
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 open positions on 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 and may appoint additional individuals as alternates.

Policy Question: Does the Commission agree with the recommendations from the Ad Hoc Committee that the individuals proposed should be appointed to serve as new COA members?

Recommended Action: That the Commission (a) approve the recommendations for three new members of the COA, two from the K-12 community and one from postsecondary education; and (b) that the Commission approve the recommendation of individuals for the COA Alternate List, if appropriate.

Presenter: Cheryl Hickey, Administrator, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

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 will interview the two finalists from institutions of higher education and the three finalists from the K-12 community. The Ad Hoc Committee will then recommend to the Commission three individuals (2 from the K-12 community and 1 from postsecondary education) to serve on the COA. The Ad Hoc 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, 2014 and extend through June 30, 2018.

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 terms ends.

Members of the Committee on Accreditation

K-12 Professionals	
Joyce Abrams , Substitute Teacher Chula Vista Elementary School District <i>Term Ends June 30, 2014</i>	Kiran Kumar , Substitute Teacher Pomona Unified School District <i>Term Ends June 30, 2014</i>
Kenneth Lopour , Assistant Principal Orange Unified School District <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>
Jose Rivas , Teacher Lennox Mathematics, Science and Technology Academy <i>Term Ends June 30, 2016</i>	Anna W. Moore Director of Teacher Credentialing /Induction Programs Monterey County Office of Education <i>Term Ends June 30, 2017</i>

Postsecondary Professionals	
Iris Riggs Professor, Dept. of Science, Mathematics and Technology Education California State University, San Bernardino <i>Term Ends June 30, 2014</i>	Deborah Erickson Professor and Dean School of Education Point Loma Nazarene University <i>Term Ends June 30, 2015</i>
Gary Kinsey Associate Vice-President and Director of the School of Education California State University, Channel Islands <i>Term Ends June 30, 2016</i>	Reyes Quezada Professor of Education University of San Diego <i>Term Ends June 30, 2016</i>
Anne Jones Associate Dean Director of Education Programs University Extension University of California, Riverside <i>Term Ends June 30, 2017</i>	Pia Wong Chair, Department of Teaching Credentials California State University, Sacramento <i>Term Ends June 30, 2017</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>
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 §44373a). All members serve as members-at-large. No member serves on the COA 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. Therefore, 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.”*

Note: The four K-12 continuing representatives are from the public school system. There is no requirement in statute or in Commission policy that a K-12 appointment must be a full time practicing educator, but the Commission may want to consider this factor in its making a determination about appointments to the COA. In addition, both of the members whose terms are expiring are retired teachers, serving as substitutes in the public school system.

The higher education member with an expiring term is from a public institution of higher education, the California State University system. Of the five remaining members, three are from public institutions (two from the California State University system and one from the University of California system) and two are from private institutions.

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

Note: The remaining K-12 membership on the COA includes two K-12 teachers, one administrator and one induction program director. Six of the nine remaining COA members are involved in a professional educator preparation program in some manner.

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

Note: The remaining postsecondary membership on the COA includes a Dean of Education, a Vice President and Director of the School of Education, a Chair of the Department of Education, a Director of Teacher Education Programs in Extension, and one faculty member. All are involved in professional educator preparation programs and therefore the continuing membership 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.”*

Note: Four of the continuing members are male and five are female. This objective is currently being met with respect to gender balance. Seven of the nine continuing members are from Southern California and two are from Northern California. The three COA members whose terms are expiring are from Southern California. The Commission may wish to consider additional representation from Northern California in its appointments when possible.

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. 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 2014 in accordance with the provisions of the *Accreditation Framework*. Information and the nomination forms were made available on the Commission website on January 10, 2014. All nomination materials were due February 28, 2014 by 5 p.m.

Commission staff made additional effort to broadly publicize the COA vacancies. Historically it has been difficult to recruit K-12 candidates for the COA due to the time commitment and number of days an individual would be out of the classroom attending COA meetings. Commission staff included information on the vacancies and application process in the PSD E-news for a number of weeks, contacted teacher unions and Cluster Regional Directors for Induction programs, and discussed the need with other individuals, including those from one foundation that works closely with exemplary teachers. As a result of these efforts, the

Commission received a total of 8 applications for the COA – five from higher education and three from K-12.

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.

In 2013, the Chair of the Commission, after consultation with the members of the Commission, identified and appointed Dr. Cythinia Grutzik to fill the vacancy on the panel left by Dr. Barbara Merino, whose term had expired. The membership of the Nominating Panel is listed in the table below:

<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>	Cynthia Grutzik , Dean College of Education California State University, Long Beach <i>Term Ends June 30, 2016</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>

It will be necessary to fill 3 of these positions on the Nominating Panel, all of which expire in June 2014, in preparation for the selection of COA members next year.

Staff collected application materials and provided these nomination materials to the Nominating Panel. The Nominating Panel reviewed the nominations and selected five individuals (three 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 Ad Hoc Committee will interview the finalists at this Commission meeting and recommend to the full Commission the selection of two K-12 members and one higher education member in accordance with the following *Accreditation Framework* language (Section 2C.3):

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

Finalists for the Committee on Accreditation

There are three vacancies on the COA for appointment in 2014: one postsecondary vacancy and two K-12 vacancies. The names and affiliation of the finalists identified by the Nominating Panel are provided in the table below. The application materials for each finalist are included in Appendix A.

Finalists for the Committee on Accreditation	
K-12 Finalists	Nominated by
Amber Gascoigne	Anne Jones, Associate Dean Director of Education Programs University Extension University of California, Riverside
Yvonne L. White	Marc D. Gordon, Science Teacher San Leandro High School
Kelly Skon	Jenny Sallberg, Principal Laguna Beach USD
Post-Secondary Finalists	Nominated by
Robert Frelly	Dr. Dale A. Merrill, Dean College of Performing Arts Chapman University
Margo Pensavalle	Dr. Karen Symms Gallagher, Dean Rossier School of Education University of Southern California

Staff Recommendation

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

- The appointment of three new members of the COA, one postsecondary and two K-12, to begin their terms July 1, 2014.
- The appointment of individual(s) to the COA Alternate List.

In addition, staff recommends that the Commission review and approve the nominations from the Ad Hoc Committee.

Appendix A

Nomination Materials from the Finalists

K-12

Amber Gascoigne

Yvonne L. White

Kelly Skon

IHE

Robert Frelly

Margo Pensavalle

To Whom It May Concern:

My name is Amber Gascoigne and I am in my 7th year of teaching. I have just recently relocated this school year to St. Helena Elementary School in St. Helena, CA, where I am currently teaching 4th grade. Previously, I was teaching in Palm Springs, CA. While working at Katherine Finchy Elementary, I taught 3rd, 4th, and 5th grades for two years each. While changing grades every two years involved a lot of work and planning, it has allowed me to see the growth that students make academically, emotionally, and socially and see first hand how the grade level standards are integrated over the course of a child's elementary career, thus better preparing me as an educator. That being said, I am excited to begin the implementation of Common Core Standards and developing a curriculum to better prepare my students, who are our future leaders. I know all educators are going to be faced with challenges in changing their styles, but I foresee even greater growths being made across classrooms.

I had the privilege of completing my credential and masters at UC Irvine. The quality teacher education program at UCI is what has shaped me into the teacher I am today. The knowledge and experience that I received while attending UCI was phenomenal, and I feel if all programs had similar expectations, we would find fewer teachers leaving the field after their first few years. While the program as a whole was exceptional, my coordinator was also inspirational, thus driving me to challenge myself to be a better educator. At times, the work seemed tedious and overwhelming, but the continued support of all those in the program allowed me to be successful. Needless to say, after having my own classroom and working with countless students, I now see why the accountability and expectations were so high. Teaching isn't about showing up each morning and simply doing your job. It's about inspiring and challenging anyone that walks through your door.

In my mind I had a picture that all teacher education programs were similar. However, this year I learned this was a misnomer. I very excitedly signed up to have a student teacher in my room from October through December. I envisioned him coming in full of passion to inspire my students the way I attempt to do each and every day. I vividly remember my days of student teaching and how much learning I experienced and I couldn't wait to impact someone the way I had been. Unfortunately, I quickly learned that his program didn't have the expectations I was accustomed to from my days at UCI. The preparation from his coordinators was lacking and he himself was unclear of what his program expected from him. While he was a pleasant individual and the kids loved him, he was lacking the enthusiasm that this profession requires each and every day. In my opinion, teacher preparation programs need to work towards helping individuals realize how much time and effort must be put into a classroom day in and day out. We, as educators, have the most important job and it certainly can't be done without 100%. If a program is weak, they will likely produce future educators who may become flustered by the expectations of a principal. Thus in turn we end up with a high turnover in the educational field, which is a disservice to the students they are impacting.

Teaching is by far the greatest profession and having the chance to collaborate with a group of professionals who are working to improve the field would be an honor. I am extremely passionate about my job and would like to be able to share my knowledge and experiences with those who are aiming to make the field of education better than it already is. Nothing is more

important than having exceptional teachers and schools, as they are preparing and training those who will be making new discoveries and shaping what is to come.

Thank you for taking the time to look over my application and considering me for any potential openings.

Sincerely,



Amber Gascoigne

Amber Gascoigne

Calistoga, CA 94515

EDUCATION:

University of Redlands

- Administrative Credential – Tier I (July 2013)

University of California, Irvine

- Masters of Arts in Teaching (August 2008)
- Multiple Subjects Credential with CLAD authorization (June 2007)
- Bachelor of Arts, Psychology and Social Behavior & Minor in Education Studies (June 2006)
 - Dean's Honor List 8 quarters
 - Golden Key International Honour Society

RELEVANT EXPERIENCE:

St. Helena Elementary School: St. Helena, CA

August 2013 – Present

4th Grade

- Responsible for delivering daily instruction in: math, language arts, social studies, science, Spanish as a second language, technology development
- Work collaboratively with my grade level to provide accessible instruction to all students
- Work cooperatively with my "team" (3rd, 4th, and 5th grade teacher) to develop and implement lessons used during Team Time to increase community within our school
- Started and led a Robotics afterschool program in which students built and programmed robots
- Worked with a local teacher education program
 - Worked with a student teacher in math curriculum and instruction from October through December
 - Helped him develop and reflect on lessons that he presented to the class

Katherine Finch Elementary School: Palm Springs, CA

September 2007 – June 2013

5th Grade (2011 – 2013) 4th Grade (2009 – 2011) 3rd Grade (2007 – 2009)

- Developed lessons using: EnVision Math, McGraw Hill Math, Treasures Reading Program, Open Court, Harcourt Social Studies and Harcourt Science
- Followed district procedures to work on Essential Standards through Smart Goals and the DAIT process
- Developed a push-in program with Resource Specialist to allow students on IEPs to work in the least restrictive environment
- Collaborated with Resource Specialist using Write from the Beginning strategies to team teach writing
- Incorporated the Icons of Depth and Complexity into daily lessons
- Developed a Robotics Competitive Team and also established a Robotics After School Club
- Created lessons to teach students how to use Microsoft Word and PowerPoint
- Implementation of eInstruction technology: Mobi Intwerwrite Pad and Student Responders
- Trained using Write from the Beginning writing program
- Extra duties include: leadership team, social committee member, assisting with technology questions, familiarizing staff with Accelerated Reader, teaching intervention before and after school

Victoria Elementary School: Costa Mesa

April 2007 – June 2007

Student Teacher – 3rd Grade

Mariners Elementary School: Newport Beach

September 2006 – March 2007

Student Teacher – 1st Grade

Amber Gascoigne

Calistoga, CA 94515

HONORS:

- St. Helena Public Schools Foundation Grant Recipient 2013
- 2013 Katherine Finchy Teacher of the Year
- Pinnacle Fund Grant Recipient 2013 & 2012
- Technology Tools for Schools Tech Hero 2012

LEADERSHIP ACTIVITIES:

- Technology Implementation Leader
- Administrative designee
- Leader of School Safety Committee
- Grade level leader
- Coordinator of local California Teachers Association (CTA) conferences and district professional development
- CA Treasures Language Arts Program – School Site Trainer
- Lego Mindstorms/First Lego League Robotics Coach
- Accelerated Reader On-Site Trainer
- Parent Teacher Association (PTA) Teacher Representative
- Thinking Maps – Path to Proficiency Trainer
- 5th Grade Science Camp Coordinator
- Science Fair Coordinator
- Math Night Coordinator
- Track Meet Site Coach

SKILLS:

- GATE Certification for Palm Springs Unified (2011)
- Proficient with Word, Excel, Powerpoint, iPhoto, and iMovie
- Able to operate both Mac and PC systems
- Familiar with Accelerated Reader, KidBiz, Education City, Study Island and United Streaming
- Able to use and operate all online components of EnVision Math and Treasures Reading programs

REFERENCES:

- Mark Arnold – St. Helena Principal
- Anne Jones – UC Riverside Associate Dean, Academic Affairs
- Bonni Keane – Katherine Finchy Teacher
- Paula Kadubeck – Katherine Finchy Resource Teacher



Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Amber Gascoigne

K-12 or IHE

K-12

Institution of Higher Education

- School district
- County Office of Education
- Other _____

- California State University
- University of California
- Private/Independent College or University

- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Other _____

- Faculty
- Director of Teacher Education
- Associate Dean
- Dean
- Other _____

Region of California

- Northern California
- Central Valley
- Inland Empire

- Bay Area St. Helena
- Los Angeles Area
- San Diego Area

Voluntary Disclosure of Ethnicity

- African American
- Asian American
- Caucasian
- Hispanic/Latino

- Native American
- Pacific Islander
- Southeast Asian
- Decline to State

Please complete this information page and return to Teri Ackerman (tackerman@ctc.ca.gov) or 916-327-3165 (fax) by February 22, 2012

Yvonne L. White

Hayward, Ca. 94541

To Teri Ackerman,

I am interested in applying for the Committee on Accreditation position. As a professional educator, I am excited about the prospect of working with a community of educationalists, who want to help maintain the high standard of future teachers entering into our profession. For the last fourteen years, I have worked with urban youth in the San Leandro Unified School District. With passion, I have taught a wide range of physical and Life science courses. –

I employ pedagogical approaches that centers around activity driven lessons, science literacy, facilitated instruction, and collaborative learning. The experience I have in creating curricula that meets the needs of students who face the most challenges, as well as those who are gifted, is grounded in the collaborations I have with peer teachers and other professional partners, e.g. Exploratorium, Sulfur Creek Nature Center and Cabot Space and Science Center (FEAST). These partnerships afford me the lens I need to enhance and inform my science instruction. The shared view of “science for all students” and the emphasis on transforming science education so that it is accessible by all are the drivers that challenge me to be creative, disciplined and proficient in my profession.

As a teacher I participated in the Western Association of Schools and College (WASC) process. Participating in the school wide self-study to examine how my school was meeting our stated goals and redefining said goals within our school wide action plan was a rewarding experience. I particularly focused support systems for meeting the needs of our most at risk population: African American and Latino students.

I have enclosed my resume for your consideration. You will find that I have the educational and professional background for which you are searching. It is my hope that you will agree that I am a solid candidate. I welcome the opportunity for an interview to discuss your needs in depth and outline my strengths in person. Please feel free to contact me at (510) 750-5886. Thank you for your time and consideration. I look forward to speaking with you.

Sincerely,

Yvonne L. White

YVONNE L. WHITE

EDUCATION

California State University, East Bay

- Doctorate in Education (edD); expected June 2017
- Master of Science, Education in Curriculum Development; December 2008
- Single Subject Biology Credential, CLAD credential

University of California, Santa Cruz

- Bachelor of Art, Biology

PROFESSIONAL EXPERIENCE

San Leandro High School

June 2000-Present

Biology and Anatomy/Physiology Science Teacher

- Develop curriculum according to the California State Standard for biology and anatomy/physiology courses. Communicated difficult scientific concept by implementing laboratory experimentation. Wrote grants to acquire laboratory equipment to provide students with current biotechnology skills.
- Organized Community Science Night in conjunction with the University of California at Berkeley. Students as well as residents of San Leandro interacted with university professors and local astronomers to learn about celestial bodies and the formation of the Earth. Also promoted scientific inquiry and information regarding STEM careers.

Teacher, Home Study Program

August 2010-Present

Teach multiple subjects to help students maintain their education while they are unable to attend school due to medical or disciplinary reasons.

VOLUNTEER EXPERIENCE

Docent, Sulfur Creek Nature Center

January 2011-Present

Promote the education of California native wildlife, biodiversity, sustainability and environmentalism to audiences in schools, science fairs, and community forums. Outreach program objective is to encourage greater understanding through exposure to live animals and instill a sense of responsibility

Robotic Club, Founder and Advisor

August 2003-2011

FIRST and Botball, where students build autonomous and remote controlled robots. Promoted scholastic achievement by taking student's on college tours and helping students gain college scholarships.

Leadership

Mentor, Exploratory New Teacher Program

June 2010-Present

Mentored the 'New Teacher Science program': Provided monthly meetings for new teachers in class room; curriculum development; supported labs aligned to core curriculum; improving confidence in teaching practices. Co-lead Exploratorium workshops focusing on teacher pedagogy.

Beginning teacher Support and Assessment (BTSA)

Support provider for teachers in cross disciplinary subjects.

August 2010-June 2011

Teacher Internship Program of Alameda County (TIPAC)

Support provider for new teachers.

References Available Upon Request



http://www.ctc.ca.gov/new.html
Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Yvonne L. White

K-12 or IHE

K-12

- School district
- County Office of Education
- Other _____

Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University

- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Other _____

- Faculty
- Director of Teacher Education
- Associate Dean
- Dean
- Other _____

Region of California

- Northern California
- Central Valley
- Inland Empire
- Bay Area
- Los Angeles Area
- San Diego Area

Voluntary Disclosure of Ethnicity

- African American
- Asian American
- Caucasian
- Hispanic/Latino
- Native American
- Pacific Islander
- Southeast Asian
- Decline to State

Please complete this information page and return to Teri Ackerman (tackerman@ctc.ca.gov) or 916-327-3165 (fax) by February 21, 2014

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

February 10, 2014

Dear Commissioners,

It is with great excitement that I write this letter to you. Participating as a member of the Committee on Accreditation would be an honor and a great opportunity to impact the field of education beyond my K-12 classroom.

Currently, I am completing work on my dissertation at Chapman University towards a doctorate of philosophy in education. As I am nearing the end of that chapter, I find myself setting new goals and looking for ways to give back to the educational community. With encouragement from my current school principal and district superintendent, I am stepping forward in hopes to become a member of the Committee on Accreditation. Throughout my educational career, my goal has always been to serve the students of California to the best of my ability. It is my hope that the California Commission on Teacher Credentialing will appoint me as a member of the Committee on Accreditation. My dedication to the field of education as well as my personal drive would be a valuable asset to the committee. Additionally, I would bring my appreciation for teamwork and collaboration to the committee; personal attributes that are cornerstones of my professional personality. I will bring all of my passion and skills to a position on the committee and would value the opportunity.

I am committed to bringing a well-rounded perspective to the Committee on Accreditation through my current experience as a K-12 teacher, Common Core Site Lead, district liaison with the Orange County Department of Education for STEM education, and an Adjunct Instructor/Course Lead for Concordia University. The combination of all these viewpoints I hold will provide a unique understanding of the stakeholders involved in the accreditation process – K-12 teachers, students, professors, universities, and the field of education.

I would like to thank you for taking time to read this letter as well as look over my curriculum vitae. I am an enthusiastic, competent, and confident teacher, and individual with passion for the field of education. I look forward to the possibility to serve on the Committee on Accreditation.

Sincerely,


Kelly Skon

Kelly Skon

Education

- Anticipated 2014
(August 2014) Chapman University, Orange
Ph.D. in Education
Emphasis in Disability Studies
- May 2009 Vanguard University of Southern California
Master of Arts in Education
- May 2006 Chapman University
Bachelor of Science in Mathematics

Professional Credentials and Trainings

- August 2011 CCTC – BIR training
- June 2009 Capistrano Unified – BTSA Induction
Professional Clear Credential: Single Subject Foundational
Mathematics
- January 2009 Project GLAD – 2 Day Input Training
- May 2007 Vanguard University of Southern California
SB2042 Preliminary Single Subject: Foundation Mathematics

Teaching Experience

- August 2011 – Present **Laguna Beach Unified – Secondary Math and STEAM
Teacher/Common Core Site Lead**
Taught Pre-Algebra to sixth and seventh grade students and
STEAM to seventh and eighth grade students. Worked with
colleagues to collaborate on instructional materials and assessment
strategies as well as working with the various support staff
(counselors, instructional aides, special education teachers) to help
support student achievement. Served as a member of the school
intervention team and a district liaison with the Orange County
Department of Education on STEM education.
- August 2011 – Present **Concordia University – Adjunct Professor and Course Lead**
Taught several courses in the MAED Curriculum & Instruction
Online Program including classroom management, instructional
leadership, educational diversity, community relations, research in
education, and the action research project. As part of my duties, I
developed and maintained courses, communicated with students,
and worked with colleagues to improve instruction for students.

Kelly Skon

January 2011 – May 2011

Chapman University – Teaching Assistant

As part of the Ph.D. program, I was able to serve as a teaching assistant within the credentialing program. Working with a full-time faculty member, I co-taught a course called *Teaching and Learning in the Culturally Diverse Classroom III*. Responsibilities as a teaching assistant included the development of a course outline, updating and monitoring the online learning system of the course, communicating with students, leading class discussions, facilitating class lectures, and evaluating student work.

August 2007 – June 2011

Capistrano Unified – Secondary Math Teacher

Taught Algebra 1A and Sixth grade Middle School Math. Used multiple teaching methods and strategies with a diverse group of students ranging from low to high achievers, EL, and RSP students, plus created supplemental instructional guides for students. Worked with colleagues to collaborate on instructional and assessment strategies as well as working one on one with a Special Education teacher in a collaborative team teaching classroom setting. Raised student CST scores by 13.9 percent overall average (the largest increase in math scores at school site for the 2007-2008 school year). Joined 6th grade team to help increase CST math scores by about 13 percent and stop a multiple year decline in 6th grade math test scores.

Volunteer Experience

June 2012 – September 2012

California Department of Education – SIMR Committee

Served as a member of the SIMR (Supplemental Instructional Materials Review) committee. As part of the committee each member reviewed assigned curriculum for alignment with the Common Core State Standards in Mathematics. Review of the materials culminated in a two day panel deliberation to determine approval of the curriculum for the State Board of Education.

November 2007 –
Present

Saddleback Church

Served as a ministry leader by leading and co-leading women's 12 step groups and women's open share groups. Shared my personal testimony with large audiences (audiences ranging from 30 people to over 5,000 people).

Kelly Skon

Presentations

Albrecht, K., Hess, T., & Skon, K. (2010). Meeting the needs of *all* students: A project of best practices in teacher education programs for the success of pre-service teachers. Presentation at the California Council on Teacher Education Conference, San Diego, CA.

Salberg, J., DeMark, J., Skon, K., Silver, L., & Martinez, M., (2013, March). *Our Journey to Schools to Watch*. Presentation at the California Schools to Watch Conference, Sacramento, CA.

Salberg, J., DeMark, J., Skon, K., Silver, L., & Martinez, M., (2013, June). *31 Flavors of Support*. Presentation at the National Schools to Watch Conference, Washington D.C.

Professional Strengths

- Research Methods
 - Research Design
 - Statistical Analysis and the use of SPSS
 - Mixed Methods Research
- Assessment
 - Design, Implementation, Assessment Data Analysis
- Online Learning Systems
- Curriculum Development

References

Sherine Smith
Superintendent – Laguna Beach Unified School District

Darlene Messinger
Assistant Superintendent, Curriculum and Instruction – Laguna Beach Unified School District

Jenny Salberg
Principal, Thurston Middle School – Laguna Beach Unified School District

Kelly Skon



http://www.ctc.ca.gov/new.html
Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Kelly Skon

K-12 or IHE

K-12

- School district
- County Office of Education
- Other _____

Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University

- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Other _____

- Faculty
- Director of Teacher Education
- Associate Dean
- Dean
- Other _____

Region of California

- Northern California
- Central Valley
- Inland Empire
- Bay Area
- Los Angeles Area/Orange County
- San Diego Area

Voluntary Disclosure of Ethnicity

- African American
- Asian American
- Caucasian
- Hispanic/Latino
- Native American
- Pacific Islander
- Southeast Asian
- Decline to State

Please complete this information page and return to Teri Ackerman (tackerman@ctc.ca.gov) or 916-327-3165 (fax) by February 21, 2014



COLLEGE OF
PERFORMING ARTS
THEATRE MUSIC DANCE

CONSERVATORY OF MUSIC

CHAPMAN UNIVERSITY

DR. ROBERT FRELLY
DIRECTOR OF MUSIC EDUCATION
Oliphant Hall 110

One University Drive
Orange, California 92866

February 28, 2014

Teri Ackerman
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Ms. Ackerman,

I am writing to express my interest in serving as a member of the Committee on Accreditation.

As a proud product of the California K-12 public school system, I value the quality of the education provided in our schools. My undergraduate and advanced degrees are from California universities, I received my Professional Clear Credential in 1983, and I am in my 30^h year of teaching within the California educational system.

My teaching experience includes the elementary, middle and high school levels, as well as within the community college and university systems. For the past 19 years I have served as the Director of Music Education at Chapman University where my responsibilities include: providing leadership for, and coordinating and administering activities, programs and personnel of the Music Education Department; coordinating and supervising student teachers; and, providing student advisement for all music education majors.

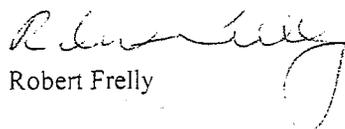
My collaborative experiences have brought me in contact with colleagues from a broad spectrum of fields. At Chapman I have served on numerous university, division and department committees as both chair and member. Within the broader community, I have been active in numerous national, regional and local arts organizations as leader, member, and mentor, and have led strategic planning exercises for four organizations.

Additionally, I have extensive experience in curriculum review, design, and implementation, and have drafted the university's response to the Standards of Quality and Effectiveness as established by the California Commission on Teacher Credentialing for the Single Subject in Music. Since August 2010 I have served the Commission as an Initial Program Reviewer. I have been member of the Board of Institutional Reviewers since August 2011 and have been a team member on a site visit. This March I will serve as a team leader on an accreditation site visit.

I believe I have demonstrated the ability to approach my responsibilities in a fair and impartial manner, to establish and maintain cooperative working relationships with my colleagues, and to accept differing perspectives in healthy discussions towards determining outcomes that are reasonable within given guidelines and parameters. If offered the opportunity to serve as a member of the Committee on Accreditation, I will conscientiously perform my duties.

Thank you for your consideration.

Sincerely,



Robert Frelly

Robert S. Frelly

Yorba Linda, CA 92887

ACADEMIC BACKGROUND

DOCTOR OF MUSICAL ARTS — Music Education

University of Southern California, Los Angeles, California. May 1994.

- *Pi Kappa Lambda*
- *Oral and written qualifying examinations in Music Education, Conducting, Music History, and Educational Psychology*
- *Dissertation: Rehearsal Procedures Applied by College/Conservatory Conductors*

MASTER OF MUSIC — Instrumental Conducting

California State University at Long Beach, Long Beach, California. June 1991.

- *Graduate Dean's List of University Scholars and Artists*
- *Pi Kappa Lambda*
- *Thesis: An Interpretive Concept for the Conductor*

BACHELOR OF MUSIC— Composition

Chapman University, Orange, California. May 1983.

- *Cum Laude, Departmental Honors*
- *Smith Award for Most Outstanding Music Composition Student (1983,1979)*

BACHELOR OF MUSIC — Music Education

Chapman University, Orange, California. May 1982.

- *Cum Laude, Departmental Honors, Gray Key*
- *Burghardt Award for Most Outstanding Music Scholar (1982)*

TEACHING EXPERIENCE

August 1995
to present

Director of Music Education

Associate Professor of Music (since 1999)

Chapman University, Orange, California.

- Provide leadership for and coordinate and administer activities, programs and personnel of the Music Education Department.
- Coordinate and supervise student teachers.
- Student advisement (all music education majors).

August 1995
to May 2008

Music Director and Conductor, University Wind Symphony and University Chamber Winds

- Developed a wind program and initiated the Wind Symphony, Chamber Winds and University Pep Band).
- Provided leadership for and coordinate and administer activities, programs and personnel of the wind ensembles (Wind Symphony, Chamber Winds, University Pep Band).
- Conducted series of concerts (average 6 per year); organized and led 8 performance tours (average 15 concerts and 12 clinics per tour).

August 1987
to May 1995

Instrumental Music Instructor

Cypress College, Cypress, California.

- Conducted *Orchestra, Jazz Ensemble* and *Jazz Improvisation*.

August 1984
to June 1988

Department Chair, Performing Arts

Director of Instrumental Music

Santiago High School, Garden Grove, California.

- Responsible for coordination and administration of performing arts department.
- Prepared department budget and monitored individual department accounting.

August 1983
to June 1984

Instrumental Music Instructor

Westminster School District, Westminster, California.

- Served as Instrumental Music Instructor at Warner Intermediate School and nine elementary schools.

ORGANIZATIONAL LEADERSHIP

National

League of American Orchestras

- Member, Director's Council— 2003 to present
- Board member—June 1999 to June 2003

League of American Orchestras—Youth Orchestra Division

- Chairman—June 1999 to February 2003
- Vice-Chairman—June 1997 to June 1999
- Executive Officer of the Board—June 1996 to June 1997
- Board member—June 1994 to June 1996

MENC: The National Association for Music Education

- Member, National Assembly—January 2003 to June 2004

MENC: The National Association for Music Education

Reston, VA. 2006-07.

- On-line Mentor offering advice for its membership of 130,000 music teachers, university faculty and researchers, and college students preparing for the teaching profession.

National Youth Orchestra Festival Advisory Committee

- Member — January 1999 to present

State

California Commission on Teacher Credentialing

- Team Leader, Accreditation Visit — March 2014
Hebrew Union College
- Team member, Accreditation Visit — March 2012
Yolo-Solano USD
- Board of Institutional Reviewers, member—August 2011 to present
- Program Reviewer—August 2010 to present

Arts for All Higher Education Initiative Think Tank

- Member—April 2010 to present

Association of California Symphony Orchestras

- Board member—August 2002 to August 2007

Arts for All Task Force (California)

- Member—July 2004 to June 2005
- Member, Professional Development Committee—June 2004 to June 2005

CMEA: The California Association for Music Education

- Executive Officer of the Board—August 2001 to June 2004
- Event coordinator and Director Liaison, Festival of Champions—2002, 2003

California Council on Music Teacher Education

- Secretary—May 1998 to August 2002
- University Representative, Chapman University—1995 to present

California Coalition for Music Education

- Member—March 1998 to May 2002

Regional

CMEA/Southern Section

- Past-President—June 2004 to June 2006
- President —July 2001 to June 2004
- President-elect—July 1999 to June 2001

Orange County Music Administrators Association

- Member — August 2002 to May 2007

FACULTY GOVERNANCE — Chapman University

University-Wide

Chair

- University Research and Development Council—May 2000 to May 2001
- WASC Diversity Committee—May 1999 to May 2001
- University Academic Advising Committee—May 1998 to May 1999
- University Defining and Infrastructure Focus Group—August 1997 to May 1998

Member

- University Housing Committee—September 2010 to present
- Faculty Personnel Committee—September 2008 to May 2009
- Faculty Research and Development Council — May 2002 to May 2004; May 1999 to May 2001
- Undergraduate Admissions Committee — August 2004 to May 2009
- Academic Council — August 2004 to May 2006
- WASC Program Assessment Committee—August 2003 to May 2004
- WASC Institutional Self Study Committee—May 2002 to August 2003
- Faculty Executive Committee—May 2000 to May 2001; May 1998 to May 1999
- Faculty Personnel Committee—May 2000 to May 2001
- Faculty Senate—October 2000 to May 2001
- WASC Steering Committee—April 1999 - August 2000
- Advising Task Force—April 1997 to May 1998
- Student Standards Committee—May 1996 to May 1998

College of Performing Arts

- Full Professor Review Committee, chair — August 2013 - present
- Faculty Review Committee, member — August 2010 to August 2013

Conservatory of Music

Chair

- Search Committee, Conservatory of Music, Choral Music Educator — June 2008 to April 2010
- Faculty Review Committee, Conservatory of Music — August 2003 to May 2007
- Search Committee, Conservatory of Music, Director of Keyboard Studies — June 2005 – April 2006
- Committee on Promotion and Tenure — August 2009 to present; August 2003 to May 2004 (Drafted *Guidelines for Promotion and Tenure*)
- Search Committee, Conservatory of Music, Director of Keyboard Studies — 2002-03
- Search Committee, Conservatory of Music, Director of Music Therapy — 2002-03

Member

- Curriculum Committee — August 2010 to Present
- Search Committee, Conservatory of Music, Theory and Composition Instructor — June 2006 – April 2007
- Graduate Program Committee, Conservatory of Music — August 2004 to present
- Various Conservatory of Music ad-hoc committees

CURRICULUM DEVELOPMENT AND LEADERSHIP

Chapman University

Leadership in Music Education: *Chapman Music Teacher Institute* — June 2008 to present

- Designed and implemented a community-based program for the benefit of CU majors and community students
- Serve as Institute Director

Master of Arts in Teaching Music — June 2008 to present

- Designed curriculum, created and teach new courses, and serve as Graduate Advisor

Bachelor of Music in Music Education — March 2009

- Revised curriculum, rewrote syllabi, and designed and taught three new courses

AWARDS AND SPECIAL RECOGNITION

Artist and Arts Educator of the Year 2011

Arts Orange County

- Selected by panel review as the *Artist and Arts Educator of the Year*, recognizing outstanding achievement in the cultural life of Orange County.

Chapman University Faculty Member of the Year

Chapman University. Fall 2008.

Faculty Development Leave

Chapman University. Fall 2001.

Developed teaching materials for beginning and advanced students of vocal and instrumental conducting.

American Society of Composers, Authors and Publishers

ASCAP. June 1998, June 1999, June 2000.

- "First Place ASCAP Award for Programming of Contemporary Music in the category of Youth Orchestras"

Research Grants

Chapman University. May 2008.

- "Interactive Teaching Program: *The Chapman Music Teacher Institute*"

Chapman University. May 2003.

- "Principles of Conducting: *An Interactive Method*"

Chapman University. May 1998.

- "Music Instructional Video Series: *An Introduction to the Orchestra*"

Personalized Education Teaching Grant

Chapman University. May 2009.

- "Interactive Teaching Program: *The Chapman Music Teacher Institute*"

Faculty Achievement Award

Chapman University. May 1998.

- "Excellence in Teaching and Scholarly/Creative Activities"

CONDUCTING, ARTISTIC DIRECTOR and MUSIC DIRECTOR POSITIONS

June 2011
to present

Music Director and Conductor, La Mirada Symphony Orchestra

La Mirada, CA.

A professional ensemble of 80 musicians established in 1961.

- Develop season program, select all repertoire and conduct 8 concerts,
- Create instructional materials for classroom use.
- Serve as liaison within the community and the public and private educational systems.
- Present pre-concert lectures, speaking engagements, and in-school visitations.

August 2010
to present

Artistic Director and Festival Conductor, *Festival of Orchestras*

London, England.

An international music festival that will bring together youth, college and community orchestras from around the world for musical and cultural interactions in London in July 2012.

- Sept 1983
to present **Founder, Artistic Director and Conductor**
Southern California Youth Philharmonic and Conservatory of Music
• Developed and continue to lead a youth orchestra program (200 members) comprised of a symphony orchestra, string ensemble, preparatory string ensemble, flute choir, clarinet choir, cello choir, various chamber ensembles, Suzuki string program, beginning winds, jazz program, theory classes, and a composer-in-residence program.
• Coordinate artistic and administrative aspects, community outreach, and 9 international performance tours.
- Feb 2010 **Staff Conductor and Cello Coach, National High School Honors Orchestra**
Santa Clara, CA.
An ensemble of 120 competitively selected high school musicians who assemble biennially to perform at the National Conference of the American String Teachers Association.
- August 2007
to July 2009 **Artistic Director and Festival Conductor, *Tale of Two Cities Orchestra Festival***
Vienna, Austria; Prague, Czech Republic.
- August 2006
to July 2008 **Artistic Director and Festival Conductor, *A Salute to the 2008 Beijing Olympics***
Beijing and Shanghai, China.
- July 2006
to July 2007 **Staff Conductor, *Orchestrating Sydney***
Sydney, Australia.
- August 2006
to Aug 2011 **Music Director and Conductor, Southern California Philharmonic**
Yorba Linda, California.
- Sept 1990
to June 1994 **Associate Conductor**
Long Beach Symphony Orchestra, Long Beach, California.

ADDITIONAL NOTABLE GUEST CONDUCTING AND ADJUDICATION

Various international, national, state, and regional organizations including:

Kavilia Music Conservatory

Athens, Greece

Benda (Czech Republic) Chamber Orchestra

Prague, Czech Republic

Orange Regional Conservatorium

New South Wales, Australia

Salzburg Music Festival

Salzburg, Austria

Czech Museum of Music

Prague, Czech Republic

Forbidden City Concert Hall

Beijing, June 2009.

Sydney Opera House

Sydney, Australia

Midwest International Band and Orchestra Clinic

Chicago, Illinois

MENC: The National Association for Music Education

Milwaukee, Wisconsin.

Illinois Music Educators Association

Illinois All-State Honor Orchestra

Alabama Orchestra Association

Alabama All-State Festival Orchestra

17 district honor groups and over 200 individual schools in 15 states

RECENT CONFERENCE PRESENTATIONS

International Conferences

Conference on Arts and Humanities

National Conferences

League of American Orchestras (8 presentations since 2000)

MENC: The National Association for Music Education

National Youth Orchestra Festival

State Conferences and Workshops

Association of California Symphony Orchestras (6 presentations since 2004)

State Youth Orchestra Leadership Workshop (Presider and Host)

CMEA: The California Association for Music Education (6 presentations since 2000)

CMEA/Southern Section Regional Conference (Conference Host and Presider, 3 times)



http://www.ctc.ca.gov/new.html
Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Robert S Frelly

K-12 or IHE

K-12

Institution of Higher Education

- School district
- County Office of Education
- Other _____

- California State University
- University of California
- Private/Independent College or University

- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Other _____

- Faculty
- Director of Teacher Education
- Associate Dean
- Dean
- Other _____

Region of California

- Northern California
- Central Valley
- Inland Empire

- Bay Area
- Los Angeles Area
- San Diego Area

Voluntary Disclosure of Ethnicity

- African American
- Asian American
- Caucasian
- Hispanic/Latino

- Native American
- Pacific Islander
- Southeast Asian
- Decline to State

Please complete this information page and return to Teri Ackerman (tackerman@ctc.ca.gov) or 916-327-3165 (fax) by February 21, 2014

USC Rossier

School of Education

February 17, 2013

Teri Ackerman
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814-4213

Dear Members of the Commission on Teacher Credentialing,

I would like to express my interest in becoming a member of the Commission on Teacher Credentialing. Having been immersed in the accreditation process for the past three years, and having just successfully completed a joint CTC/NCATE (CAEP) Accreditation, I have found the process to be interesting and gratifying, as it ultimately serves the public school students of California.

With current experience in this process I feel that I can contribute to the decision making process. My past professional accomplishments would also support my contributions. These include several years of completing the necessary CTC reports for my institution, having knowledge of how to use data to support instructional and institutional decisions and working first hand at my institutional to construct with my faculty strong assessments that support Candidate success. I was a member of the TAP Panel and represent my institution at local and state TPA conferences and meetings.

I am very interested how other universities and colleges carry out assessment, track progress and produce quality Candidates. I feel that I could learn so much from this experience. While observing a COA Meeting recently I was taken by the commitment, dialogue and participation of the Committee members. I hope you will seriously consider me for this IHE position on the COA.

Sincerely,



Margo T. Pensavalle, EdD
Director of Accreditation
Professor, Masters of Arts in Teaching
USC Rossier School Of Education

Margo Pensavalle



Professor of Clinical Education
Ed.D., University of Southern California

Concentration: Teacher Education

Expertise: An expert on elementary school, special education and online teaching...additional information

Curriculum Vitae & Publications

Dr. Margo Pensavalle is a Professor of Clinical Education at the USC Rossier School of Education. Areas of professional expertise include elementary education, special education and educational psychology. Other areas of interest include interdisciplinary problem-based learning, the study of beginning teacher collegiality and collaboration among peers as a means to developing teacher leaders and professional support. She is currently the course lead for *Human Differences* in the MAT@USC. This course addresses factors influencing the teaching and learning dynamic in mainstream and special needs learning environments, from a Socio-Cultural Approach.

Dr. Pensavalle guides Multiple Subject Teacher Candidates through the practicum experience, and she is involved in innovation of pre-service education having served on the design team for the MAT@USC Teacher Preparation Program for both on-campus and on-line formats. She is a faculty member in the TEMS Concentration (Teacher in a Multi-Cultural Society) of the Ed.D program at USC, and currently serves as the Director of Accreditation for the Rossier School of Education. Dr. Pensavalle's research focuses on reflective journaling and discourse as a critical professional development and assessment tool with beginning teachers during their practicum experiences. Her research seeks to better understand the reflective process using interactive text forums and shared discussion groups.

Dr. Pensavalle taught in both special needs and mainstream environments for 16 years and has been a Middle School Principal. She earned a Bachelor's degree from Boston University School of Education with dual majors in Elementary and Special Education and holds a Masters degree in Counseling Psychology from California State University, Los Angeles. Her Doctorate, from the University of Southern California, is in Curriculum, Teaching and Special Education.

CREDENTIALS

California Life Credentials:
Learning Handicapped
Severely Handicapped
Professional Clear:
Multiple Subjects, K-8

WORK EXPERIENCE

1975-76 **Resource Specialist, Grades 4-6**
Boston Public School District
James Curley Elementary School
Jamaica Plains, Massachusetts

1976-78 **Preschool Teacher**
The Early Learning Center
100 Breed Street
Los Angeles, CA
(Population: 4-6 year olds, whose first language was Spanish)

1978-89 **Teacher, Special Education**
Los Angeles County Office of Education (LACOE)
9300 E. Imperial Highway
Downey, CA.
(Populations: Severely Developmentally Delayed, Autism, Multi-
Handicapped, Severely Emotionally Disturbed, Learning Disabled)

1989-2000 **Adjunct Faculty, Assistant Clinical Professor**
USC Rossier School of Education
University of Southern California

1996-99 **Principal, Middle School**
Abraham Joshua Heschel Day School
17701 Devonshire Street
Northridge, CA 91325

1999-2000 **Professional Growth/Curriculum Development Consultant**
Abraham Joshua Heschel Day School
17701 Devonshire Street
Northridge, CA 91325

2000-2005 **Assistant Professor of Clinical Education**
Coordinator of Fieldwork/ Student Teaching
Rossier School of Education
University of Southern California

2005-present **Associate Professor of Clinical Education**
Coordinator of Fieldwork/ Student Teaching
Rossier School of Education
University of Southern California

2008 -09 **Program Lead, Masters of Arts in Teaching**
Rossier School of Education
University of Southern California

2010-present **Professor of Clinical Education**
Rossier School of Education
Course Lead: Human Differences, Capstone A&B

2011-present **Director of Accreditation, USC Rossier School of Education**
NCATE/CTC Accreditation

**PROFESSIONAL ACTIVITIES: Rossier School of Education, University of Southern California
2010-13**

USC Office of Program Accreditation and Evaluation – Director of Accreditation (2011-present)

- With Director of Evaluation, lead all accreditation activities for all USC Rossier Programs (data collection and analyses, presentations to faculty, small coaching sessions and individual program continuous improvement efforts).
 - Completed NCATE Institutional Report
 - Completed CTC Biennial Report
 - Successfully led effort (with Director of Evaluation) toward recommendation for full NCATE and CTC Accreditation – October 16, 2013

Service

- Member of MAT Governance Committee 2010-present
 - Member of Course Coordinator Committee 2010-present
 - Member of MAT Data Committee 2012-present
- Member Salary, Promotions and Tenure Committee 2007- present
 - Co-chair of NTT Promotion Criteria Writing Committee 2013-14
- Reviewer of submitted proposals for AACTE (American Association of Colleges of Teacher Education – 2006/2010/2012/2013)
- Member of University Non-Tenure Track Policy Committee (NTT); USC Rossier Representative 2008-2009
- Read applications for admission to MAT (on-line and on-campus) programs 2008 – present
- Redesign Team - July /August 2010
- Outcomes Committee - Identity and Advocacy Components Sept/Oct. 2010
- Rossier Kick-Off Committee, 2012, 2013
- At the request of Dean Karen Gallagher, participated in the presentation of the MAT@USC to USC Rossier Faculty, at the annual school kickoff Fall 2009, 2012, 2013

Panel Invitations

- **Education Pioneers**, a national organization providing interdisciplinary fellowships to education graduate students. Panel discussed the Alternative Paths to Teacher Credentialing. July 8, 2009
- **Eduventure Schools of Education Roundtable** entitled “Offering Education Program Online-Successes and Challenges. July 14, 2009
- **Teacher Education Advisory Panel (TAP)** A panel working through 2013 under the auspices of California Teacher Credentialing (CTC) addressing several topics related to teachers and education in CA and producing recommendations to the California Department of Education (CDE) for possible legislation.

SELECTED PROFESSIONAL PRESENTATIONS

Designing e-Portfolios To Support Professional Teacher Preparation

Innovate: Journal of Online Education. A publication of Nova Southeastern University, **WEBCAST** (45 minutes) January 2006

Defining Collaborative Partnerships that Support Urban Teacher Preparation (American Association of Colleges of Teacher Education) AACTE February 2009 Chicago Ill. w/ doctoral student Kent Peterson

Asian Pacific Rim Universities – Dean’s Meeting Presented the MAT@USC with Dean Karen Symms Gallagher, December 1, 2010 Hong Kong, China

USC Rossier School of Education Presented the MAT@USC To Undersecretary Thelma Melendez de Santanna with Dean Karen Symms Gallagher and Dr. Brandon Martinez January 25, 2011

USC Global Conference Presented with Dean Karen Gallagher in Provost Elizabeth Garrett's presentation: *Beyond the Classroom: A Special Session on USC Innovations in Online Education* May 25, 2013 Seoul, Korea

AREAS of RECENT STAFF DEVELOPMENT

Crenshaw High School Teacher Professional Development

This two-day session on June 22, 2010-12 The 70 plus teachers focused on how to integrate literacy, numeracy and special education strategies across all subjects using a problem-based learning strategy for each of their five small learning communities.

Le Lycee Francais de Los Angeles: Access, Equity and Differentiation Using multiple strategies to differentiate learning – July 24, 2013

SELECTED OUTSIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

- | | |
|----------------|--|
| 1974-75 | Volunteers In Service to America VISTA (Currently AMERICORP)
Greenville, N.C. |
| 1983-85 | Supervising Child Therapist
Mother and Toddler Group Therapy for Abused Children
San Fernando Valley Child Guidance Clinic, Family Stress Site |
| 1985-88 | Resource Associate
TEEN LINE CARES: The Study of Young People in Groups
Thalians Mental Health Clinic, Cedars Sinai Medical Center
Los Angeles, CA |
| 1988 | Adolescent Development Study Group
Thalians Mental Health Center, Cedars Sinai Medical Center
Los Angeles, CA |
| 1992 | Intern, Behavioral Pediatrics Child Study Team
Children's Hospital Los Angeles
Los Angeles, CA |
| 2000 – present | Community Reviewer – “What is a Worthwhile Life” yearly term presentations. Lincoln Middle School, Santa Monica Unified School District |
| 2013-14 | I AM Project Supporting two high school seniors from Belmont High School through the college admissions process. |



http://www.ctc.ca.gov/new.html
Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Margo T. Pensavalle

K-12 or IHE

K-12

- School district
- County Office of Education
- Other _____

- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Other _____

Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University

- Faculty
- Director of Teacher Education
- Associate Dean
- Dean
- Other Director of Accreditation and Program Improvement

Region of California

- Northern California
- Central Valley
- Inland Empire
- Bay Area
- Los Angeles Area
- San Diego Area

Voluntary Disclosure of Ethnicity

- African American
- Asian American
- Caucasian
- Hispanic/Latino
- Native American
- Pacific Islander
- Southeast Asian
- Decline to State

Please complete this information page and return to Teri Ackerman (tackerman@ctc.ca.gov) or 916-327-3165 (fax) by February 21, 2014