
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: Katie Croy, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

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

April 2014

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 four 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, 2015 and extend through June 30, 2019.

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	
Kenneth Lopour , Assistant Principal Los Alamitos High School <i>Term Ends June 30, 2015</i>	Nancy Watkins , Assistant Principal 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/COO Bay View Academy Charter School <i>Term Ends June 30, 2017</i>
Kelly Skon , Teacher Thurston Middle School Laguna Beach USD <i>Term Ends June 30, 2018</i>	Yvonne White , Teacher Director/COO San Leandro Unified School District <i>Term Ends June 30, 2018</i>

Postsecondary Professionals	
Deborah Erickson Professor and Dean School of Education Point Loma Nazarene University <i>Term Ends June 30, 2015</i>	Reyes Quezada Professor of Education University of San Diego <i>Term Ends June 30, 2016</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>	Pia Wong Chair, Department of Teaching Credentials California State University, Sacramento <i>Term Ends June 30, 2017</i>
Robert Frelly Director of Music Education Chapman University <i>Term Ends June 30, 2017</i>	Margo Pensavalle Professor of Clinical Education Director of Evaluation and Credentials University of Southern California <i>Term Ends June 30, 2018</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>
Amber Gascoigne St. Helena School District <i>Availability for Appointment ends June 2018</i>
<i>Postsecondary Professionals</i>
Stephen H. Davis California State Polytechnic University, Pomona <i>Availability for Appointment ends June 2017</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: All 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.

The higher education member with an expiring term is from a private institution of higher education. Of the five remaining members, two are from public institutions (both are from the California State University system) and three 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 three K-12 teachers and one charter school director. Five 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.”*

Many of the remaining postsecondary members serve in multiple roles for their institution. The remaining postsecondary membership on the COA includes a Vice President and Director of a School of Education, a Chair of the Department of Teaching Credentials, a Director of Evaluation and Credentials, and a Director of Music Education. In addition, four also serve as faculty. 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. Six of the nine continuing members are from Southern California and three are from Northern California. The three COA members whose terms are expiring are from Southern California.

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

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

Responsibilities of the Commission in Relation to the Accreditation System

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

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

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

The COA is responsible for implementing 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 2015 in accordance with the provisions of the *Accreditation Framework*. Information and the nomination forms were made available on the Commission website. All nomination materials were due February 27, 2015 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 and discussed the need with various stakeholder groups. As a

result of these efforts, the Commission received a total of 9 applications for the COA – four from higher education and five from K-12.

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 2015, the Chair of the Commission, after consultation with the members of the Commission, identified and appointed former Commissioner Erick Casallas to fill one vacancy for a term that had expired in June 2014. In addition, the Committee on Accreditation identified and appointed former COA members Joyce Abrams and Dr. Iris Riggs to fill the other two vacancies for terms that had expired in June 2014. The membership of the Nominating Panel is listed in the table below:

<i>Nominating Panel Members Identified by the Commission</i>	
Cynthia Grutzik , Associate Dean College of Education California State University, Long Beach <i>Term Ends June 30, 2016</i>	Erick Casallas , Administrator Emerson Middle School Bakersfield City School District <i>Term Ends June 30, 2018</i>
<i>Nominating Panel Members Identified by the COA</i>	
Joyce Abrams , Substitute Teacher Chula Vista Elementary School District <i>Term Ends June 30, 2018</i>	Iris Riggs , Professor Dept. of Science, Mathematics and Technology Education California State University, San Bernardino <i>Term Ends June 30, 2018</i>

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

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

professional service; and possession of appropriate educational degrees and professional credentials.

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

The 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.

The Ad Hoc Committee may also recommend to the full Commission the appointment of any finalists to the alternate pool, to help fill vacancies on the COA should any occur.

Finalists for the Committee on Accreditation

There are three vacancies on the COA for appointment in 2015: 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
Kenneth Lopour	Current COA Member
Jomeline Balatayo	Dr. Pamela Magee, Executive Director/Principal Palisades Charter High School
Leslie Young	Dr. Beverly Young, Assistant Vice Chancellor, Academic Affairs, California State University System
Suzanne Borgese	Candy Plahy, Assistant Superintendent, Educational Services, Placentia Yorba Linda Unified School District
Post-Secondary Finalists	Nominated by
Deborah Erickson	Dr. Kerry Fulcher, Provost Point Loma Nazarene University
Cheryl Forbes	Alan J. Daly, Chair and Professor Department of Education Studies University of California, San Diego

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 on July 1, 2015.
- 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

Suzanne Borgese

Kenneth Lopour

Jomeline Balatayo

Leslie Young

IHE

Cheryl Forbes

Deborah Erickson

Suzanne Borgese
Ed Specialist, Mild/Moderate
Placentia Yorba Linda Unified School District

January 30, 2015

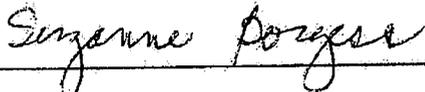
Statement Of Interest
Committee On Accreditation

To Whom it May Concern:

The purpose of this statement is to express my interest in becoming a member of the Committee On Accreditation (COA). I would consider it an honor to be selected for a position on the COA not only to "complete the circle" revolving around my experience as a parent, student, classroom teacher, induction specialist, BTSA support provider and BIR member, but to also contribute to maintaining and improving our California educator preparation programs.

Through the 7 or 8 years that I have volunteered with CTC Consultants and numerous stakeholders from all over the state, I have received feedback from CTC, IHE, district, county and school site leaders that my communication, consensus building, organizational, and prioritization skills have been very helpful in achieving results-oriented objectives with regard to determining that educator preparation programs are effectively training school personnel to effectively function in their respective credential areas. Most importantly, during every Initial Program Review, Program Assessment and Site Visitation experience, I have experienced tremendous learning and insight from my many different team members and actual programs under review.

Thank you in advance for your consideration of my interest in serving on the COA. It is my desire to be an effective asset to the Committee.



Suzanne Borgese
Ed Specialist
PYLUSD

Resume

Suzanne W. Borgese
Education Specialist , Mild/Moderate

Professional Profile

Employment

1998-Present- Education Specialist
Travis Ranch K-8 School
Placentia-Yorba Linda Unified School District (PYLUSD)

Education and Certifications

Education Specialist, Mild/Moderate Added Autism Authorization
Orange Unified School District , Orange, CA 2012

Assistive Technology Certification
CA Diagnostic Center, Los Angeles, CA 2009

Education Specialist, Mild/Moderate Clear Level II Credential
California State University Fullerton, Fullerton, CA 2000

Education Specialist, Mild/Moderate Intern Credential
California State University Fullerton, Fullerton, CA 1998

Bachelor of Arts Social Science
Southern Methodist University, Dallas, TX. 1971

Professional Responsibilities

- **Travis Ranch School Special Education Department Chair - 2000 to present**
- **Superintendent's Teacher Advisory Committee PYLUSD - 2004 to present**
- **Beginning Teacher Induction and PAR Support Provider PYLUSD - 2005 to present**
- **California Commission on Teacher Credentialing BIR Volunteer -Initial Program Reviews, Program Assessments, and Site Visit Reviewer Sacramento, CA - 2008 to present**
- **Member of Stakeholder Team, PYLUSD Advantage Strategic Plan, 2013**
- **Member of PYLUSD SST Task Force, 2014**
- **Member of PYLUSD Math Textbook Adoption Task Force, 2014 to present**



Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Suzanne Bergese

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 _____

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

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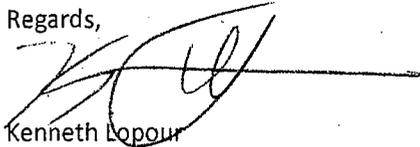
To Whom It May Concern,

I have had the pleasure of serving on the C.O.A. for the past four years and during that time I have been given the great honor of being elected Co-Chair for the final two years of that term of service. I find the work of the COA to be fascinating, important, and useful and I would love to be a part of this organization for another term.

I believe that I can be a valuable addition to the committee for several reasons. Firstly, I bring to the table an important perspective in the PK-12 environment. I understand the needs of teachers as well as site administration especially in regards to the hiring of new teachers. I know what we look for in new teachers as well as common deficiencies that we see in prospective candidates and this knowledge allows me to add useful insights to committee discussions. Secondly, I am one of the only members from the PK-12 world with more than a year of experience on the committee. This knowledge base means that I can help direct and support our "younger" members as the learning curve for this type of work is quite steep. Finally, I have grown to truly love this work over these past four years and hopefully my enthusiasm and passion for it will bring positive dividends for the committee's proceedings as a whole.

I truly hope to continue my work with this committee and I thank you for your time.

Regards,

A handwritten signature in black ink, appearing to read 'K. Lopour', written over a horizontal line.

Kenneth Lopour

KENNETH GLENN LOPOUR

[REDACTED]
Huntington Beach, Ca, 92647
[REDACTED]

EDUCATION

California State University, Fullerton (2009-2011)
Master's Degree in Educational Administration

San Francisco State University (2005-2006)
Teaching Credential

San Francisco State University (1999-2004)
Bachelor's Degree in Sociology

Instituto Tecnológico de Queretaro, Mexico (2003-2004)
Learn Spanish Program Completion Certificate

CREDENTIALS

- Tier 1 Administrative Credential
- Clear Single Subject Credential: Social Studies
- Cross Culture Language and Academic Development (CLAD) Certificate

CAREER HISTORY

Assistant Principal

Orange Unified School District (2012-2014)

- *Discipline* - Responsible for continued school-wide implementation of Positive Behavioral Interventions and Supports (PBIS). Over 50% reduction of off-campus suspensions year over year. Worked with school psychologist to implement "Fresh Start" behavior program for repeat offenders.
- *Attendance* - Enforce district and school attendance policies. Initiated weekly School Attendance Review Team (SART) processes. Close partnership with local SARB board.
- *Athletics*- Work with Athletic Director to shape school's athletic program. Initiated school logo rebranding process. Site leader for re-leaguing process.
- *WASC*- Led staff in the updating and information gathering process in preparation for a year 3 visit.
- *Teacher Mentor*- Evaluated many classified and credentialed staff. Ran site level, department level, and individual professional development sessions.
- *Facilities*-Worked closely with district, architectural firms and community to develop a Facilities Master Plan. Worked with school educational foundation to multiple site facilities.
- *Special Education* - Extensive work with the Special Education department to facilitate student success. Serve Mild/Moderate, Moderate/Severe, and Visually Impaired students in addition to traditional special education populations. Implemented standardized IEP agenda/procedure.
- *CTE, ROP*- Helped to bring multiple new programs to school (C-STEM, Mouse Squad). Instituted Inventory Control procedures that will be implemented district-wide.
- *School Safety* – Refined and updated school safety plans. Developed site emergency protocols with district personnel. Conducted safety drills.

Co-Chair of Committee on Accreditation

California Commission on Teacher Credentialing (2011 – Present)

- Elected Co-Chair of State Committee that decides on the accreditation status of any institution in California that operates a teacher or administrator credentialing program or a beginning teacher induction program

Dean of Students

New Millennium Secondary School, *Los Angeles Unified School District* (2010 - 2012)

- Decreased overall discipline incidents by 50% over two years.
- PBIS practitioner. Instituted a citizen of the month program and "Model Student" incentive program. Created a peer mediation program with 20 student mediators.
- Coordinated closely with the special education department.
- Coordinated school activities; oversaw ASB director and all club advisors and coordinated with After-School-All-Stars program director.
- Enforced school attendance policies with an increase in ADA from 92.8% to 97%.
- Mentored teachers on classroom management techniques and effective curriculum implementation strategies. In addition, the lead presenter of several staff development activities.
- Directed school safety and emergency preparedness programs. Coordinated with surrounding mall security teams.
- Coordinated Saturday school program.

World History Teacher/ Department Chair

New Millennium Secondary School, *Los Angeles Unified School District* (2009-2010)

- Social Studies Department Chair. Responsible for the creation of subject benchmarks and pacing guides.
- Created and administrated a Credit Recovery Program.
- Participated in master schedule development.
- Lead member of the "Advisory" committee that created curriculum and assessments for the schools "Advisory" course.

World History Teacher / Department Chair

Early College High School, *Newport-Mesa Unified School District* (2007-2009)

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

World History Teacher

Downey Unified School District (2007)

- Summer school teacher

Substitute Teacher

Downey Unified School District (2006)

- High School and Middle School Classes
- El Segundo Unified School District (2006)
- High School and Middle School Classes

PUBLICATIONS

- Editorial in Education Week magazine entitled, "How to Fix Charter Schools."
- Editorial in Education Week magazine entitled, "The Rising Tide of Data."

REFERENCES

Ernest Gonzalez, Principal
Orange High School
714-997-6211

Mary Ellen Oves, Principal (Retired)
Canyon High School
714-883-3887

Kathy Boyd, CTE/ROP Coordinator
Orange Unified School District
714-628-5330

Kim Reed-Irons, Principal
New Millennium Secondary School
(310) 999-6162

Edward Sussman, Ed.D, Superintendent (Retired)
Downey Unified School District
(714) 968-7526



Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Kenneth Lopez

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 _____

Region of California

- Northern California
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- Los Angeles Area
- San Diego Area

Voluntary Disclosure of Ethnicity

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

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EDUCATION STUDIES
9500 GILMAN DRIVE
LA JOLLA, CA 92093-0070

TEL: (858) 534-1680
FAX: (858) 534-2462
TTY: (858) 534-1586

20 February 2015

To: California Commission on Teacher Credentialing

From: Cheryl Forbes, Ed.D.
Director of Teacher Education and Lecturer

Re: Letter of Interest – Committee on Accreditation

Please accept this letter of interest for nomination to the Committee on Accreditation. I am particularly interested in service at this critical time: I believe that California can play a strong and unique role in shaping the national conversation about teacher quality, given the strengths of our current accreditation system and teacher performance assessments, as well as the current efforts underway to streamline and enhance accreditation policies. I believe I possess the depth and breadth of knowledge of policies and issues related to accreditation as well as the requisite communication and interpersonal skills necessary for this service, as demonstrated in the following summary of my qualifications.

In my role as Director of Teacher Education in the Department of Education Studies (EDS) at UCSD, I have had extensive experience over the past seven years in a variety of roles related to accreditation. I work closely with our EDS credential analysts and student affairs staff to ensure that our candidates meet all state requirements, beginning with admissions through the credential recommendation process. I oversee data collection and management for our preliminary credential (Multiple and Single Subject and Education Specialist: Deaf and Hard of Hearing) and bilingual authorization programs, and oversee the preparation of Biennial Reports and Program Assessment Documents to the Commission. Through my role not only as Director of Teacher Education but also as a faculty member teaching credential courses, I collaborate with colleagues to use measures of candidate competence and program effectiveness to provide intellectual leadership and inform our work with candidates.

In addition to these experiences within EDS, I work in close collaboration with our the Director of Education in the Education Department at UCSD Extension (UnEx) in the design and evaluation of state-approved programs across the unit, including the preliminary programs and bilingual authorization at EDS and advanced credential programs at UnEx (Clear, CTEL and Reading Added Authorization). The EDS Department Chair provides leadership and oversight for the unit, and the success of our collective work was demonstrated in our Spring 2014 Site Accreditation Visit with all Common Standards fully met.

While my University work provides me with depth of knowledge about accreditation from the point of view of a program sponsor, my service in a variety of CCTC activities has given me a breadth of experience reflecting multiple points of view. I have been a member of the Board of Institutional Reviewers since 2008, and have served in a variety of capacities. I served on multiple occasions as a reviewer of Initial Program Proposals for the Bilingual Authorization, in addition to leading the preparation of our own successful UCSD proposal. I have participated as a reviewer of Program Assessment Documents, and also reviewed Experimental Program Proposals using newly-adopted guidelines. Although each of these experiences have been valuable, my service

as a Site Team member has been the most rewarding in terms of deepening my understanding of issues related to accreditation. I have served as a Common Standards team member for six different site visits since 2010, and also served on Program Sampling teams during two of these visits. The opportunity to interact with multiple stakeholders, including colleagues from all segments (UC, CSU, Private) and the TK-12 community, as well as with candidates, program completers, and school personnel has enriched my understanding of the impact of accreditation policies.

I was chosen by the University of California to represent UC on both the 2009 and 2011 English Learner Authorization Advisory Panels, given my knowledge in the field based on my doctoral research and professional experiences as a University educator and bilingual classroom teacher. My participation on these two Panels provided me with insight that allowed me to provide leadership at both our site and at the State level when new requirements were recently instituted for Intern Programs, given the successful (and growing) UCSD Intern Program. In 2012, I was selected by UC to serve on the Teacher Education Advisory (TAP) Panel, and served on a subcommittee examining performance assessments. Both the EL and TAP Panels were valuable learning opportunities in fields of great professional interest to me, and contributed to my ability to provide leadership at UCSD. These Panels also provided me with greater understanding of the importance of accreditation policies and the implications of issues related to their implementation from additional perspectives, ranging from advocates for families and students to human resource officers.

Most recently, I was chosen to Co-Chair the Task Group on Accreditation Policy Procedures as part of current work to strengthen and streamline the commission's Accreditation System. Our group includes a cross-section of stakeholders who will recommend changes based on new standards, assessments, and outcomes data. Co-Chair and COA member Dr. Margo Pensavalle and I also serve on the Accreditation Advisory Panel that brings together the work of all the task groups and includes key stakeholder organizations from across the state. The enthusiasm and engagement of all participants in this work has been palpable as we discuss complex issues, and arguably provides evidence that the current accreditation system stimulates continuous program improvement in addition to necessary regulatory compliance. I am interested in exploring avenues in which the accreditation system can assist the field in identifying and disseminating effective practice, as well as in leveraging improvement through focus on a common set of essential program outcomes. I look forward to more of these stimulating discussions and the opportunity to make recommendations for continuing to strengthen this system.

Finally, in addition to my professional experience, I am a former foster parent who experienced first hand the importance of high quality teaching in the lives of some of our state's most vulnerable youth. Service on the Committee on Accreditation would provide an avenue for me to "give back," to play a role in ensuring that all California students have access to well-prepared teachers, administrators, school counselors and psychologists, and other educational professionals.

Thank you for your consideration.

CHERYL FORBES

[REDACTED]
San Diego, CA 92101
[REDACTED]

PROFESSIONAL EXPERIENCE

Director of Teacher Education

2008-present Department of Education Studies, University of California, San Diego

University Lecturer/Supervisor of Student Teaching

1994 - present Department of Education Studies, University of California, San Diego

Regional Director, California Reading and Literature Project

2000 – 2008 San Diego State University

Bilingual Elementary Classroom Teacher

1982-1994 South Bay Union School District, Imperial Beach, California

EDUCATION

Ed.D Teaching and Learning, 2008

University of California, San Diego

M.A. Teaching and Learning, 1993

University of California, San Diego

Multiple Subject Professional Preparation Program, 1981-82 (BCLAD – Spanish)

San Diego State University

B.A. Spanish (Honors), 1976

University of Kansas

CREDENTIALS

California Multiple Subject Clear Teaching Credential with Bilingual, Cross-cultural, Language and Academic Development Authorization (Spanish)

PROFESSIONAL SERVICE

Co-Chair, Accreditation Policy Procedures Task Group

Member, Accreditation Advisory Panel

California Commission on Teacher Credentialing (2014-15)

UC Representative, Teacher Education Advisory Panel

California Commission on Teacher Credentialing (2012)

UC Representative, English Learner Authorization Advisory Panels

California Commission on Teacher Credentialing (2009, 2011)

Member, Board of Institutional Reviewers

California Commission on Teacher Credentialing (2008-present)

- Initial Program Reviews, Program Assessment Reviews, Experimental Program Reviews, Site Team Member (Common Standards and Program Sampling Teams)

PUBLICATIONS

Hardy, M., Forbes, C., Leff, J., Rodriguez, I., Ziegler, P., & Guadarrama, A. (1989). *Bookshelf*
ESL Supplement: Teacher's Resource Book. New York: Scholastic, Inc.

Melanese, K., Chung, L., & Forbes, C. (2011). Supporting English Language Learners in Math Class, Grades 6-8. Sausalito, CA: Math Solutions.

AWARDS AND HONORS

- Regent's Fellowship for graduate study in Spanish literature, University of California, San Diego (1976-77)
- Teacher of the Year, Nestor Elementary, South Bay Union School District (1988)
- Reading Teacher of the Year, Greater San Diego Reading Association (1994)
- UC Linguistic Minority Research Institute Dissertation Fellowship (2006)



Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Cheryl Forbes

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 _____

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 accreditation@ctc.ca.gov by February 20, 2015

Deborah E. Erickson

[REDACTED]
Poway, CA 92064
[REDACTED]

October 1, 2014

Dr. Mary Vixie Sandy, Executive Director of the Commission on Teacher Credentialing
Teri Clark, Director of the Professional Services Division
Members of the Commission of Teacher Credentialing

Please accept this letter as my application to serve on the CTC's Committee on Accreditation. I have served on the Committee On Accreditation for the past three years as an IHE educator and have immensely enjoyed the ability to work with colleagues on shaping the accreditation practices in the state of California.

It has been my privilege to serve for the past year as the Dean of the School of Education at Point Loma Nazarene University. As dean, I have a broad range of leadership responsibility within our unit in the areas of assessment and accreditation. We currently provide credential programs in Multiple and Single Subject, Education Specialist Mild to Moderate and Moderate to Severe, Pupil Personnel Services, and Preliminary and Professional Administrative Services. We also offer credentials in five of the Education Specialist areas of added authorization as well as Reading and Literacy. During this time, I have also established relationships with local school districts for more purposeful placement of our initial teaching candidates.

From 2002 through 2013, I served as a faculty member, program director, department chair, and assistant dean in the Graduate School of Education at California Lutheran University. These leadership experiences allowed me the opportunity to work in the initial teacher preparation, administrative services credential, and doctoral programs, including six years of unit leadership as the assistant dean. I also served as the interim dean twice, both times at the request of the Provost. I believe that this unique background, coupled with my K-12 leadership experience, has prepared me well for the responsibilities of this committee, allowing me extensive experience in the state and national accreditation process. In my current role as dean, I work closely with our Director of Assessment and Accreditation to ensure that data collection and analysis show not only continuous program improvement but also growth in candidate efficacy. I also oversee the work of our program coordinators and credential analysts to ensure that we are meeting program standards and CTC requirements.

While at CLU as assistant dean, the GSOE received a full accreditation from both the California Commission on Teacher Credentialing (CTC) and National Council for the Accreditation of Teacher Education (NCATE). As assistant dean, I had oversight of the collection, aggregation, and review of data for both the unit and individual programs. I facilitated our three annual data retreats that gave faculty the opportunity to review data collected from our signature assignments, grading scores averages, and course evaluations. I worked with the department chairs and program coordinators on all curricula development, including all associated data reports and the submission of credential program documents as well as the

development of the Single Subject Matter Program documents. I designed and wrote the Preliminary and Professional Clear Administrative Services programs that were both approved through the CTC's rigorous peer review process. I am currently redesigning the PLNU Professional Administrative Services program to reflect the needs of our working professionals and the continued 21st century learning opportunities for current leaders.

As Assistant Dean, Chair of the Department of Teacher Education, and Director of the Educational Leadership Program, I was fortunate to help shape curriculum that prepares educators to work in culturally diverse settings, maintain high standards of student achievement, and connect theory to practice. In addition, I advised and mentored administrative candidates as well as doctoral students, instituted an Educational Leadership Networking Support Group, and have worked closely with the local K-12 community, carefully establishing key relationships with the leaders of local districts. We have developed several entrepreneurial partnerships to assist with increasing our enrollment, most notably *Leadership Training Centers* for the Preliminary Administrative Services program and *School Leadership Centers* for the Department of Teacher Education.

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

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

I have been honored to serve on the COA for the past three years, and hopefully I will be able to continue to serve the CTC and the State of California in my future endeavors. Thank you for your time and consideration of my application; I look forward to hearing from you soon.

Sincerely,



Deborah E. Erickson

**Deborah E. Erickson
Dean, School of Education
Point Loma Nazarene University, Evans Hall
San Diego, CA 92106**

Education

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

Credentials Held

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

Higher Education Administrative Experience

Dean, School of Education

Point Loma Nazarene University 2013-current
Responsible for all curriculum and programs for undergraduate and graduate programs within the School of Education; strategic prioritization and implementation; fiscal oversight of \$4.5 million budget; personnel and human resources planning; faculty professional development; outreach programs with local P-20 partners; alumni relations, and the stewardship of four regional centers.

Assistant Dean, School of Education

California Lutheran University 2007-2013
Accreditation: Accountable for oversight of program documents, preparation of reports, data aggregation and analysis; ensured observance of assessment plan and data review by department; tracked and analyzed program and candidate proficiency trends across unit; worked closely with the California Commission on Teacher Credentialing to monitor required program changes.

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

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

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

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

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

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

Other duties: Represented the dean and served as acting dean in her absence.

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

Interim Department Chair, School of Education
California Lutheran University

2007-2009

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

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

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

Personnel: Supervised administrative and graduate research assistants.

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

Program Director, School of Education
California Lutheran University

2004-present

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

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

K-12 School Experience

Director of Curriculum and Student Services, San Carlos School District

San Carlos, CA

1997–2001

Coordinated all curricular and instructional programs; directed all aspects of the special education program, including facilitating IEP meetings and mediations; hired and inducted all elementary new teachers; developed and planned all district professional growth activities; obtained early literacy grants in excess of \$250,000; led Bay Area School Reform Collaborative projects and secured \$100,000 in funding for reform efforts; developed standards-based K – 5 report card; instituted extended learning year program for students at risk; wrote and received \$450,000 in charter implementation grant funding for literacy, technology, and multiple intelligences training; led all state and federal reviews, including Program Quality Reviews, Coordinated Compliance Reviews, and Special Education Quality Assurance Monitoring.

Principal, Heather School, San Carlos School District San Carlos, CA 1994–1997

Principal, Oakwood School, Lodi Unified School District (California Distinguished School)

Lodi, CA

1990–1994

Vice-principal, Oakwood School, Lodi Unified School District Lodi, CA 1988–1990

Teacher, Rancho Verde Elementary, Apple Valley School District Apple Valley, CA 1985–1988

Selected Professional Contributions

State and National Association Service

Secretary, Executive Board, National Council of Professors of Educational Administration 2012-2015

Committee on Accreditation, California Commission on Teacher Credentialing 2011-2015

Board of Reviewers, ELCC 2010-2014

New Faculty Mentor, National Council of Professors of Educational Administration 2011-2013

Commission on Teacher Credentialing Preliminary Administrative Examination (CPACE) Design Team 2009-2011

Commission on Teacher Credentialing Board of Institutional Reviewers 2009-present

National Council of Professors of Educational Administration 2010 Conference Committee 2009-2010

President, California Association of Professors of Educational Administration 2006-2007

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

Program Chair, Urban Teaching, Learning, and Research Special Interest Group, AERA 2005–2007

Affiliations

American Association of Colleges of Teacher Education

Association of California School Administrators

Association of Independent California Colleges and Universities

Association of Independent Liberal Arts Colleges of Teacher Education

Association for Supervision and Curriculum Development

American Educational Research Association

California Association of Professors of Educational Administration

California Council of Teacher Education

Council for Christian Colleges and Universities

Council of Independent Colleges

National Council of Professors of Educational Administration

Phi Delta Kappa



Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Deborah E. Erickson

K-12 or IHE

K-12

Institution of Higher Education

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- County Office of Education
- Other _____

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- Site Administrator
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- San Diego Area

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- Pacific Islander
- Southeast Asian
- Decline to State

Please complete this information page and return to accreditation@ctc.ca.gov by February 20, 2015

January 14, 2015

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Members of the Commission,

I am writing to you to apply for the K-12 educator member position in the Commission on Teacher Accreditation. As someone who is passionate about the state of public education in California, I feel that my experience, education, and leadership skills meet the qualifications you seek in a candidate. I am a BCLAD credentialed high school English teacher at Palisades Charter High School (PCHS) in Pacific Palisades. PCHS enrolls diverse students from over 100 zip codes in LA County, and over 25 languages are represented in our student population. Currently, I teach three levels of English Language Development (Newcomer ESL, Advanced ELD, and Intermediate ELD) and two sections of 12th grade Expository Composition and Modern Literature. Aside from this, I also mentor LTELL students, and I am an active member of the PCHS English Learner Advisory Committee (ELAC) and the Language Support Team.

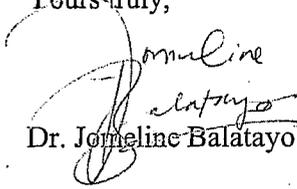
I am a recent graduate of the Ph.D. program in Education in the Gevirtz Graduate School of Education at UC Santa Barbara. My emphasis of study was in Teaching and Learning, and I pursued a specialization in Language, Literacy, and Composition Studies with an interdisciplinary focus in Applied Linguistics. My dissertation research, guided by Dr. Richard Duran, is an ethnographic study that examines an educator's use of SDAIE techniques for teaching earth science through a study of her gestures and interactions with students. I maintain my deep commitment and passion for teacher education and addressing the academic challenges of English Learners through my scholarship, research, and strong ties with teacher education research communities, such as the California Council on Teacher Education, the National Writing Project, and the National Association for Bilingual Education.

While pursuing my doctorate, I taught Language Acquisition and Development for the Masters in Education/Elementary Teaching Credential program at Antioch University, Santa Barbara for four years, and for the Masters of Arts in Education TESOL Pathway program at Pepperdine University, Irvine Extension for one year. As part of the Antioch Teacher Education Faculty, I was involved in our institution's CTC Accreditation site visits on May 18-21, 2014. I supported our program faculty team by preparing evidence of quality teacher preparation and addressing questions regarding our knowledge of the Common Core State Standards and the new Teacher Performance Expectations (TPEs) during the on-site interviewing process. I learned about capacity building and accreditation procedures through this experience, and it was during this time that I became interested in becoming more involved in the professional accreditation process, particularly in helping determine the effectiveness of teacher education programs in preparing educators for their intended credential areas.

Furthermore, I was involved in the local evaluation training and calibration of secondary English teacher candidate portfolios for the pilot running of the edTPA Teacher Performance Assessment in California through the UC Santa Barbara Teacher Education Program last year. I also have experience in scoring the Performance Assessment for California Teachers (PACT) in the English single subject strand. Additionally, I am a Teacher Consultant for the National Writing Project, a former Policy Committee volunteer and Graduate Student Caucus Representative of the California Council on Teacher Education, and a former Vice President of Communications in the Graduate Student Association for the Gevirtz Graduate School of Education. These leadership positions allowed me to interact, learn from, and share ideas with numerous Education faculty, administrators, fellow graduate students, and seasoned education practitioners in the field.

Given my knowledge and expertise, I am eager to make significant contributions to the Commission on Accreditation. I look forward to working with fellow colleagues in developing accreditation policies and procedures, conducting institutional reviews, and determining accreditation decisions. If you are seeking a candidate who is hardworking, disciplined and shows pride in her work, please consider what I have to offer. Thank you in advance for your time and kind consideration.

Yours truly,


Dr. Jomeline Balatayo

Jomeline Balatayo

RESUME

[REDACTED]
El Segundo, CA 90245
[REDACTED]

EDUCATION

- 2010-2014 **Ph.D., Education**, emphasis in Teaching and Learning
Specialization: Language, Literacy, and Composition Studies; interdisciplinary focus in Applied Linguistics
Gevirtz Graduate School of Education, University of California, Santa Barbara
Dissertation: A Microethnographic Discourse Analysis of Long-Term English Language Learners in a 9th
Grade Specially Designed Academic Instruction in English (SDAIE) Earth Science Classroom
- 2009-2010 **Post-Baccalaureate Teacher Credentialing Program**
Chapman University, Palmdale-Extension
- 2005-2007 **M.S. Ed**, emphasis in Reading and Writing
Rossier School of Education, University of Southern California
- 2003-2004 **B.A., English Literature and Language**
cum laude, Dean's List
University of Southern California

HONORS

- 2013 Nominated for the President's Dissertation Fellowship, University of California, Santa Barbara Graduate Division
2012 University Fellow, South Coast Writing Project, University of California, Santa Barbara

CERTIFICATES AND CREDENTIALS

- 2009 California Preliminary Single Subject Teaching Credential in English
2009 Bilingual, Crosscultural, Language, and Academic Development (BCLAD) Certificate
2007 Reading Certificate Program completed

GRANTS AND SCHOLARSHIPS

- 2013 Humanities and Social Sciences Research Grant, UCSB Graduate Division
2013 AERA Division C (Teaching and Learning) Graduate Student Mentoring Fellowship
2013 Graduate Student Support Program, California Council on Teacher Education
2012 University Fellow, National Writing Project
2010-2014 Block Grant, UCSB Gevirtz Graduate School of Education Fellowship Committee
2006 Jeanne Dowd Scholarship, USC Rossier School of Education Scholarship Committee
2005 Ruth Thayer Endowed Scholarship, USC Board of Counselors

K-12 CLASSROOM TEACHING EXPERIENCE

- 2014 **English Language and 12th Grade Teacher, Palisades Charter High School**
- Advanced English Language Development
 - Intermediate English Language Development
 - Newcomer ESL
 - 12th Grade Expository Composition
 - 12th Grade Literary Analysis and Modern Literature
 - Member, Language Support Team and English Learner Advisory Committee (ELAC)
 - Pali High School ELL Mentor
- 2011 **Instructor: EF Education First International School, Santa Barbara**
- Designed and taught Special Interest courses on Advanced Vocabulary
- 2010 **Teacher: Culver City Unified School District**
- 12th Grade English
 - 11th grade English (Summer School)
- 2008 **Adjunct Faculty: University of Southern California Upward Bound Saturday Academy in partnership with Los Angeles Trade Tech College**
- Designed and taught a comprehensive 6-week curriculum to prepare students for the Language Arts Component of the California High School Entrance Exam (CAHSEE)
 - Mentored and supported a diverse group of incoming 9th grade Upward Bound students from the Greater Los Angeles area

- 2005-2007 **Program Coordinator and Instructor, Pen Pal Project: University of Southern California Joint Educational Project and the African Millennium Foundation**
- Designed and taught the program's entire core curriculum
 - Organized mini-courses on college admission, financial aid, and local community service endeavors
 - Collaborated with USC Joint Education Project Directors, African Millennium Foundation (AMF) staff, and school faculty to brainstorm and develop new pedagogical and curricular ideas to best meet students' needs
 - Mentored diverse 8th-11th grade students from Downtown Los Angeles

UNIVERSITY-LEVEL TEACHING EXPERIENCE

- 2013-2014 **Adjunct Faculty: Masters of Arts in Education (TESOL Pathway Program), Pepperdine Graduate School of Education and Psychology**
- Language Acquisition (EDTE 602)
 - Designed and taught a comprehensive semester-long curriculum that develops the requisite skills and theoretical core knowledge needed to become successful teachers of English Language Learners
- 2011-2014 **Adjunct Faculty: Masters of Arts in Education and Multiple Subject/Education Specialist Teacher Credential Program, Antioch University, Santa Barbara**
- Language Development and Acquisition (HDV 458A)
 - Designed an extensive 7-week course curriculum that emphasize theoretical foundations of first and second language acquisition and the practical application of these theories for teaching children of diverse linguistic and cultural backgrounds
- 2012 **Teaching Assistant: University of California, Santa Barbara**
- Introduction to Asian-American Literature (AS AM 5)
 - The Modern Research University (INT 95)
 - Taught small group sections and graded all essays
 - Collaborated with course instructor and fellow teaching assistants to calibrate grades and discuss course materials
- 2009-2011 **Adjunct English Instructor: Undergraduate Programs, DeVry University**
- Fundamentals of English (ENGL 90)
 - Intermediate English (ENGL 110)
 - English Composition (ENGL 115)
 - Designed supplemental resources and lesson materials; graded all mid-terms and final papers

PROFESSIONAL EXPERIENCE

- 2013 **edTPA Evaluator: Gevirtz Graduate School of Education, University of California, Santa Barbara**
- Participated in the local evaluation training and calibration of secondary English teacher candidate portfolios for the pilot running of the edTPA Teacher Performance Assessment in California
 - Provided recommendations for the implementation of edTPA in California
- 2013 **Graduate Student Assistant Program Coordinator: Center for Science and Engineering Partnerships (CSEP), California NanoSystems Institute, University of California, Santa Barbara**
- Administrative and student affairs support for undergraduate CSEP internship programs
 - Program event planning and implementation
- 2012-Present **Teacher Consultant: The National Writing Project**
- Provides professional development and support to school districts and other institutions of learning
- 2012 **Performance Assessment for California Teachers (PACT) Scorer: Gevirtz Graduate School of Education, University of California, Santa Barbara**
- Calibrated and scored the Embedded Signature Assessments (ESAs) and Capstone Teaching Event of the PACT assessment in the Single Subject Teaching Credential in English strand
- 2011 **M.Ed Facilitator: Gevirtz Graduate School of Education, University of California, Santa Barbara**
- Helped M.Ed teacher candidates develop their inquiry-based modules
 - Provided constructive feedback for the successful completion of candidates' M.Ed thesis projects

PROFESSIONAL SERVICE

- 2013-2014 **Graduate Student Representative: California Council on Teacher Education**
- Charged with disseminating information about leadership/service opportunities
 - Acted as liaison between Graduate Student Members and CCTE Executive Board members
 - Responsible for preparing Graduate Student Caucus keynote speaker sessions, professional development seminars, and other special events relevant to the needs and interests of CCTE graduate student members
- 2013-2014 **Volunteer: Policy Committee, California Council on Teacher Education**
- Attended policy meetings during conference proceedings
 - Took notes of legislation pertinent to the organization's core interests

2012-2013 **Vice President of Communications: Graduate Student Association—Education, Gevirtz Graduate School of Education, University of California, Santa Barbara**

- Assisted the President with internal operations and communications
- Supported Vice President of Finance and Records in maintaining the public file
- Assisted in event planning and logistics
- Disseminated GSAE News Updates via listserves and social media

PEER-REVIEWED PUBLICATIONS

Balatayo, J. (forthcoming). Making science relevant: An investigation of SDAIE methods in action. *Teacher Education & Practice, Special STEM Issue*.

PEER-REVIEWED PRESENTATIONS

Balatayo, J. (2014, April). *Providing opportunities to learn: Analysis of group and student-teacher interactions among long-term english language learners in a 9th grade specially designed academic instruction in English (SDAIE) earth science classroom*. Poster session presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Putney, L. G., Wink, J., Scott, C., & Balatayo, J. (2014, March). *Exploring Vygotsky: Reviewing A Distant Mentor for Multiliteracy Success*. Paper session conducted at the annual meeting of the TESOL International Convention and Language Expo, Portland, OR.

Balatayo, J. & Greenberg, D. (2014, February). *Case studies of long-term English language learners (LTELLs) in a 9th grade specially designed academic instruction in English (SDAIE) earth science classroom*. Paper session presented at the annual meeting of the National Association on Bilingual Education, San Diego, CA.

Balatayo, J. (2013, April). *Making science relevant: An investigation of SDAIE methods in action*. Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Balatayo, J. (2013, April). *The value of considering teachers' cognitive frameworks for introducing constructionist modes of pedagogy to pre-service and practicing teachers*. Poster session presented at the biannual meeting of the California Council on Teacher Education, San Jose, CA.

Balatayo, J. (2013, February). *A story about shoes*. In C. Courington (Chair), *Call and response: Storytelling about teaching*. Symposium conducted at the annual meeting of the California Association of Teachers of English, Santa Clara, CA.

Balatayo, J.; & Greenberg, D. (2012, November). *Co-constructing learning about learning through SDAIE in a 9th grade high school earth science class*. In J. Green (Chair), *Teacher and Researchers Learning Together in Ongoing Partnerships*. Symposium conducted at the annual meeting of the National Council of Teachers of English, Las Vegas, NV.

Balatayo, J. (2012, November). *Analyzing a teachable moment in a specially designed academic instruction in an earth science classroom*. Paper presentation presented at the meeting of the UCLA Annual Applied Linguistics Public Conference: Multilingualism in Institutional Contexts, Los Angeles, CA.

Balatayo, J. (2012, October). *"Girl, you're getting the Ph.D., not me": The development of a teacher researcher relationship in a SDAIE class*. Poster session presented at the biannual meeting of the California Council on Teacher Education, San Diego, CA.

INVITED PRESENTATIONS

Balatayo, J. (2013, October). Invited Discussant, *Exploring the preparation of future teacher educators: Developing recommendations for the future*. Saturday Morning Institute at the biannual conference of the California Council on Teacher Education, San Diego, CA.

Balatayo, J. (2013, January). Guest Speaker, *SDAIE and research in your classroom*, Culver City High School, Culver City, California.

Balatayo, J. (2012, August). Guest Speaker, *The history of bilingual education and California's response*. University of California, Santa Barbara, ED 123 (Culture, Development, and Education), Santa Barbara, CA.

IN-SERVICE WORKSHOPS

Balatayo, J. (2013, August), *Academic Vocabulary Development*. Santa Barbara County Education Office AmeriCorps Program.



Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Dr. Jomeline Balatayo

K-12 or IHE

K-12

- School district
- County Office of Education
- Other Palisades Charter School
- 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 _____

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
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- Pacific Islander
- Southeast Asian
- Decline to State

Please complete this information page and return to accreditation@ctc.ca.gov by February 20, 2015

Leslie Young

[REDACTED]
Huntington Beach, California 92647
[REDACTED]

January 31, 2015

Ms. Cheryl Hickey
Administrator of Accreditation
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

Dear Ms. Hickey:

I am sending this letter to inform you and the Commission of my interest in serving on the Committee of Accreditation.

As a public school educator and teacher trainer for over 30 years, I believe I have the experience and perspective to knowledgeably participate in the decision to grant accreditation to quality teacher preparation institutions and programs.

I am passionate about exemplary teaching. For this reason I have dedicated my career to the needs of current and future students in my daily job as an elementary school classroom teacher while creating and facilitating the professional development of pre-service, beginning and seasoned educators. For example, I have taught and coached teacher-interns in our county education office, as well as served as a master teacher, mentor teacher, and BTSA support provider in my school district. In addition, I have designed and provided professional development for seasoned teachers as a district curriculum coach, facilitator and coordinator of the county's National Board for Professional Teaching Standards support program, and most recently, instructor in the county's Teacher Leader Certification Academy. I have also had the opportunity to contribute to ensuring high quality and effective education programs by serving as a peer reviewer for the United States Department of Education's evaluation of Teacher Incentive Fund applicants, the BTSA state compliance review and our school district's High Priority grants.

In each of my positions, I have been fortunate to participate in professional experiences that mirror the four goals of the Committee on Accreditation: to 1) ensure accountability, 2) pledge to high quality and effective programs, 3) preserve adherence to standards, and 4) support ongoing program improvement. Serving on the Committee would be a meaningful way for me to continue to give back to the teaching profession by contributing to the accreditation process and

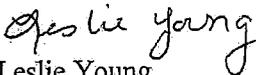
ensuring that all those who wish to pursue teaching as a vocation receive the best training possible. I truly believe we owe that to California's K-12 students.

My desire to investigate the research on quality teaching has been the primary motivation for my pursuit of a Ph.D. in Teaching, Learning and Culture, which I began in 2011 at Claremont Graduate University. My own research analyzes the attributes of highly-effective seasoned educators and how these findings can contribute to strengthening teacher preparation programs. Moreover, I have had the good fortune to participate in activities and lead workshops at the California Council of Teacher Education (CCTE) conferences. The CCTE has welcomed me into a wonderful professional and scholarly community, and has been instrumental in my continuing professional growth as a teacher and teacher trainer.

The challenges that lie ahead for public education in California are many: the continuing professional training and implementation of the Common Core and Next Generation Science Standards, the necessity to educate generations of diverse K-12 students against the backdrop of a rapidly-changing economic marketplace, the recruitment and support of new teachers as many veteran teachers approach retirement, and the recent regulations required for teacher preparation programs as proposed by the U.S. Department of Education. Effectively preparing upcoming teachers will be critical in meeting these challenges. Given the vital role that the Committee will play in preparing these teachers, I am hopeful that I will be able to apply my experience and expertise to support its success.

I look forward to hearing from you and the Commission and would welcome the opportunity to speak with you. I hope that from this letter and the accompanying materials, you will consider my nomination and view me as a committed candidate who will contribute to the important work of the Committee on Accreditation.

Sincerely yours,


Leslie Young

Enclosures (attached)

Leslie Young

[REDACTED]
Huntington Beach, California 92647
[REDACTED]

EDUCATION

CLAREMONT GRADUATE UNIVERSITY

Doctor of Philosophy in Education: Teaching, Learning & Culture
Focus: Teacher Education and Professional Development

Claremont, California
completion 2018

AZUSA PACIFIC UNIVERSITY

Master of Arts in Education: Curriculum and Instruction, Summa Cum Laude
Focus: Outstanding Teaching Practices

Orange, California

2002

CALIFORNIA STATE UNIVERSITY, FULLERTON

Professional Clear Multiple Subject Teaching Credential
CLAD and ESL Supplementary Authorizations

Fullerton, California

1991

UNIVERSITY OF CALIFORNIA, BERKELEY

Bachelor of Arts: American Studies, Summa Cum Laude

Berkeley, California

1978

- Preliminary Administrative Services Credential *2007*
- GATE Master Teacher Certification *2005*
- National Board for Professional Teaching Standards Certification (MC/GEN) *1999*
- National Board – Recertification *2009*

TEACHING EXPERIENCE

ELEMENTARY EDUCATOR & MASTER TEACHER

2/92-6/06, 6/10-present

Grades 4,5,6 Regular Education, and 4/5 and 5/6 GATE
Anaheim City School District, Anaheim, CA

- Teaching all subjects to English Language Learners in regular and GATE classes.
- Training beginning teachers how to differentiate instruction in content areas.
- Holding various leadership positions at school site (e.g., Leadership Team, School Site Council, Outdoor Science School Coordinator, PBIS coach & coordinator, etc.)
- Guiding and supporting student teachers from a variety of teacher education programs in their assignments.

BTSA (Beginning Teacher & Student Assessment) SUPPORT PROVIDER

7/00-6/04

Anaheim City School District, Anaheim, CA

- Coached beginning teachers on improving practice via reflective conversation and frequent classroom observations.
- Modeled lessons and instructional and behavioral management techniques.
- Participated in BTSA State Compliance Review and Teacher Evaluation Committee.

MENTOR TEACHER

7/93-7/99

Anaheim City School District, Anaheim, CA

- Mentored beginning teachers in best classroom practices.
- Led seminars in Language Arts and English Language Development methodology as site Language Arts Teacher Leader.
- Founded quarterly districtwide newsletter on effective teaching practices published by the Office of Curriculum and Instruction.
- Participated in various district committees (e.g., textbook adoption, speech contest, curriculum standards, etc.)

TEACHER LEADERSHIP EXPERIENCE**FACULTY**

9/14-present

Orange County Department of Education – Institute for Leadership Development

Costa Mesa, CA

- Training aspiring teacher leaders in leadership skills via hybrid learning in the Teacher Leader Certification Academy.
- Using the Haiku online teaching and learning system to present instruction, transmit assignments, and monitor assessments.

PEER REVIEWER

7/12-9/12

United States Department of Education – Washington, D.C.

- Reviewed and recommended “Teacher Incentive Fund” grant applications through the USDOE.
- Worked in collaborative teams to analyze and evaluate applications.

TEACHER ON SPECIAL ASSIGNMENT (K-6)

7/06-6/10

PROFESSIONAL DEVELOPMENT, CURRICULUM COACH & INTERVENTIONIST

Anaheim City School District – Olive Street Elementary School, Anaheim, CA

- Supported and assisted classroom teachers in identifying appropriate instructional strategies and interventions.
- Conducted demonstration lessons to ensure implementation of district’s instructional program.
- Led collaborative grade level meetings in management, utilization and analysis of assessment data to improve student achievement in both district and state standardized tests.
- Provided on-site staff development in Language Arts and Mathematics.
- Created, taught and evaluated an After-School Intervention Program for 80 below-grade level readers (Grades 4-6).
- Served as reviewer of applications for High Priority Grant program in high-need schools in district and co-wrote school site plan.

FACULTY

9/04-9/10

Orange County Department of Education – District Intern Program, Costa Mesa, CA

- Taught “Introduction to Teaching and Learning” course to multiple subject (K-6), single subject (7-12) and Special Education (K-12) beginning intern teachers.
- Topics included: lesson planning, effective instructional strategies and assessment, brain-based learning, differentiation for second-language learners, legal and professional responsibilities, and family & community partnerships.

PROJECT COORDINATOR & FACILITATOR

9/03-7/05

National Board Certification for Professional Teaching Standards (NBPTS)
Support Program - Orange County Department of Education, Costa Mesa, CA

- Coordinated support provider program for National Board candidates throughout the county.
- Facilitated monthly NBPTS workshops for K-12 candidates.
- Led practice portfolio review scoring sessions for candidates and support providers.
- Collected, compiled and analyzed data for periodic program evaluations and presented reports to program funders.
- Taught pre-certification courses at the University of California, Irvine and California State University, Fullerton for teachers and administrators.
- Built partnerships with higher education institutions to link NBPTS standards to teacher education programs.

PRESENTATIONS AND PUBLICATIONS

- California Council of Teacher Education presenter and scholarship recipient (2013, 2014)
- Claremont Graduate University Research Conference presenter (2014)
- Stories of the Courage to Teach: Honoring the Teacher's Heart, Jossey-Bass (2002)
- The Storytelling Handbook for Primary Teachers, Penguin Books (1991)

AWARDS

- Teacher of the Year - Anaheim City School District (1998)
- Teacher of the Year Nominee – Orange County Department of Education (1998)
- Outstanding Educator Award Nominee - Anaheim Chamber of Commerce (1998)
- Outstanding Teacher Award – Lakeshore Learning Store (1998)
- "Golden Bell" Award for *The Immigrant Project*
California School Boards Association (1998)



Demographic Information
(to be completed by nominee)

Committee on Accreditation Nominee Leslie Young

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 accreditation@ctc.ca.gov by February 20, 2015