

GARY W. KINSEY, Ed.D.
California State University Channel Islands

School of Education
One University Drive, Bell Tower East 2814
Camarillo, CA. 93012

Work: (805) 437-████

gary.kinsey@csuci.edu

Cell: (559) 304-xxxx

Qualifications:

Experienced Educator offering the vision, training, and comprehensive skills to guide students, staff and faculty in achieving academic excellence. Accomplishments recognized by the Association of California School Administrators (ACSA) with their **California Education Professor of the Year Award for 2008**, the **ACSA 2008 Region 12 Educational Leadership Award**, and the California Association of Professors of Educational Administration (CAPEA) **Distinguished Service Award** in 2009. Offers a strong blend of leadership and instructional experiences at all levels of education, with strengths in the areas of:

- Program Development & Assessment
- Business Partnerships
- Public & Community Relations
- Accreditation (CCTC, NCATE)

Service as a university administrator, director and tenured professor with demonstrated communication skills through teaching, scholarship and presentations as an invited speaker, instructor, and facilitator both state-wide and nationally. Ongoing leadership provided in numerous professional, university and community organizations.

Education:

Doctorate of Educational Policy and Administration
University of Southern California
Los Angeles, California

Masters of Educational Administration
University of San Francisco
San Francisco, California

Master of Arts in History
California State University, Fresno
Fresno, California

Bachelor of Science, Social Sciences
California State University, Fresno
Fresno, California

Professional Experience:

- 2011-Present *Associate Vice President of Academic Affairs and Director of the School of Education*, California State University Channel Islands
- 2006-2011 *Associate Dean*, College of Education and Integrative Studies
California State Polytechnic University, Pomona
- 2006-2011 *Professor*, Department of Education
California State Polytechnic University, Pomona
- 2002-2011 *Director* of Teacher Intern Program and BTSA-Induction Liaison

	California State Polytechnic University, Pomona
2001-2005	<i>Associate Professor</i> (Tenured in 2005), Department of Education California State Polytechnic University, Pomona
1996-2001	<i>Principal / Deputy Principal</i> , Clovis West High School Clovis Unified School District, Clovis, California
1993-1996	<i>Principal</i> , Selma High School Selma Unified School District, Selma, California
1989-1993	<i>Principal</i> , Firebaugh Junior High School Firebaugh-Las Deltas Unified School District, Firebaugh, California
1986-1989	<i>Social Sciences Teacher/Student Activities Director</i> , Firebaugh High School Firebaugh-Las Deltas Unified School District, Firebaugh, California

Licensure:

- California Professional Clear Administrative Services Credential
- Single Subject Secondary Clear Credential, Social Sciences
(SS Supplementary Authorization in Mathematics)
- Community College Supervisor Credential (Life)
- Community College Instructor, History (Life)

Review Boards:

- National Association for Alternative Certification (NAAC) Journal Editorial Board
- National Council for Professors of Educational Administration (NCPEA) Journal Reviewer
- California Association for Professors of Educational Administration (CAPEA) Journal Reviewer
- California Teacher Performance Assessment Reviewer and Trainer of Assessors (Task 4)
- California Commission on Teacher Credentialing (CCTC) Induction Program Reviewer
- California Commission on Teacher Credentialing (CCTC) Board of Institutional Reviewers
- California Commission on Teacher Credentialing (CCTC) Committee on Accreditation

Awards:

Distinguished Service Award (2009)- Presented periodically as a special recognition by the California Association of Professors of Educational Administration (CAPEA) Award was presented at the CAPEA 2009 Fall Conference, Los Angeles, CA.

California Education Professor of the Year for 2008 – Presented by the Association of California School Administrators (ACSA) at the Annual State Conference, San Diego, California.

ACSA Region 12 Education Professor of the Year for 2008 – Presented by ACSA Region 12 at University of Redlands Event Center, Redlands, California

Outstanding Faculty Advisor of the Year for 2005 – Presented by the College of Education and Integrative Studies, California State Polytechnic University, Pomona.

Fresno County Office of Education's Educational Administrator of the Year (1992) – Fresno, CA

- Recognition for leadership and innovation as Principal of Firebaugh Junior High School

Firebaugh-Las Deltas Unified District Administrator of the Year Award (1992)

- Recognition for leadership and innovation as Principal of Firebaugh Junior High School

Firebaugh-Las Deltas Unified School District Teacher of the Year (1988) – Firebaugh, CA.

- Recognition for contributions as a high school Social Sciences Teacher and Student Activities Director

Selected Peer Reviewed Publications:

- Erickson, D., Hensley, P. & Kinsey, G. (March 2010). Lessons learned: Transitioning from K-12 to the professoriate. *NCPEA Educational Leadership Review*, 11(1).
- Kinsey, G.W., Payne, M. Guaglianone, C. and Chiero, R. (Spring 2009). Teaching performance assessment: A comparative study of implementation and impact amongst California State University campuses. *Issues in Teacher Education*, 18 (1), 129-148.
- Kinsey, G.W. (June 2008). Plessy vs. Ferguson. *Encyclopedia of Education Law*, Sage Publications
- Coleman, J.C. Christie, E. Culver, M.K. Erickson, D. Hunt, J.W. Kinsey, G.W. Williams, F.K. Smith, and S.J. & Tareilo, J. (August 2007). The transition from practitioner to professor: The struggle of new faculty to find their place in the world of academia. *NCPEA Educational Leadership Review*, 8(2), 65-76.
- Kinsey, G.W. (Fall 2006). Understanding the dynamics of No Child Left Behind: Teacher efficacy and support for beginning teachers. *Journal of the California Association of Professors of Educational Administration*. 18, 147-162.

Selected Professional and Community Service:

- California Commission on Teacher Credentialing, Committee on Accreditation (2008-Present)
- Appointed by CCTC/State of California to four year term
- California Commission on Teacher Credentialing, Committee on Accreditation Co-Chair
- Elected by COA Board Members as IHE Chair (2009-10 and 2010-11)
- National Council for Professors of Educational Administration (NCPEA) President (2010-11)
- National Council for Professors of Educational Administration Board Member (2008-Present)
- Elected by NCPEA Membership to four year term
- California Integrated Leadership Development Initiative Task Force Member (2008-Present)
- Represent CAPEA and public university programs
- California Association for Professors of Educational Administration - President (2007-08)
- Service as President-Elect (2006-07)
 - Service as Secretary (2005-06)
 - Service as Treasurer (2004-05)
 - Service as Board Member (2003-12)
- National Association of Alternative Certification Board Member (2006-08) – Region I
- Represented California, Nevada, Arizona, Oregon, Washington, Hawaii, & Idaho



CHAPMAN UNIVERSITY SYSTEM

OFFICE OF THE DEAN, SCHOOL OF EDUCATION

February 20, 2012

I am humbled to be nominated and considered for one of the two higher education member vacancies for the Committee on Accreditation (COA). As indicated on my abbreviated vita, with over 20 years of experience working in higher education, most of the time in Schools of Education, I possess a well-rounded educational and professional background that I believe is well suited to serving as a member on the COA.

I am currently the Dean for the School of Education at Brandman University, formally Chapman University College and part of the Chapman University System. Brandman University is a multi-campus system with 25 on ground campuses. The institution has as long and rich history working with the CTC in teacher and administrator preparation and has produced two National Teachers of the Year. Recently, I have spearheaded the effort to seek national accreditation as well - NCATE (soon to be CAEP) unit accreditation and Specialized Professional Association (SPA) recognition. I strongly believe that accreditation processes keep a keen focus on continuous program improvement and, frankly as a Dean, greatly helps me to be successful in ensuring resources are provided to the unit to provide the highest quality education to candidates.

Through my doctoral training and long tenure in administration, I have become an expert in accreditation, measuring student learning outcomes, recruiting top tier faculty and continuing to mentor them, and creating successful student support programs to increase persistence. Ensuring academic quality and student success have been paramount in my administrative career. Studying, developing, and implementing strategic initiatives that increase educational opportunity and enhance student academic and personal success is a passion in my life. I have conducted research on how curricular and co-curricular programs promote diversity and on how outreach programs affect the access, persistence, and retention of students in higher education.

While it certainly would be easier to focus my time on our institutional initiatives and success, those who know me well know that I intrinsically derive great pleasure in serving our education community on the whole. While at DePaul University, I greatly enjoyed my experience serving as an Illinois Board of Education Certification Officer in addition to my duties as Assistant Dean of Education overseeing approximately 2000 teacher candidates. Currently, I am a member of the Board of Institutional Reviewers, was nominated as a Board of Directors candidate for Cal Council, and recently became a California Alliance for Teacher Preparation delegate.

16355 Laguna Canyon Road • Irvine, CA 92618 • 949-341-9948 • Fax: 949-341-1331 • www.brandman.edu

With my solid educational and professional background, I believe I possess the necessary skills and experience to be an effective COA member. If you concur, I look forward to speaking with you about this possibility. Giving back to the education community is important to me and it would be my honor to serve as a COA member.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Zeppos', with a long horizontal flourish extending to the right.

Dr. Christine G. Zeppos
Dean, School of Education

DR. CHRISTINE GERANIOS ZEPPOS

Irvine, CA 92618
EMAIL: zeppos@brandman.edu PH: 949.341. [REDACTED]

EDUCATION:

ARIZONA STATE UNIVERSITY, Tempe, Arizona (awarded 1997)
Doctor of Education, Higher and Adult Education
(*Emphasis Areas: Law, Finance, Cultural Diversity and Student Affairs Administration*)

LOYOLA UNIVERSITY OF CHICAGO, Chicago, Illinois
Master of Arts, Sociological Foundations of Education

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, California
Bachelor of Arts, Political Science and Psychology

PROFESSIONAL EXPERIENCE:

BRANDMAN UNIVERSITY, Chapman University System, Irvine, California
Dean & Professor, School of Education, 2010 to present

- Serve as the chief academic officer of Brandman University's School of Education which includes 26 locations, 500+ core and clinical faculty and nearly 3,000 students. Program areas include: Teacher Education (Multiple and Single Subject Credentials), School Counseling, School Psychology, and Special Education (including Autism Authorization), Education Administration, Early Childhood Education, Masters of Education (non-credential).
- Supervise 3 Associate Deans, Director of Accreditation, Director of Credential Services, and Brandm
- an State Chair of Education Clinical Services.
- Initiated Brandman's first education doctoral program development, which received full WASC approval in August 2011. Program launching Fall 2012. Focus is on transformational leadership.
- Successfully recruited key leaders in education and new faculty to promote Brandman's Education programs most notably Dr. Keith Larick and Dr. Pat Clark White.
- Initiated Brandman's pursuit of NCATE & SPA accreditation.
- Initiating Brandman's expansion of non-credential education programs.
- Academic Rank: Professor

ARGOSY UNIVERSITY, Orange County Campus, Orange, California
Professor, Graduate Education Program, 2007 to 2010

- Served as Dissertation Chair and Committee member for doctoral education students.
- Taught doctoral courses in the Educational Leadership program.
- Served on the national College of Education Comprehensive Exam Committee, Chair of Community College Executive Leadership Subgroup.
- Developed and led workshops on how to create a quality dissertation.
- Mentored and advised doctoral education students as well as junior/new faculty.
- Served as Faculty Advisor to AUDESO, Argosy University Doctoral Education Student Organization.

Vice President of Academic Affairs, 2006 to 2007- returned to the faculty to better care for my very young children

- Served as the chief academic officer for Argosy University, Orange County Campus, including Education, Psychology, Business graduate programs and all undergraduate programs.
- Promoted a culture of excellence in the following: graduate education research/teaching; faculty development/recruitment; accreditation; curriculum development, maintenance and revision; program evaluation; and budget preparation/expenditure supervision. A highlight was receiving APA 7 year

accreditation for the Clinical Psychology program making it the only APA accredited Psy.D. program in Orange County.

- Implemented a new organizational structure to maximize efficiency and effectiveness. Resulted in the first time in four years that campus exceeded yearly budget plan.

Dean, School of Education, 2004 to 2006

- Led the entire School of Education. Highlight: developed the Community College Executive Leadership doctoral program and led the HLC regional accreditation approval process.
- Expanded growth of the School through strategic local outreach partnerships and cohort development.
- Developed an impressive Advisory Board made up of local college chancellors/presidents, K-12 superintendents/principals and remained active with senior educational leaders state-wide.

CHASE COLLEGE (acquired by Bryan College in 2007), Los Angeles, California

Dean of Education, 2002 to 2004

- Responsible for the development and oversight of all areas of Education and curricular concerns for a start-up vocational college: catalog development; curriculum development; curricular integrity and consistency; faculty hiring, development, and review; and local, state, and federal educational accreditation.
- Developed and supervised the following areas: Academic Advising, Campus Safety, Career Placement, Commencement, Counseling, Enrollment Management, Financial Aid, Judicial Affairs, Orientation and Retention, Registrar and Records, and Student Development.
- Developed and facilitated strategic planning, program development, assessment and evaluation within all reporting units.

DEPAUL UNIVERSITY, Chicago, Illinois

Assistant Dean, School of Education, 2000 to 2002

- Served as an Illinois Board of Education Certification Officer.
- Supervised the following offices: Academic Advising, Career Services, Clinical Experiences, Enrollment Management, Student Teaching, and Technology.
- Facilitated all student misconduct judicial processes.
- Implemented advanced educational technology. Developed internal web-based "EdTrack" system that was integrated into the University's PeopleSoft system. Oversaw the implementation of PeopleSoft software into academic/administrative functions of the School.
- Served on the NCATE Accreditation/Academic Program Review Committee, Academic Program Coordinators Council, Strategic Planning Committee, Student Progress Committee, and the Technology Committee.

ARIZONA STATE UNIVERSITY, Main Campus, Tempe, Arizona

Director of Academic and Administrative Affairs, The Hugh Downs School of Human Communication, 1997 to 2000

- Responsible for all day-to-day operations in a School consisting of 6,000 students, 26 faculty, 50 graduate teaching assistants, as well as all academic advisors and office staff.
- Developed/implemented School technology plan by: creating new administrative software; facilitating mediated classroom expansion; developing distance learning courses; and developing web-based resources for faculty.
- Served as School liaison for articulation between Arizona community colleges and ASU.
- Facilitated all judicial matters (e.g. plagiarism, student grievances, inappropriate conduct, etc.) and student concerns. Developed School academic integrity policy, which was used as the model for other units at ASU.
- Produced all School promotional literature, marketed courses, developed catalog copy and assigned semester course offerings. Responsible for School statistical data collection, analysis, and subsequent action plans.

Director/Co-Founder, Voices of Discovery Program, Office of the Dean of Student Life, 1995 to 1997
Obtained grant with Assistant Dean of Student Life, Dr. Jesús Treviño, to provide a seven-week intergroup dialogue program each semester. The program was designed to structure interaction between different groups on campus in order to increase understanding around the issues of race, ethnicity, sexual orientation, class, disability status, religion, and other social identities. The program became permanently funded by the Office of the Provost. Responsibilities included program administration, recruitment, facilitator training, budget management, and development of program publications and curriculum.

Coordinator, New Student Orientation, Undergraduate Admissions, ASU, East Campus, Mesa, Arizona, 1996

Developed and implemented the Fall 1996 orientation program for the entire William's Campus, which included ASU East, Embry-Riddle Aeronautical University, and the University of North Dakota.

Research/Teaching Assistant, Division of Educational Leadership and Policy Studies, 1994 to 1995
Assistant to Dr. Robert Fenske, Higher Education Program Coordinator and Professor of Higher Education. Conducted research on early intervention programs, financial aid, attrition/retention, and the changing student demographics in Higher Education.

EDUCATIONAL ASSISTANCE COUNCIL, INC., Burbank, California, 1989 to 1993

Manager

Researched state, federal, and private resource allocations for postsecondary education available to college-bound students. Managed office operations and assisted in providing college financing, career guidance, SAT preparation and college selection information to high school juniors and seniors nationwide.

TEACHING EXPERIENCE:

- Have taught numerous courses in Education, Research Methodology, and Communication. Listing of courses available upon request due to submission space limitations.

PUBLICATIONS & PRESENTATIONS

- Available upon request due to submission space limitations.

SUPERVISED DISSERTATIONS:

- Have chaired and served on numerous dissertation committees. Listing of student names and research titles available upon request.

PROFESSIONAL AFFILIATIONS:

American Educational Research Association (AERA)
Association of California Community College Administrators (ACCCA)
Association of Independent California Colleges and Universities (AICCU) Education Deans Council
California Council of Teacher Education (CCTE) – 2012 Board of Directors Nominee
California Commission on Teacher Credentialing (CCTE) Board of Institutional Reviewers (BIR) Member
California Alliance for Teacher Preparation Delegate
Education for the Children Foundation, Board Member



February 10, 2012

Dear Committee on Accreditation,

This letter is to verify my interest in being nominated/re-appointed as a member of the Committee on Accreditation (COA). I am a professor at the University of San Diego's School of Leadership and Education Sciences (SOLES) in the Learning and Teaching Department. I have been a faculty in Teacher Education for the past eighteen years both at a State University and at two Private/Independent Universities. I have also been a bilingual classroom teacher.

I am qualified to continue to be a member of the COA based on the membership criteria as evidence by my professional employment and service to my profession and to my community. The experiences I have accumulated being a current COA member will assist in providing continuity and history to the many accomplishments of the past four years.

Evidence of achievement in the education profession- I have been a teacher educator for the eighteen years, and also director of a multiple and single subjects teacher credential program as well as a director of a graduate program in curriculum and instruction. I was also a k-12 Butte County Superintendent of Schools employee for thirteen years as a Resource Teacher.

Recognized professional or scholarly contributions in the field of education- I have published over twenty journals, four book chapters, one book on Internationalizing Teacher Education, and one book is in press. The current book is on Cultural Proficiency in Support of English Learners. I have also been invited as a keynote speaker at the University of the Philippines, at Seton Hall University and at the Oxford Study Abroad Program at Oxford University. My work has also been cited in various professional journals. I have presented at various State, national and international conferences.

Recognition of excellence by peers- Having received tenured at the university of San Diego and being awarded a Professorship Award (Project Based) is evidence that my teaching, scholarship, and service is valued by my colleagues. I have been co-chair of the faculty senate as well as being in the executive senate. I have been elected to state boards and was President of the California Council for Teacher Education (CCTE). In my community I have sat on many city boards (San Bernardino County Equal Opportunity Commission, Human Relations, Housing, Parks and Trails Commissions) and was recognized as Latino of The Year by a service organization. The award included recognition by my local congressman, county supervisor, and both U.S. senators through the Northside Impact Community Organization.

Experience with and sensitive to issues of human diversity- My professional focus has been working with culturally and language diverse populations. I was a bilingual elementary teacher in a rural area. I worked with migrant children and families for fifteen years and with migrant college students coordinating the Migrant Mini-Corps Teacher Training Program. While a professor at a State University I worked with many South East Asian College students, and as a consultant I directed teambuilding programs with thousands of foster, migrant and at-risk middle and high school students. Most of my research and publications have been on issues of language and cultural diversity, bilingual

teacher certification, involving underrepresented families, and recruitment and retention of faculty of color. Most recently guest edited two special editions on internationalizing teacher education , co-authoring a chapter on 21st century peace and character education educators, and a book in press on supporting English learners.

Distinguished service in the field of educator preparation-I have been a teacher educator for the past eighteen years and coordinated teacher-training programs for twelve. I was coordinator of the Multiple Subjects Credential Program at two different institutions. At both institutions I was involved in writing the credential program documents for CTC approval. At one institution I wrote the initial CLAD and BCLAD Certificate program document. I have also been involved in writing the Standard on Diversity for USD's NCATE accreditation.

Knowledge of issues related to the preparation and licensing of education professionals- I am on my fourth year as a member of the COA, and was the Past-President of the California Council for Teacher Education. The focus is on providing information to legislators and its members on issues that affect teacher educators and teacher certification in California and at the national level. I have also been on many State and Joint NCATE accreditation teams' as a member and cluster leader. Some publications have focused on teacher licensing issues.

Length of professional service- My experience extends from teaching at the elementary level, as summer school outdoor education principal, a community college counselor for twelve years, and eighteen years as a professor. I have taught courses in teacher education, bilingual education theory, cultural diversity, leadership, counseling, student teaching seminar, and parent involvement. Therefore my professional experience extends for over thirty years.

Possession of appropriate educational degrees and professional credentials-As indicated in my resume I hold a Doctorate in Educational Administration and supervision as well as a post graduate degree and a Master degree in the same field. I also hold a Masters degree in counseling as well, a Bachelors degree in Liberal Studies and Minor in Mexican American Studies. I also hold a Multiple Subjects with an English Learner Authorization (Spanish) credential as well as Community College Instructor and Counseling credentials.

I look forward to hearing from the committee in order to share my expertise and to work collaboratively with the current COA team.

Sincerely,

Reyes L. Quezada, Ed., D
Professor,
University of San Diego
Department of Learning and Teaching
rquezada@sandiego.edu
(619) 260-██████

Reyes L. Quezada, Ed. D
University of San Diego

School of Leadership and Education Sciences

San Diego, CA 92110

rquezada@sandiego.edu (909) 260-7453

Educational Background:

Doctorate, Educational Administration. Northern Arizona University, May 1991. Flagstaff, AZ.

Educational Specialist Degree, Educational Administration and Supervision. Point Loma Nazarene College, May 1988. Point Loma, CA.

Masters of Arts, Educational Administration and Supervision. San Diego State University, May 1987. San Diego, CA.

Master of Education, Counselor Education. University of San Diego, May 1983. San Diego, CA.

Bachelor of Arts-Liberal Studies. Minor-Mexican-American Studies. San Jose State University, May 1979. San Jose, CA.

Credentials:

Multiple-Subjects credential/Spanish: Crosscultural, Language and Academic Development Credential. San Jose State University, May 1980.

Professional Experience:

June 1999-Present: Professor/Director of Curriculum and Teaching Graduate Programs: School of Leadership and Education Sciences. Learning and Teaching Department. University of San Diego. San Diego, CA.

September 1995-May 1999: Assistant Professor/Director Teacher Education & Masters Degree in Curriculum and Instruction Program. University of Redlands. Redlands, CA.

August 1993-1995: Assistant Professor: Director, Multiple Subjects Credential Program. California State University, Stanislaus-Department of Teacher Education. Turlock, CA.

September 1981-1993: College Coordinator/Community College Counselor: Butte County Office of Education, CA. Migrant Mini-Corps Bilingual Teacher Assist. Program. Imperial Valley College & SDSU-IV Campus. Calexico, CA.

1976 to 1981: Elementary School Teacher: Brawley Elementary School District. Brawley CA. Bilingual 5th & 6th grade.

Accreditation Experience:

2008-Present. Committee on Accreditation Member. California Commission on Accreditation. Sacramento, California.

2007-NCATE/CCTC Accreditation. California State University. Fullerton, California. Multiple & Single Subject Credential Programs-Cluster Leader.

2007-NCATE/CCTC Accreditation. San Francisco State University. San Francisco, Cal. Cluster Leader. Multiple & Single Subject Credential Programs (Cluster Leader.

2006-NCATE/CCTC Accreditation. Fresno State University. Fresno, California. Cluster Leader. Multiple & Single Subject Credential Programs-Cluster Leader.

2003-NCATE/CCTC Accreditation. Loyola Marymount University. Los Angeles, California. Cluster Leader. Multiple & Single Subject Credential Programs.

2002-CCTC Accreditation. CSU, Pomona. Pomona, California. Cluster Leader. Multiple & Single Subject Credential Programs.

2001-CCTC Accreditation. University of California, Irvine. Irvine, California. Multiple & Single Subject Credential Programs.

1999-CCTC Accreditation. Fresno Pacific University. Fresno, California. Multiple & Single Subject Credential Programs.

Sample Publications:

Books in Progress:

Quezada, R., Lindsey, R., & Lindsey, D. (Expected Publication 2013). Cultural proficiency in support of English learners. *Corwin Press*.

Published Books:

Quezada, R. (2012). Internationalization of teacher education: Creating global competent teachers and teacher educators for the 21st. Century. *UK. Routledge*.

Guest-Edited Themed Journal

Quezada, R. & Manion, G. (In Progress). The meeting of cultures: Encountering difference and diversity. *Catholic Education Journal. Boston College*.

Quezada, R. (March 2011). Internationalization of catholic colleges and universities: A Social justice perspective. *Catholic Education Journal. Boston College*.

Quezada, R. (2010). Internationalization of teacher education: Creating global competent

teachers and teacher educators for the 21st. Century. *Teaching Education*

Quezada, R., & Cordeiro, P. (2007). Internationalizing colleges of education: Educating teachers for global awareness. *Teacher Education Quarterly*, 34(1), 3-7.

Book Chapters:

Quezada, R., & DeRoche, E. (2008). Multiculturalism, peace education & social justice in a global society. In Gurske, I., and Swaffield, B., *Education Landscapes in the 21st. Century: Crosscultural Challenges and Multidisciplinary Perspectives.* Cambridge Scholars Publishing.

Quezada R., & Alfaro, C. (2007) Developing biliteracy teachers: Moving towards cultural and linguistic global competence in teacher education. In Cushner, K. and Brennan, S. *Intercultural student teaching: A bridge to global competence.* Rowman & Littlefield Publishing. (pp. 164-212).

Quezada R., & Osajima, K. (2005). The challenges of diversity: Moving towards cultural proficiency. In Hughes, L. *Current issues in school leadership.* Earlbaum & Associates. (pp. 162-183).

Quezada, R., Lattimer, H., & Spencer, J. (2011). Opportunities and obstacles in action research as a pathway to developing as a practitioner researcher, in Part III. *Practitioner Research: Opportunities and Challenges.* Peter Lang Publishing Group, Frankfurt am Main Germany.

Refereed Journal Articles

Quezada, L. R. (June 2011). The Shared Christian Praxis Methodology Learning Process: A method of analyzing global student teaching experiences. *Catholic Education Journal: A social justice perspective. Catholic Education Journal.*

Alfaro, C. & Quezada, R. (2010). International teacher professional development: Teacher reflections of authentic teaching and learning experiences. *Teaching Education.* Taylor and Francis Pub.

Quezada R., & Alfaro, C. (2007). Biliteracy teachers' self-reflections of their accounts while student teaching abroad: Speaking from 'the other side.' *Teacher Education Quarterly*, 34(1), 95-113.

February 24, 2012

Ms. Teri Clark, Director
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Ms. Clark,

I am very pleased to be considered for membership on the California Commission on Teacher Credentialing Committee on Accreditation. In this letter I would like to present three significant reasons why I hope to be appointed to a position on the COA: my strong desire for (1) professional growth and development; (2) building connections with other professionals in the teacher preparation community; and (3) serving the field. I will discuss each of these reasons below.

1. Professional growth and development

As the Director of Teacher Education at Santa Clara University, I am responsible for overseeing our credential programs' ongoing alignment with CTC's program standards. In this role, I spend a great deal of time examining and interpreting the program standards in order to make decisions that accurately reflect the expectations of the state. In these instances, I am looking at the program standards from the outside in. I am very interested in engaging more deeply with all the credential program standards and coming to understand them from the inside out. My experience presenting to the COA in April 2011 showed me how the review of institutions' program documents sparks conversations in which COA members delve deeply into the text of the program standards, deliberate about the precise intent of a particular standard, and work together to clarify the nuances and possible interpretations of those important documents. Participation in these sorts of collaborative conversations would surely enhance my ability to operationalize CTC's program standards and to strengthen the professional learning opportunities and experiences we provide to all our credential candidates.

2. Building connections within the teacher preparation community

The Department of Education at Santa Clara University comprises five tenured/tenure-stream faculty and a group of exceptionally talented adjunct faculty. In a small department like ours, everyone is engaged in teacher education and wears multiple hats. Further, there is very little overlap or redundancy in expertise: we have only one mathematics educator, only one technology and teaching expert, and so on. In this context, I am "the" teacher educator. I have stewardship responsibility for our preliminary multiple and single subject credential programs, our clear credential program (which serves teachers from local Catholic schools), and our administrative services programs. I love this work a great deal, but I find it difficult to maintain excellent credential programs without opportunities for collaboration and discussion with other teacher educators. Membership on the COA would enable me to work regularly alongside other individuals who are passionate about and dedicated to teacher education.

3. Serving the field

Putting yourself and your talents to work in the service to others is central feature both of Jesuit education and of the culture of Santa Clara University. An appointment to the COA would enable me to use the expertise I've developed through my work as a California-credentialed teacher, a scholar who studies teachers' curricular and instructional decision-making, and as a teacher educator with close to 15 years of

experience in higher education settings to support the continuous improvement of educator preparation and professional development in our state. I find that my highly specialized expertise in teacher education scholarship and practice is of very limited use to most people—it doesn't help me fix someone's car, complete someone's income taxes, or teach someone how to build eco-friendly birdhouses—so whenever I encounter opportunities, such as membership on the COA, to employ my knowledge and skills in the service of others, I pursue them eagerly.

I hope to have the chance to meet with you in April and discuss my interest in serving on the COA in greater detail. Thank you very much for your consideration.

Yours truly,

Lisa S. Goldstein, Ph.D.
Professor and Director of Teacher Education

Curriculum Vitae of **LISA S. GOLDSTEIN**

Home:

xxx Bellerose Drive, San Jose, CA 95128

Home phone: 408-279-xxxx

Cell phone: 512-762-xxxx

email: lsgoldstein@scu.edu

Work:

Santa Clara University, Department of Education

500 El Camino Real, Santa Clara, CA 95053

Work phone: 408-551-1611

Fax: 408-551-7197

EDUCATION

Ph.D., 1995 Education, Stanford University School of Education, Stanford, CA

M.A., 1989 Gifted Education, Teachers College, Columbia University, New York, NY

A.B., 1985 Art History, Yale College, Yale University, New Haven, CT

PROFESSIONAL APPOINTMENTS

2011-present Professor (Associate Professor, 2008-2011)
Department of Education, Santa Clara University, Santa Clara, CA

2002-2008 Associate Professor (Assistant Professor, 1996-2002)
Department of Curriculum & Instruction, University of Texas at Austin

1996 Adjunct Teacher Education Faculty
Department of Education, College of Notre Dame, Belmont CA

SELECTED RECENT PUBLICATIONS

Brown, K., & **Goldstein, L. S.** Preservice elementary teachers' understandings of competing notions of academic achievement co-existing in post-NCLB public schools. Accepted for publication in *Teachers College Record*.

Goldstein, L. S., & Bauml, M. PreK-3 teachers! Reclaim your ability to make decisions about curriculum and instruction. Accepted for publication in *Young Children*.

Goldstein, L. S. (2008). Kindergarten teachers making "street-level" education policy in the wake of No Child Left Behind. *Early Education and Development*, 19, (3), 448-78.

Goldstein, L. S. (2007). Embracing multiplicity: Learning from two practitioners' pedagogical responses to the changing demands of kindergarten teaching in the United States. *Journal of Research in Childhood Education*, 21, (4), 378-99.

Goldstein, L. S. (2007). Preparing preservice teachers for success in NCLB's kindergartens: Learning from veteran teachers' strategies for managing professional relationships with colleagues and parents. *Journal of Early Childhood Teacher Education*, 29, (3), 1-15.

Goldstein, L. S. (2007). Examining the unforgiving complexity of kindergarten teaching. *Early Childhood Research Quarterly*, 22, 39-54.

ADMINISTRATIVE SERVICE

At Santa Clara University

2011-present University Coordinator, California Commission on Teacher Credentialing Programs

Appointed by Provost to oversee all activities related to the preparation and licensure of teachers and administrators for California public schools. Oversee ongoing engagement in the program assessment cycle, including guiding the continuous improvement of existing credential programs, developing and leading the implementation of our unit-wide assessment system, and ensuring the timely submission of all reports to the California Commission on Accreditation.

2010- present Coordinator, CalTPA Assessment Program

Selected by Dean to lead the implementation of state-mandated assessment program for teacher candidates in the multiple and single subject credential program. Collaborate with TPA Lead Assessor and Assistant Director to ensure program's rigorous compliance with CalTPA guidelines. Support and contribute to teacher candidates' preparation for the four performance tasks. Develop, implement, and maintain policies designed to ensure all qualified candidates' successful completion of the TPAs.

2008-present Director of Teacher Education Programs

Oversee the university coursework and field placement experiences of candidates for the California multiple and single subject teaching credentials in our Preservice and Catholic School pathways (approximately 75 students per year). Coordinate program development efforts and collaborate with colleagues to develop strategies to increase teacher candidate learning outcomes.

At the University of Texas at Austin

2003-2008 Director, Early Childhood Teacher Education Program

Responsibilities included supervising the coursework, prekindergarten/kindergarten field placements, and field supervision of approximately 150 undergraduate students each semester. Oversaw training of all early childhood education field supervisors and program coordinators. Provided early childhood training to program faculty. Developed formative and summative evaluation instruments to reflect the specific demands of public school early childhood settings.

2002-2008 Supervisor, Guiding Young Children in Groups Instructional Team

Coordinated the instructional activities of 5-10 adjunct faculty teaching the practicum course attached to the prekindergarten/kindergarten field placement of candidates for the EC-4 Generalist and EC-4 Bilingual teaching credentials. Additional responsibilities included curriculum alignment and development of all teaching materials for the course.

2003-2008 Member, Teacher Education Field Experiences Advisory Committee

Worked with representatives from the College of Education's nine teacher education programs in partnership with teachers from local schools. Addressed programmatic goals on a college-wide level, developed expectations for quality field placements, and created guidelines to assist in the identification of outstanding cooperating teachers.

Service to the local Santa Clara community

2011-present Advisory Board Member
Beginning Teacher Support and Assessment (BTSA) Induction Consortium
Palo Alto, CA

Partner with representatives of the Palo Alto Unified School District, Mountain View/Los Altos Union High School District, and the Los Gatos-Saratoga Joint Union High School District to strengthen the alignment between the preliminary multiple and single subject credential programs offered at local institutes of higher education (IHEs) and the induction and support programming provided to beginning teachers in the partner school districts.

2009- present Member, Hebrew High School Advisory Committee
Congregation Beth David, Saratoga, CA

Assist administrators, teachers, and clergy in governing an after-school religious education program for adolescents aged 13-18. Work to improve teacher effectiveness and heighten student engagement.

UNIVERSITY TEACHING AT SANTA CLARA UNIVERSITY

2008-present Master's Degree Program
Curriculum and Program Development
Study of Teaching

2008-present Multiple Subject and Single Subject Teaching Credential Programs
Elementary Social Studies Foundations and Methods
Immersion: Human Service in Diverse Settings
Directed Teaching (field-based supervision of teacher candidates)

TEACHING CREDENTIALS HELD

2008-2013 California Professional Clear Multiple Subject Teaching Credential (also held 1989-99)
2009 Clear Crosscultural, Language, and Academic Development (CLAD) Certification
2010-2015 California Clear Single Subject Teaching Credential- Social Science
2011-2016 Supplementary Subject Matter Authorization in Art History/Appreciation

SELECTED PREKINDERGARTEN - 16 SCHOOL EXPERIENCE

1989-91 Teacher, Second grade
Palo Alto Unified School District, Palo Alto, CA
1988-89 Teacher, Gifted/talented first grade
Saint Ann's School, Brooklyn, NY