
1A/2H

Action

Ad Hoc Committee/General Session

Interview, Recommendation, and Appointment 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 recommend additional individuals as alternates. The Commission will consider persons recommended and make appointments.

Policy Question: Should the individuals proposed be appointed to serve as COA members?

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

Presenter: Cheryl Hickey, Administrator, 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 2016

Interview, Recommendation and Appointment 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 four finalists from institutions of higher education and the two finalists from the K-12 community. The Ad Hoc Committee will then recommend to the Commission three individuals (one from the K-12 community and two 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, 2016 and extend through June 30, 2020.

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	
Jomeline Balatayo ELD Teacher Palisades Charter High School <i>Term Ends June 30, 2019</i>	Suzanne Borgese Education Specialist Placentia-Yorba Linda School District <i>Term Ends June 30, 2019</i>
Anna W. Moore Regional Director II Educational Services Sonoma County Office of Education <i>Term Ends June 30, 2017</i>	Jose Rivas Teacher Lennox Mathematics, Science and Technology Academy <i>Term Ends June 30, 2016</i>
Kelly Skon District Coordinator Educational Services Saddleback Valley Unified School District <i>Term Ends June 30, 2018</i>	Yvonne White Science Teacher Oakland High School <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, 2019</i>	Robert Frelly Director of Music Education Chapman University <i>Term Ends June 30, 2017</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>	Margo Pensavalle Professor of Clinical Education Director of Evaluation and Accreditation University of Southern California <i>Term Ends June 30, 2018</i>
Reyes Quezada Professor of Education University of San Diego <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>

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>
Leslie Young Anaheim City School District <i>Availability for Appointment ends June 2019</i>
<i>Postsecondary Professionals</i>
Stephen H. Davis California State Polytechnic University, Pomona <i>Availability for Appointment ends June 2017</i>
Cheryl Forbes University of California San Diego <i>Availability for Appointment ends June 2019</i>

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

Section 2.B (1) of the *Accreditation Framework* addresses the membership of the COA. It states that selection of members is based on the breadth of their experience, the diversity of their perspectives, and “their distinguished records of accomplishment in education” (Education

Code §44373(a)). All members serve as members-at-large. No member serves on the 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 five 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.

One of the higher education members with an expiring term is from a private institution of higher education and one is from a public institution (the California State University system). Of the four remaining members, one is from a public institution (the California State University system) and three are from private institutions. There is currently no one on the COA from the University of California system.

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

The remaining K-12 membership on the COA includes three K-12 teachers and two district/county directors. Seven 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 Dean, Chair of the Department of Teaching Credentials, a Director of Evaluation and Credentials, and a Director of Music Education. In addition, two 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.”*

One of the continuing members is male and eight are female. The three members whose terms are expiring are all male. 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 November 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 January 22, 2016. At the January 22 deadline there were not enough K-12 nominations received, as a result, the deadline for K-12 nominations was extended to February 12, 2016.

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 18 applications for the COA – ten from higher education and 8 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.

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>	Caryl Hodges , Dean Notre Dame de Namur <i>Term Ends June 30, 2020</i>

Staff collected application materials and provided these nomination materials to the Nominating Panel. The Nominating Panel reviewed the nominations and selected six (2 from K-12 and 4 from 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 one K-12 member and two higher education members in accordance with the following *Accreditation Framework* language (Section 2C.3):

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

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 2016: one K-12 vacancy and two postsecondary vacancies. The names and affiliation of the finalists identified by the Nominating Panel are provided in the table below. The Committee determined that, given the specific applications received, that three names instead of two for the K-12 position should go forward to the Commission as finalists. The application materials for each finalist are included in Appendix A.

Finalists for the Committee on Accreditation	
K-12 Finalists	Nominated by
James Webb	Julie Sheldon, Induction Coordinator Walnut Valley School District
Gerard Morrison	Neal Cates, Teacher Long Beach Unified School District
Simone S. Simmons	Suzanne Simpson, 5 th Grade Teacher Stockton Unified School District
Post-Secondary Finalists	Nominated by
Cheryl Forbes	Alan J. Daly, Chair and Professor Department of Education Studies University of California, San Diego
Lory Selby	Michael Hillis, Dean, Graduate School of Education California Lutheran University
Christine Zeppos	Charles Bullock, Provost Brandman University
Iris Riggs	Patricia Arlin, Dean Emeritus; Professor, Ed.D. Program CSU San Bernardino

Staff Recommendation

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

- The appointment of three new members of the COA, one K-12 and two postsecondary, to begin their terms on July 1, 2016.

- The appointment of individual(s) to the COA Alternate List.

In addition, staff recommends that the Commission review and approve the proposed appointments from the Ad Hoc Committee and the Alternate List.

Appendix A

Nomination Materials from the Finalists

K-12

James Webb

Gerard Morrison

Simone Simmons

IHE

Cheryl Forbes

Lory Selby

Christine Zeppos

Iris Riggs

Appendix A



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov
Professional Services Division

NOMINATION FORM - COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation

Nominee Information

Name: James Webb

Position or Title: Induction Director

Employer: William S Hart School District

Business Address: 26230 Spirit Court, Santa Clarita, CA 91350

Business Telephone: (661) 259-0017, ext. 401

Business Fax Business E-mail: jwebb@hartdistrict.org

Nominator Information

Name: Julie Sheldon

Position or Title: Induction Coordinator

Employer Business Address: Walnut Valley School District, 880 S. Lemon, Walnut, CA 91789

Business Telephone: 909 444-3451

Business E-mail: Jsheldon@wvusd.k12.ca.us

I have obtained the nominee's permission to make this nomination.

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on January 22, 2016.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form

Ensuring Educator Excellence

January 19, 2016

Dear Committee on Accreditation,

I am applying for selection on the Committee on Accreditation to assist the Commission on Teacher Credentialing with its efforts to ensure quality educator preparation institutions and programs across the state of California. I believe that my experiences and background have truly qualified me for this particular experience. If selected, I will always make it my mission to maintain the high standards for our teachers and students that have been established by the Commission and to continue the experiences for new teachers in our state through my involvement with teacher and administrator Induction.

I have had a career in education that has spanned twenty years. I have taught English and English Language Development to students with a wide range of abilities and backgrounds. My experience with teaching began in Florida, continued in Minnesota, and now has flourished here in California. Prior to assuming the current position that I hold as Induction Director for the Hart Induction Program, I worked as a Consulting Teacher with our district's PAR Program. During that time, I also worked as a BTSA Support Provider in which I have supported teachers in various levels and departmental settings. In fact, I participated in BTSA upon my arrival to California, so I have first-hand experience with the induction path towards professional excellence as I have seen BTSA Induction from the perspective of a participating teacher, support provider, and now Induction Director. I continue to provide support to teachers as a Support Provider with our district. My other responsibilities include professional training for teachers and administrators in our district as well as providing Induction seminars and workshops for our participating teachers.

Recently, I participated in the accreditation strengthening and streamlining process for the CTC as a task group member who represented Induction. I was responsible for communicating and collaborating with my group members as well as with other members of different task groups, revising the Common Standards, developing the new accreditation system for institutions and programs to follow, and creating all of the details to ensure a smooth transition from the current standards to the new accreditation system that would be adopted by the COA. I found the experience to be very rewarding and professionally motivating as our conversations and deliberations helped to shape the future landscape of accreditation work with the Commission on Teacher Credentialing.

In 2014, I participated in the accreditation process for the CTC as the Induction Director for our district's Induction Program. Even though I assumed this role the year of our programs' site visit, I was brought in for preparation meetings with our regional cluster and maintained contacts with other programs who had participated in this process. As a "first hand" participant with this process, I was responsible for compiling the documents for the virtual website for documentation, revising the Common and Program Standards, developing the interview schedule, and creating all of the details to ensure a smooth site visit. The experience was valuable and enlightening as our Induction Program was reviewed and examined through the lens of the CTC standards for program excellence.

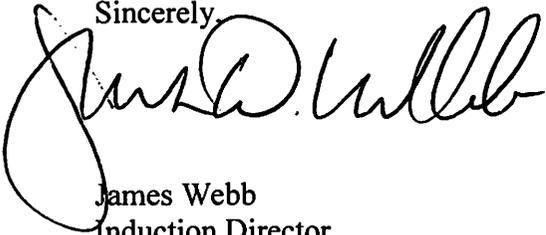
During my first year as Induction Director and the year leading up to this role, I participated in cluster meetings that called for the articulation with colleges and universities on issues related to teacher preparation in California. We worked together in think tanks around teaching quality that could be maintained from the preparation experience to that of Induction. In those discussions, I also worked with standards and situations related to that of the Education Specialist credential. As a general education teacher, I found the work of Special Education to be both interesting and daunting. Through conversations with university and college professionals, however, I learned how to best support Special Education teachers and the paths that these teachers have to clear their preliminary credentials. I also grew to appreciate their roles in the lives of the children with whom they work and the powerful impact that they have on education.

As an English teacher, I found that my oral and written communication skills are continually evolving and growing, especially when I delivered instruction. With all of the changing grammar and mechanical rules, I had to adapt my writing and speaking to reflect the new methods of communication with the English language. My role as an English Language Development teacher also required me to demonstrate appropriate use of language skills to engender the same with the students whom I work.

With the nomination by one of my peers to the Committee on Accreditation, I believe that I will represent the K-12 community in California to ensure that universities and agencies offer the best programs to ensure quality education for our state's children. My background knowledge and experiences with both teaching and Induction have demonstrated the need for the oversight and accountability that the COA provides to its citizens in California. I hope that I may be able to take part in the process and continue my journey in securing quality teaching and learning for the students of our state.

I look forward to the opportunity to serve as a member of the Committee on Accreditation. If you have any further questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "James Webb". The signature is fluid and cursive, with a large initial "J" and "W".

James Webb
Induction Director
Hart Induction Program

JAMES WEBB

JWEBB@HARTDISTRICT.ORG

OBJECTIVE

To secure a position with the Committee on Accreditation to represent the K-12 community in California in an effort to provide expertise and requisite skills when making accreditation decisions for the Commission on Teacher Credentialing.

EXPERIENCE

8/8/2011 TO PRESENT PAR Center *Santa Clarita, CA*

CONSULTING TEACHER/INDUCTION DIRECTOR

- Observe and evaluate new and veteran teachers to move practice forward
- Prepare reports for principals and PAR Panel members to document teacher practice
- Plan and facilitate workshops for new teachers
- Present issues related to diversity and equity to Induction candidates at advisement cohorts
- Administer the operations of the Hart Induction Program
- Report to the Assistant Superintendent of Human Resources on issues related to budget, mentors, training, and state requirements for teacher induction

8/11/2008 TO 6/10/2011 West Ranch High School *Stevenson Ranch, CA*

ENGLISH/ELD TEACHER

- Taught Honors English 9, Honors English 10, English 9, English 12, and American Literature to a diverse student population on a block schedule of 95 minutes
- Taught all levels of English Language Acquisition and worked with the ELD Coordinator to ensure a high quality EL program for students on site
- Served as school representative to the COC Articulation meetings to encourage vertical planning for post-secondary studies
- Served as advisor to the Make-A-Wish Foundation Club

8/9/2004 TO 6/6/2008 PAR Center *Santa Clarita, CA*

CONSULTING TEACHER

- Observed and evaluated new and veteran teachers to move practice forward
- Prepared reports for principals and PAR Panel members to document teacher practice
- Plan and facilitate workshops for new teachers
- Presented issues related to diversity and equity to BTSA candidates at seminars

8/7/2000 TO 6/4/2004 Saugus High School *Saugus, CA*

ENGLISH TEACHER

- Taught Honors English 9, English 9, English 10, American Literature, AP English Literature & Composition, and AP English Language & Composition
- Created team classes for English 10 with Modern Civilizations and with AP American History for AP English Language & Composition
- Served as English Department Chair for two years
- Served as co-advisor to the Key Club
- California League of High Schools Distinguished Educator Award

EDUCATION

AUGUST 1988 TO APRIL 1994 Florida State University *Tallahassee, FL*

MASTER OF SCIENCE, ENGLISH EDUCATION

BACHELOR OF ARTS, ENGLISH LITERATURE



Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee James Webb

K-12 or IHE

K-12

- School district
- County Office of Education
- Other _____

- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Other Induction Director

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 January 22, 2016.



Committee on Accreditation Nomination Nominee Employer Agreement

Committee on Accreditation Nominee *James Webb*
Nominee's Employer *William S Hart Union High School District*

The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charged with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

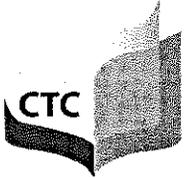
The Committee meets approximately 5 to 6 times a year, each meeting ranging from 1 to 2 days. Most meetings are held at the Commission offices in Sacramento and travel and consistent attendance are necessary for the successful operation of California's accreditation system.

As the employer of the above named nominee, I agree to allow my employee (named above) to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand that the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Individual signing agreement (please print) *Vicki Engbrecht*
Title *Superintendent*
Signature *Vicki Engbrecht*

Phone [REDACTED]
E-mail *vengbrecht@hartdistrict.org*

Please complete this information page and return to accreditation@ctc.ca.gov, or CTC, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: Teri Ackerman, by **January 22, 2016**.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov
Professional Services Division

NOMINATION FORM - COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation

Nominee Information

Name GERARD MORRISON

Position or Title TEACHER

Employer LONG BEACH UNIFIED

Business Address 1515 HUGHES WAY, LONG BEACH CA 90810

Business Telephone 562 997 8000

Business Fax

Business E-mail gmorrison@lbschools.net

Nominator Information

Name NEAL CATES

Position or Title TEACHER

Employer LONG BEACH UNIFIED

Business Address 3501 COUNTRY CLUB DRIVE, LAKEWOOD CA 90712

Business Telephone 562 421 1213

Business E-mail ncates@lbschools.net

I have obtained the nominee's permission to make this nomination.

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on January 22, 2016.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form

To whom it may concern,

I would like to respectfully state my interest in serving on the Committee on Accreditation. I am a high school teacher in the Long Beach Unified school district. I have been a teacher for eighteen years. For most of my teaching career I have taught History at the secondary level. However, I also taught a special education self-contained class for two years. For the last seventeen years I have also held an adjunct faculty position with the Rancho Santiago Community College District where I teach in the Inmate Education program.

My interest in teacher preparation began early in my career. I first trained as a teacher in New York before moving to California. When I arrived in the state I discovered that I would need to begin my training afresh to obtain a California teaching credential. At the time this was very frustrating, but the experience allowed me to compare first hand different teacher preparation systems and reflect on both the experiences.

Throughout my teaching career I have had the opportunity to work as a Master Teacher with students who are preparing for a career in the profession. I have helped many students to become successful teachers. In each case I worked closely with the supervising faculty from the relevant university. I have worked with students teachers from both public and private colleges and I have firsthand experience of the difference a well-prepared new teacher can make. In addition, I have been a coach in my district's BTSA program and have worked closely with beginning teachers to help them apply the skills they learned in their preparation programs to the realities of life in the classroom in a large urban school district.

For the last six years I have been a member of the California Teachers Association State Council of Education. I serve on the Credentials and Professional Development committee. This committee studies and recommends policies and procedures for consideration by CTA governance bodies in the fields of teacher education, accreditation and certification. For two years I was the chair of the sub-committee that deals with teacher quality and credentials. This experience has allowed me to keep abreast of developments in teacher preparation and induction programs. For example, I was able to closely follow the work of CTA's Teacher Evaluation Workgroup which produced the report "Teacher Preparation and Early Career

Support”. I believe that the Teacher Evaluation Workgroup got it right in their core principles: teacher preparation programs require strong partnerships between institutions of higher education and our schools systems, and that induction and early career support systems are essential to producing quality teachers.

A recent policy brief from the *Learning Policy Institute*, entitled “Addressing California’s Emerging Teacher Shortage” pointed out that districts throughout the state are hiring teachers again. However, because of a shortage of teachers in many fields we run the risk of issuing permits and credentials to underprepared teachers. Ensuring that the teachers of the future have access to high-quality preparation programs is going to be more important now than ever before.

Several years ago I completed the process of becoming a National Board Certified Teacher. A big part of the process involved reflecting on my teaching, and which parts of my teaching were effective. Teaching is my passion as well as my profession, and maintaining high standards for teacher preparation is, in my opinion, one of the most important things we can do. I believe that my experience makes me an ideal candidate to sit on the Committee of Accreditation.

Sincerely,

Gerard Morrison

EDUCATION

CALIFORNIA STATE UNIVERSITY, LONG BEACH

- Preliminary Administration Services Credential 2005-2007
- Single Subject Credential in Social Studies 1998-2000

THE CITY COLLEGE OF NEW YORK

- Education (Social Studies) M.A. 1993-1995

THE UNIVERSITY OF LIVERPOOL, ENGLAND

- Philosophy and Political Science, B.A. 1981-1984

TEACHING EXPERIENCE

MIDDLE SCHOOL / HIGH SCHOOL TEACHER 1999-

Long Beach Unified School District

- AP World History
- World History
- United States History
- Department Head
- Beginning teacher coach / Master teacher
- GATE certification
- National Board Certified Teacher

ADJUNCT FACULTY 1998-

Santiago Canyon College

- U.S. Constitution and Government
- "Money Matters" Basic Adult Education

SPECIAL EDUCATION TEACHER 1997-1999

Zinsmeyer Academy

- Self-contained Special Education high school class.

PUBLICATIONS

Teaching World History to Seventh Graders. Article published in Social Studies Review, the journal of the California Council for the Social Studies, Volume 49, No 1 Spring-Summer 2010



OFFICE OF THE DEPUTY SUPERINTENDENT OF EDUCATION SERVICES
HUMAN RESOURCE SERVICES
1515 HUGHES WAY, LONG BEACH, CA 90810
(562) 997-8258 ❖ FAX (562) 997-8300

February 4, 2016

**Committee on Accreditation Nomination
Nominee Employer Agreement**

Committee on Accreditation Nominee: Gerard Morrison
Nominee's Employer: Long Beach Unified School District

The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charge with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

The Committee meets approximately 5 to 6 times a year, each meeting ranging from 1 to 2 days. Most meetings are held at the Commission offices in Sacramento and travel and consistent attendance are necessary for the successful operation of California's accreditation system.

As the employer of the above named nominee, I agree to allow my employee, Gerard Morrison, to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ruth Perez Ashley', is written over a light blue circular stamp.

Ruth Perez Ashley
Deputy Superintendent of Education Services,
Human Resources Services


rashley@lbschools.net

c.c. G. Morrison, Teacher



Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee GERARD MORRISON

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 accreditation@ctc.ca.gov by January 22, 2016.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov

Professional Services Division

NOMINATION FORM - COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation

Nominee Information

Name Simone S. Simmons

Position or Title Program Specialist/Teacher

Employer Stockton Unified School District / Dolores Huerta Elem.

Business Address 701 N. Madison St, Stockton, CA 95201/ 1644. S. Lincoln, Stkn, CA

Business Telephone 209-933-7000 /209-933-7220

Business Fax 209-933-7221

Business E-mail ssimmons@stocktonusd.net

Nominator Information

Name Suzanne Simpson

Position or Title 5th Grade Teacher

Employer Stockton Unified School District /Dolores Huerta School

Business Address 701 N. Madison St. Stkn, CA 95201/1644 S. Lincoln St, Stkn, CA 95206

Business Telephone 209-933-7000/209-933-7220

Business E-mail ssimpson@stocktonusd.net

I have obtained the nominee's permission to make this nomination.

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on January 22, 2016.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form

Ensuring Educator Excellence

Simone Shonte' Simmons

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

ssimmons@stocktonusd.net

February 1, 2016

California Commission on Teacher Credentialing

accreditation@ctc.ca.gov

1900 Capital Ave

Stockton, CA 95811

To Whom It May Concern:

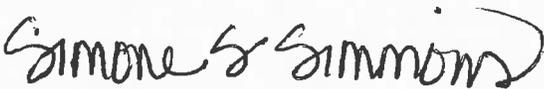
I possess impeccable communication skills, both oral and written, organizational, interpersonal and supervisory abilities, knowledge of curriculum instructional strategies; understand credentialing requirements, and current educational trends. Your CTC announcement for educators to serve as a member of the Committee on Accreditation (COA) sounds like a perfect opportunity for professional growth.

As you'll see on the enclosed résumé, the depth of my experience in education offers you the opportunity to appoint someone who is willing to learn and meet the goals of the committee.

Moreover, having worked as teacher and support provider, I have been active throughout my school district, and the State of California serving on committees and working to provide professional development to teachers to ensure we meet our goals. My work ethics, education, and teaching background have supplied me with many skills and an understanding of the California Standards for the Teaching Profession.

I hope you'll consider me a worthy candidate for the appointment. I certainly would take the appointment seriously and would prove an asset to the committee.

Sincerely,



Simone Shonte' Simmons

Simone Shonte' Simmons

ssimmons@stocktonusd.net

"...exceptionally energetic and enthusiastic teacher...projects a charisma that captures the imagination of students...demonstrated excellent classroom management skill..."

Simon Pearson
former administrator

"...business background in technology was supportive to the use of videos and computers in the class...She volunteered for cooperative opportunities in the media center and helped teachers to accommodate computers...I recommend her with the highest regard..."

Aidan Delaney
2nd Grade Teacher
New York City Schools

"...deeply involved in learning about the educational state-of-the-art,

Professional Profile

Eager to bring elementary students into the twenty-first century using a unique combination of educational experiences coupled with four years training in Direct Interactive Instruction

- Hold Master of Arts Degree in Business Administration, Master of Science Degree in Teaching and Curriculum, and Bachelor of Arts Degree in Business Administration.
- Established history of assuming leadership roles to support the goals of the District and School site.
- Dedicated, resourceful, and data-driven professional educator with 17 years of experience in classroom instruction at the elementary and middle school level.

Education, Honors, and Certifications

Doctoral Degree Student (Ed.D)

University of the Pacific, Stockton, CA. Expected 2018

Administrative Service Credential (Certificate of Eligibility)

CSU Stanislaus, Turlock, CA. 2011

MBA Business Administration and Management

University of Phoenix, Lathrop, CA. 2007

MS Teaching and Curriculum

CSU Dominguez Hills, Carson, CA. 2001

BA Business Administration Human Resource Labor Relations

CSU Dominguez Hills, Carson, CA. 1996

AA Business Administration

San Joaquin Delta College, Stockton, CA 1993

Key Qualifications

- AVID Summer Institute, AVID Site Coordinator July 2014-Present
- Aspiring Administrator's District Training Program 2012-2013
- Direct Interactive Instruction Training, Action Learning System 2010-Present
- Success For All New Leaders Training 2008
- BTSA Support Provider/BTSA PD Trainer 2007-2008, 2013-2015
- Program Assessor for CalTPA (California Teaching Performance Assessment), San Joaquin County Office of Education, 2008
- Reciprocal Teaching, Process Writing, and Direct Instruction, Action Learning System 2005-2007

Committee Memberships

- ELA/ELD Instructional Materials Reviewer, Adoption Committee, California Department of Education, 2015
- Achievement Level Setting Participant, SBAC Consortium, 2014
- Dolores Huerta Leadership Team 2004-Present
- School Site Council 2009-Present
- SUSD Language Arts Adoption Committee 2008-2009 & 2001-2002
- SUSD Math Adoption Committee 2002-2003
- SUSD History-Social Science Adoption Committee 2003-2004

*investigating research and designing
instructional materials...I look forward
to the time when Diane will bring her
love of children, enthusiasm, initiative,
and intelligence into her own
classroom."*

Monica Brink, Ed.D.

*"My ability to motivate students and
share a love of learning fosters a
successful classroom environment. ...I
would welcome becoming part of 'the
village that raises the child' in your
district."*

Jenny Lysaker

- Student Council Faculty Advisor 2003-2006
- EL Site Coordinator/Bilingual Deputy 2009-2013

Employment

- **Dolores Huerta School, Stockton USD, 2008- to present**
**ELA/ELD Instructional Specialist/EL Bilingual Site
Coordinator/Program Specialist**
 - Dedicated to the implementation of the District's Blueprint to improve student achievement.
 - Teach, demonstrate lessons, and observe teachers to provide feedback on the implementation of DII.
 - Conduct Literacy Professional Development for teachers
 - Responsible for monitoring all English Learner Programs
 - Participate in classroom Action Walks as part of the Leadership Team
- **Dolores Huerta School, Stockton USD, 2001-2008**
**1st Grade, 2nd Grade, 8th Grade Algebra I/Science, Literacy Resource
Teacher**
 - Provide standards-based SDAIE instruction across multiple subjects and Algebra I
 - Used multiple measures of assessment to guide, differentiate, and improve instruction
 - Evaluate, record, and report student's academic and behavior progress to parents
 - Used the curriculum as a tool in order to meet student's academic, intellectual, and social needs
 -
- **Lincoln Elementary School, Compton USD 1998-2001**
1st Grade Teacher
 - Provided instruction to students using Open Court Reading and Saxon Math
 - Used multiple measures to guide and modify instruction to meet all academic needs.
 - Used student portfolios to evaluate and implement a course of action to improve student achievement



2016 FEB -1 PM 3:29

Committee on Accreditation Nomination Nominee Employer Agreement

Committee on Accreditation Nominee Simone S. Simmons

Nominee's Employer Stockton Unified School District

The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charged with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

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As the employer of the above named nominee, I agree to allow my employee (named above) to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand that the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Individual signing
agreement (please print)

Diana Tavares

Title

Director, Certificated HR

Signature

Phone

E-mail

dtavares@stocktonusd.net

Please complete this information page and return to accreditation@ctc.ca.gov, or
CTC, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: Teri Ackerman, by **January 22, 2016**.



Demographic Information (to be completed by nominee).

Committee on Accreditation Nominee Simone S Simmons

K-12 or IHE

K-12

Institution of Higher Education

- School district
- County Office of Education
- Other _____

- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Other Program Specialist

- 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

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Professional Services Division

NOMINATION FORM - COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation

Nominee Information

Name Cheryl Forbes

Position or Title Director of Teacher Education and Lecturer

Employer University of California, San Diego

Business Address 9500 Gilman Drive, La Jolla CA 92093

Business Telephone 858.534.1686

Business Fax 858.534.2462

Business E-mail cforbes@ucsd.edu

Nominator Information

Name Alan J. Daly

Position or Title Chair and Professor Department of Education Studies

Employer University of California, San Diego

Business Address 9500 Gilman Drive, La Jolla CA 92093

Business Telephone 858.822.6472

Business E-mail 858.534.2462

I have obtained the nominee's permission to make this nomination. Yes

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on February 20, 2015.

In addition to this form, the following must be received for the nomination to be complete:

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2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form



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

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

20 January 2016

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 eight 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. In 2015, I had my first experience in serving as Team Lead for the site accreditation visit at California State Polytechnic University, Pomona, and I will serve again as Team Lead for the upcoming site accreditation visit to Dominican University. 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.

More recently, I was chosen to Co-Chair the Task Group on Accreditation Policy Procedures as part of work to strengthen and streamline the commission's Accreditation System. Our group included a cross-section of stakeholders who recommended changes based on new standards, assessments, and outcomes data. Co-Chair and COA member Dr. Margo Pensavalle and I also served on the Accreditation Advisory Panel that brought together the work of all the task groups and included key stakeholder organizations from across the state. The enthusiasm and engagement of all participants in this work was palpable as we discussed 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 additional opportunities to continue 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.



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., Rodríguez, 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)



Committee on Accreditation Nomination Nominee Employer Agreement

Committee on Accreditation Nominee

Nominee's Employer

The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charged with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

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Individual signing Alan J. Daly
agreement (please print)

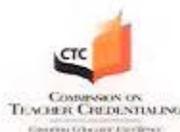
Title Chair and Professor, Department of Education Studies

Signature 

Phone

E-mail ajdaly@ucsd.edu

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



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

- | | |
|--|--|
| <input type="checkbox"/> Northern California | <input type="checkbox"/> Bay Area |
| <input type="checkbox"/> Central Valley | <input type="checkbox"/> Los Angeles Area |
| <input type="checkbox"/> Inland Empire | <input checked="" type="checkbox"/> San Diego Area |

Voluntary Disclosure of Ethnicity

- | | |
|---|---|
| <input type="checkbox"/> African American | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Asian American | <input type="checkbox"/> Pacific Islander |
| <input checked="" type="checkbox"/> Caucasian | <input type="checkbox"/> Southeast Asian |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Decline to State |

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Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov
Professional Services Division

NOMINATION FORM - COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation

Nominee Information

Name Lory Selby, Ed.D.
Position or Title Assessment Director, Lecturer
Employer California Lutheran University
Business Address 40 West Olsen Road, #4100 Thousand Oaks, CA 91360
Business Telephone 805-493-3686
Business Fax
Business E-mail lselby@callutheran.edu

Nominator Information

Name Michael Hillis
Position or Title Dean, Graduate School of Education
Employer California Lutheran University
Business Address 60 West Olsen Road, #4100 Thousand Oaks, CA 91360
Business Telephone 805-493-3419
Business E-mail mhillis@callutheran.edu

I have obtained the nominee's permission to make this nomination.

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on January 22, 2016.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
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4. Employer agreement form

December 3, 2015

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

ATTN: Teri Ackerman

RE: Committee on Accreditation - Letter of Interest

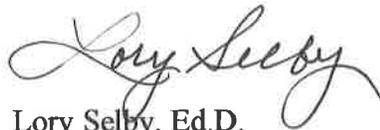
Accreditation is a vital component of successful education programs. It measures how well program improvement, growth, and commitment to sound pedagogy are reflected in the daily practice of administrators, faculty, and staff.

I have a tremendous respect for the rigor of the accreditation process. From my early experiences in leading a 600 student K-12 private school through successful WASC accreditation renewals, I became more involved in accreditation activities. Elected as an Accreditation Commissioner for the Association of Christian Schools, I had the opportunity to serve on 6 combined WASC/ACSI site visits and went on to chair 10 combined WASC/ACSI accreditation teams. As a Commissioner, I participated in bi-annual meetings to review site visit team reports and determine terms of accreditation.

For the past several years I have served as an Assessment and Accreditation Director in higher education, expanding my understanding of the symbiotic relationship between our educator preparation programs and the expectations for educating K-12 students.

The Committee on Accreditation fills a significant role in ensuring that strong, sound accreditation policies are practiced by institutions offering educator preparation programs. It would be a privilege to serve on this committee, and I would welcome the opportunity to support accreditation practices in our educator preparation institutions.

Thank you for your consideration.



Lory Selby, Ed.D.
Assessment Director
California Lutheran University

Courses Taught

California Lutheran University:

- EDGN 509 Introduction to Educational Research
- EDGN 510 Educational Research Design and Methodology
- EDGN 599 Educational Research Project and Thesis

Pepperdine University:

- ESEC 680 Program Evaluation and Informational Management

K-12 School Experience

Superintendent/CEO – K-12 WASC Accredited Private School System 2000-2009

Cornerstone Schools of Ventura County, Camarillo, CA

- Led organization through non-profit incorporation
- 550 students, 75 staff, \$2.5M budget
- Established and mentored leadership team of two principals, Preschool Director, & Academic Director
- Led accreditation renewal process for school, achieving maximum terms from WASC and ACSI

Accreditation Commissioner 2003-2009

Association of Christian Schools International, Brea, CA

1993-1997

- Team member on 6 combined WASC/ACSI site visits
- Chaired 10 combined WASC/ACSI accreditation teams
- Participated in bi-annual meetings
 - Evaluated visiting committee reports and determined the term of accreditation for each school

Co-Administrator and K-6 Principal K-12 WASC Accredited Private School System 1989-1997

Cornerstone Christian School, Camarillo, CA

- Managed \$2+ million school budget and all HR activities including employment contracts
- Led two cycles of K-12 WASC/ACSI accreditation renewal process to receive maximum 6-year terms
- Directed all aspects of operations, curriculum and programs (300+ PS, K-6 students and 28 staff).
- Created, conducted training programs for all faculty & staff

Teacher 1984-1989

Cornerstone Christian School, Camarillo, CA

- Taught Multiple Subject self-contained classes
- Served on curriculum review committee
- Served on Speech Meet committee
- Coordinated annual Spelling Bee for 10 District 6 Christian Schools

Other Experience

Administrative Manager - Claims Division

1979-1984

United General Insurance Company, Houston, TX

- Directed administrative operations and personnel in 5 offices located in 3 states
- Prepared, presented annual budget
- Created operations manual; implemented workflow systems in all offices
- Created, conducted training programs for all administrative supervisors and their staff

Presentations and Publications

Selby, L. (2015) *Assessing Impact: Social Accountability*. Presented to Social Entrepreneurship and Change Master's Program, Pepperdine University, 1/17/2015.

Selby, L. (2011) *The Board and CEO: An analysis of roles, relationships, and performance expectations in Christian school governance*. Dissertation presentation, Pepperdine University, May 5, 2011.

Caporicci, K., Edwards, B., Hagiya, G., **Selby, L.**, Valente, M. (2008) *Leadership styles in Education*. Paper presented at the Hawaii International Education Conference, 2008.

Selby, L. (2007) *Accreditation: Your Commitment to Excellence*. Presented at the Association of Christian Schools Education Conference.

Selby, L. (2006) *Learning to Lead*. Presented at the Association of Christian Schools Education Conference.

Professional Qualifications

- **Multiple Subject Teaching Credential**, K-12, State of California
- **Superintendent Certification** (Professional Lifetime), Association of Christian Schools International
- **All levels Principal Certification** (Professional Lifetime), Association of Christian Schools
- **Elementary Teacher Certification** (Professional Lifetime), Association of Christian Schools

Professional Affiliations and Memberships

- American Association of Colleges of Teacher Education (AACTE)
- American Educational Research Association (AERA)
- California Commission on Teacher Credentialing (CCTC)
- California Council for Teacher Education (CCTE)
- California Lutheran University Community Leaders Association (CLA)
- Credential Counselors and Analysts for California (CCAC)



Committee on Accreditation Nomination Nominee Employer Agreement

Committee on Accreditation Nominee Lory Selby, Ed.D.

Nominee's Employer California Lutheran University

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Individual signing
agreement (please print) Michael Hillis

Title Dean, Graduate School of Education

Signature

A handwritten signature in black ink, appearing to read "Michael Hillis", written over a light blue horizontal line.

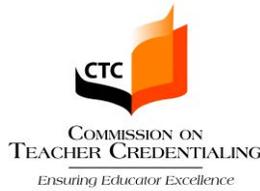
Phone

[REDACTED]

E-mail

mhillis@callutheran.edu

Please complete this information page and return to accreditation@ctc.ca.gov, or
CTC, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: Teri Ackerman, by **January 22, 2016**.



Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Lory Selby, Ed.D.

K-12 or IHE

K-12

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- County Office of Education
- Other _____

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Institution of Higher Education

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

- Faculty
- Director of Teacher Education
- Associate Dean
- Dean
- Other Lecturer, Assessment Director

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 January 22, 2016.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov
Professional Services Division

NOMINATION FORM - COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation

Nominee Information

Name Christine G. Zeppos
Position or Title Dean & Professor, School of Education
Employer Brandman University
Business Address 16355 Laguna Canyon Road, Irvine, CA 92618
Business Telephone 949-341-9811
Business Fax 949-754-1331
Business E-mail zeppos@brandman.edu

Nominator Information

Name Charles Bullock
Position or Title Provost
Employer Brandman University
Business Address 16355 Laguna Canyon Road, Irvine, CA 92618
Business Telephone 949-341-9937
Business E-mail cbullock@brandman.edu

I have obtained the nominee's permission to make this nomination.
Yes

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on January 22, 2016.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form

January 21, 2016

To: California Commission on Teacher Credentialing

RE: Letter of Interest, Committee on Accreditation

I am humbled to be considered for one of the two higher education member vacancies for the Committee on Accreditation (COA). I am deeply committed to ensuring educator quality in our IHEs and LEAs and believe that we are in a unique time where California has the opportunity to shape the conversation for teacher quality nationally. It was my honor to serve as the AICCU representative on CTC's Accreditation Advisory Panel last year. Through this appointment, I saw firsthand the excellent progress and recommendations from the 6 workgroups and subsequent voluminous and excellent work produced by the CTC staff. I believe this work has indeed pushed us far closer in reaching the goal of strengthening and streamlining our accreditation system. However, we know that much work still lies ahead, particularly for the COA, now that the transition plan has been adopted. This work includes supporting the development year in 2016-17 to not only provide technical assistance to the field on new CTC standards and expectations, but in the revision of procedures and development and implementation of new tools such as the data dashboard and surveys. Having served as a member of CTC's AAP, I believe that I am well poised to immediately contribute to the COA work during this implementation phase and beyond.

Attached is my abbreviated CV which provides you with a glimpse of my experience in education over the past 27 years. Below I have provided some highlights which I believe are directly relevant to my ability to serve as a strong member of the COA:

- I have served as Dean of the School of Education for Brandman University for nearly six years. During this time, I initiated and led Brandman's successful pursuit of NCATE accreditation and CTC reaccreditation. The joint site visit was held on April 19-22, 2015 and resulted in all unit standards and all 152 program standards fully met (REPORT: <http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-09.pdf> EXIT VIDEO: https://www.youtube.com/watch?v=Ys-QZLY_bRE&feature=youtu.be).
- Created state of the art assessment system which is highly dependent on the use of innovative technology to measure candidate effectiveness in many ways. Unit Assessment system has received accolades statewide and nationally.
- Served on complicated site visits as a member of the Board of Institutional Reviewers.
- Served as Illinois Board of Education Certification Officer while Assistant Dean at DePaul University.
- Selected to serve as a CAEP Site Visitor and am one of the few regular CA participants in CAEP conferences and events. Brandman is also a member of the CAEP Tripod pilot program.

- Participate in the CAEP Deans meetings and am a strong advocate for CA institutions to have a greater voice regarding best practices in teacher preparation on a national level. I have been closely involved in the CAEP state partnership and crosswalk discussions.
- As academic head of all education programs at all Brandman campuses across California, I possess unique insight of education issues by region as well as statewide. I personally visit each campus at least once per year as I attend the 17 advisory board meetings and hear directly from local education stakeholders and partners.
- Regularly participate in CTC stakeholder meetings or send a Brandman representative to debrief me so that I am able to gain a full sense of policies and issues facing teacher education.
- Listen to nearly every COA and Commission meeting live, or recording, and read through all reports. Read or browse through every IHE or LEA site visit report to learn about best practices or areas for improvement. Possess a solid understanding of the accreditation decisions and the rationale to support such decisions.
- It is my hope that Brandman has served as a lead IHE in supporting the work of the commission by providing faculty to serve as program assessment reviewers, site visits reviewers, panel members, and as new members of the Board of Institutional Reviewers. In 2011, I encouraged the Provost to expand faculty workload external service requirements to include supporting CTC and NCATE service which was granted.
- Brandman is one of 6 CA IHE CEEDAR grant recipients, thus I am well versed on emerging inclusion best practices and am committed to their implementation systematically.
- I am the current President of the Independent California Colleges and Universities Council on Education of Teachers and in this capacity, I served as one of the planners for the historic intersegmental deans meeting last October as part of the CTE conference.

I believe that I offer a unique perspective as the chief education officer of one of the few institutions which has a statewide presence. I am hopeful that my knowledge and understanding of the challenges and demands of our education partners statewide, in conjunction with the knowledge I possess of the accreditation processes at the program, state, and national levels, will contribute greatly to the work of the Committee on Accreditation. I am passionate about delivering high quality education and strengthening our programs to produce only the finest educators which our community and state so deserve. Giving back to the education community is important to me and it would be my honor to serve as a COA member. Thank you for your consideration.

Sincerely,



Dr. Christine G. Zeppos
Dean, School of Education

DR. CHRISTINE GERANIOS ZEPPOS

16355 Laguna Canyon Road, Irvine, CA 92618
EMAIL: zeppos@brandman.edu PH: 949.341.9811

EDUCATION:

ARIZONA STATE UNIVERSITY, Tempe, Arizona (awarded 1997)

Doctor of Education, Higher and Adult Education

(Emphasis Areas: Law, Finance, Cultural Diversity and Student Affairs Administration)

LOYOLA UNIVERSITY OF CHICAGO, Chicago, Illinois

Master of Arts, Sociological Foundations of Education

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, California

Bachelor of Arts, Political Science and Psychology

PROFESSIONAL EXPERIENCE:

BRANDMAN UNIVERSITY, Chapman University System, California & Washington

Dean & Professor, School of Education, 2010 to present

- Serve as the chief academic officer of Brandman University's School of Education which includes 26 locations, 500+ core and clinical faculty and nearly 3,000 students. Program areas include: Teacher Education (Multiple and Single Subject Credentials), School Counseling, School Psychology, and Special Education, Education Administration, Early Childhood Education, Master of Arts in Education, Instructional Technology and Doctor of Education in Organizational Leadership.
- Initiated and led Brandman's successful pursuit of NCATE accreditation and CTC reaccreditation. Joint site visit held on April 19-22, 2015 resulting in all unit standards and all 152 program standards fully met (REPORT: <http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-09.pdf> EXIT VIDEO: https://www.youtube.com/watch?v=Ys-QZLY_bRE&feature=youtu.be). Unit Assessment system has received accolades statewide and nationally.
- Developed 17 Advisory Boards throughout California and Washington consisting of superintendents and K-12 leaders, teachers, community college leaders, etc, which meet 2 times per year. Personally attend each advisory board meeting at least once per year to hear feedback regarding Brandman programs for program improvement, as well as local education needs. Developed 8 lab schools and hundreds of district partnerships as a result of these meetings and continued campus faculty support.
- Supervise 3 Associate Deans, Director of Accreditation, Director of Credential Services, and Brandman State Chair of Education Clinical Services, and 32 Core Faculty Members.
- Initiated Brandman's first education doctoral program which received full WASC approval and WASC accolades in August 2011. Focus is on transformational leadership and change. Nearly 600 students, 100 faculty and cohort mentors, and 100 dissertations chairs have been involved in the program.
- Successfully recruited highly regarded leaders and new faculty in education to increase the quality of Brandman's Education programs.

ARGOSY UNIVERSITY, Orange County Campus, Orange, California

Professor, Graduate Education Program, 2007 to 2010

- Served as Dissertation Chair and Committee member for doctoral education students. Developed and led workshops on how to produce a high quality dissertation. Taught doctoral courses in the Educational Leadership program. Mentored and advised doctoral education students as well as junior/new faculty.

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

- Served as the chief academic officer for Argosy University, Orange County Campus, including Education, Psychology, Business graduate programs and all undergraduate programs.
- Promoted a culture of excellence in the following: graduate education research/teaching; faculty development/recruitment; accreditation; curriculum development, maintenance and revision; program evaluation; and budget preparation/expenditure supervision. A highlight was receiving APA 7 year accreditation for the Clinical Psychology program making it the only APA accredited Psy.D. program in Orange County.
- Implemented a new organizational structure to maximize efficiency and effectiveness. Resulted in the first time in four years that campus exceeded yearly budget plan.

Dean, School of Education, 2004 to 2006

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

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

Dean of Education, 2002 to 2004

- Responsible for the development and oversight of all areas of Education and curricular concerns: catalog development; curriculum development; curricular integrity and consistency; faculty hiring, development, and review; and local, state, and federal educational accreditation. Developed and facilitated strategic planning, program development, assessment and evaluation within all reporting units.

DEPAUL UNIVERSITY, Chicago, Illinois

Assistant Dean, School of Education, 2000 to 2002

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

ARIZONA STATE UNIVERSITY, Main Campus, Tempe, Arizona

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

- Responsible for all day-to-day operations in a School consisting of 6,000 students, 26 faculty, 50 graduate teaching assistants, as well as all academic advisors and office staff.
- Led School technology implementation: created new administrative software; facilitated mediated classroom expansion; developed distance learning courses; and developed web-based resources for faculty.
- Served as School liaison for articulation between Arizona community colleges and ASU.
- Facilitated all judicial matters and student concerns. Developed School academic integrity policy, which was used as the model for other units at ASU.
- Responsible for School statistical data collection, analysis, and subsequent action plans.

Director/Co-Founder, Voices of Discovery Program, Office of the Dean of Student Life, 1995 to 1997

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

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

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

Research/Teaching Assistant, Division of Educational Leadership and Policy Studies, 1994 to 1995

Assistant to Dr. Robert Fenske, Higher Education Program Coordinator and Professor of Higher Education. Conducted research on early intervention programs, financial aid, attrition/retention, and the changing student demographics in Higher Education.

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

Manager

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

TEACHING EXPERIENCE:

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

PUBLICATIONS & PRESENTATIONS

- Available upon request due to submission space limitations.

SUPERVISED DISSERTATIONS:

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

NOTABLE PROFESSIONAL AFFILIATIONS & APPOINTMENTS:

Association of California Community College Administrators (ACCCA) – Admin 101 Host University
Association of California School Administrators (ACSA) – Brandman is the only “Partner for Purpose” for 2016
Association of Independent California Colleges and Universities (AICCU) – Serve on Education Deans Council
California Council of Teacher Education (CCTE) – Board Member
California Commission on Teacher Credentialing (CCTC) - Board of Institutional Reviewers (BIR) Member
California Commission on Teacher Credentialing (CCTC), Accreditation Advisory Panel AICCU representative
California Alliance for Teacher Preparation - Delegate
Council for the Accreditation of Educator Preparation (formerly NCATE) – CAEP Site Visitor
Education for the Children Foundation, Board Member, Past Chairman
Independent California Colleges and Universities Council on Education of Teachers (ICCUCET) - President
National Governors Association, Common Core Implementation Project - AICCU Representative



Committee on Accreditation Nomination Nominee Employer Agreement

Committee on Accreditation Nominee Christine G. Zeppos
Nominee’s Employer Brandman University

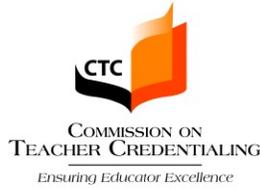
The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charged with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

The Committee meets approximately 5 to 6 times a year, each meeting ranging from 1 to 2 days. Most meetings are held at the Commission offices in Sacramento and travel and consistent attendance are necessary for the successful operation of California’s accreditation system.

As the employer of the above named nominee, I agree to allow my employee (named above) to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand that the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Individual signing agreement (please print) Charles Bullock
Title Provost
Signature 
Phone 
E-mail cbullock@brandman.edu

Please complete this information page and return to accreditation@ctc.ca.gov, or CTC, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: Teri Ackerman, by **January 22, 2016**.



Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Dr. Christine G. Zeppos

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 January 22, 2016.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov

Professional Services Division

NOMINATION FORM - COMMITTEE ON ACCREDITATION (COA) MEMBERS

The Education Code §44373 states that Committee on Accreditation members are selected for their distinguished records of accomplishments in education.

I wish to nominate the following individual to be a member of the Committee on Accreditation

Nominee Information

Name *Iris Riggs*

Position or Title *Professor, Teacher Education + Foundations*

Employer *CSUSB*

Business Address *5500 University Parkway, San Bernardino, CA 92407*

Business Telephone *909.537.5614*

Business Fax *909.537.5992*

Business E-mail *iriggs@csusb.edu*

Nominator Information

Name *Patricia Arlin*

Position or Title *Dean Emeritus; Professor in the Ed.D. Program
Department of Educational Leadership + Technology*

Employer *CSUSB*

Business Address *See above.*

Business Telephone *909.537.5611*

Business E-mail *PARLIN@csusb.edu*

I have obtained the nominee's permission to make this nomination.

Patricia Arlin Ph.D. 01/17/2016

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on January 22, 2016.

In addition to this form, the following must be received for the nomination to be complete:

1. Letter of interest from the nominee (2 page limit)
2. Statement of qualifications, i.e. resume or vitae (3 page limit)
3. Nominee demographics information
4. Employer agreement form

January 10, 2016

To the Nominating Panel for the Committee on Accreditation:

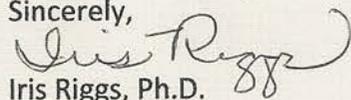
I am applying to serve on the Committee of Accreditation (COA) as a representative of higher education institutions. Throughout my years as an educator, I have developed a passion for accreditation and view the role of the COA as one of great importance. I served one term on the COA and witnessed the benefit of the process as deans and directors testified regarding the accreditation system's ability to promote quality educator programs for our state. Due to my recent experience on the 2014-15 Task Group on Accreditation, I am eager to serve a second term as our revised standards are implemented.

As Associate Dean for the College of Education at California State University, San Bernardino from 1998-2009, I co-chaired two accreditation visits to my own institution. In that role, I gained firsthand experience with assessment—at both the program and unit levels. As we strove for both state and national accreditation, our view of accreditation evolved to be one that recognized accreditation as an ongoing activity, one in which everyone was engaged, not just those writing reports. We developed an assessment system that was the basis for reflection and resulted in program and unit improvement. We were eager to learn from the feedback from our site visit team and receive the ultimate accreditation decision of the COA. The process was helpful and reaffirming.

In addition to the experiences cited above, I have been fortunate to learn about and work with other various aspects of California's accreditation process. I served on the COA's 2004-2006 Work Group, which established a new accreditation process. I completed BIR training and served on the Common Standards group for two accreditation visits. Additionally, through the years, I have served on multiple program review panels and also worked on the committee that created the standards for Blended Programs. As a teacher educator, I have worked with program standards and helped to prepare program documents, including those for preservice and induction. Additionally, I have been trained as a scorer for the CA Teacher Performance Assessment, and periodically serve as such at CSUSB.

As a CSUSB faculty member, I presently teach within a preparation program and also supervise student teachers and interns in the field. I have the opportunity to see our accreditation and program standards materialize through the course work, field experiences, and performance of our candidates. My experience with California's accreditation system, along with my current role at the university and in the schools, uniquely prepare me to be a productive member of the Committee on Accreditation. I believe in the benefit of the accreditation process—to the institutions and agencies that prepare California educators, and ultimately, to the students of California. Accreditation's focus on outcomes is healthy, promoting honest reflection and positive change by those who offer licensure programs. I would take my role on the COA seriously and would do my best to contribute to the work of the Committee. I look forward to having the opportunity to make a contribution. Thank you for your consideration.

Sincerely,



Iris Riggs, Ph.D.

909.537.7405 • fax: 909.537.5992

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

Name: RIGGS, IRIS, Ph.D.
COLLEGE OF EDUCATION
CALIFORNIA STATE UNIVERSITY SAN BERNARDINO
5500 UNIVERSITY PARKWAY • SAN BERNARDINO, CALIFORNIA 92407 PHONE (909) 537-5614
iriggs@csusb.edu

EDUCATION

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

EMPLOYMENT

Higher Education

- January 1986 to August 1988: Instructor and Research Assistant, Kansas State University
- 1988 to present: lecturer, assistant professor, associate professor, and professor, California State University, San Bernardino (CSUSB)
- April, 1998 to August, 2009: Associate Dean, Teacher Education, CSUSB

Public School

Employed

- January 1981 to December 1986: Elementary teacher, Junction City, KS
- 1988-1998 & 2009-present: CSUSB Supervisor of student teachers and interns
- Ten Weeks in 1990: Weekly teacher of mathematics to class of 3rd graders (CSUSB provided one course release for this experience)
- September 2010 to May 2015: Math Lesson Study Facilitator for team of elementary teachers (ten whole-day lesson studies per year supported through NSF)

Volunteer

- 1997: Tutor of mathematics to 1st grader
- 1997-1998: K-2 literacy tutor
- 1996-2002: Parent volunteer in elementary classrooms (weekly)
- 2000-2001: Taught mathematics to eight 4th grade G.A.T.E students (weekly)

COMMISSION AND/OR ACCREDITATION-RELATED EXPERIENCE

- 1998-2009-As Associate Dean of Teacher Education for CSUSB, I had responsibility for coordination of accreditation of all educator programs (through 2 cycles) and co-authored the Common Standards and Preconditions responses.
- August, 2010-June, 2014: Member, Committee on Accreditation
- Accreditation Study Group Member—2004-2006
- State representative on the NCATE/Common Standards Review Team—Spring 2007
- Blended Program Standard Development
- Blended Program Reviewer
- WASC review team for a K-8 school
- On-site review team member for a BTSA program.
- Program document reviewer for the Senate Bill 2042 teacher education programs
- Trained CA Teacher Performance Assessment (TPA) Assessor
- Scorer of TPAs
- BTSA/Induction Program Trainer of Support Providers (20 years)
- Completion of BIR training
- BIR Common Standards Reviewer for 2 accreditation site visits

GRANTS/CONTRACTS/AWARDS

- 1992 – *A Model System for the Science Education of Diverse Populations*, \$797,295, NSF, primary author
- 1994 – Extension of *A Model System for the Science Education of Diverse Populations: Developing Teacher Leaders*, \$176,336, NSF, Co-Author & Co-PI
- 1999 – *Pre-Internship Program*, \$ 904,000, state, authored first draft
- 1995-1999 – *RIMS Beginning Teacher Support and Assessment Program*, \$6,000,000+, state, writing team member
- 1999 – *Pre-Internship for Special Education*, \$60,000, state, co-authored
- 2000 – *CSUSB Blended Program Development*, \$50,000, state, authored
- 2001 – *Technology in Teacher Education for the New Millennium*, \$100,000, CSUSB, co-authored
- Riggs, I., Sandlin, R., & Pelletier, A. (1992). Quality of Education Award for Distinguished Service to Children and the Preparation of Teachers (awarded to CSUSB College of Education and Fontana Unified in honor of our work in support of New Teachers and our NSF partnership)
- 2002 – Outstanding Service Award for CSUSB's College of Education
- 2005-2008 – President Elect, President, and Past President, CSUSB Phi Kappa Phi
- 2014 – Outstanding Teaching Award for CSUSB's College of Education

SELECTED PUBLICATIONS/PROCEEDINGS

- Enochs, L., & Riggs, I. (1990). Further development of an elementary science teaching efficacy belief instrument: A preservice elementary scale. *School Science and Mathematics Journal*, 90, 694-706.
- Enochs, L., Sharmann, L., & Riggs, I. (1995). The relationship of pupil control to preservice elementary science teacher self-efficacy and outcome expectancy. *Science Education*, 79, 63-75.
- Lewis, J., Fischman, D., Riggs, I., Wasserman, K. (2013). Teacher learning through lesson study. *The Mathematics Enthusiast*, 10(3), p. 583-620.
- Riggs, I. (1995). Preparing inservice elementary science teachers: The role of the instructor's site observations. *Journal of Science Teacher Education*, 6, 20-26.
- Riggs, I., & Enoch, L. (1993). A microcomputer beliefs inventory for middle school students: Scale development and validation. *Journal of Research on Computing in Education*, 25, 383-390.
- Riggs, I., & Enoch, L. (1990). Toward the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education*, 74, 625-637.
- Riggs, I., & Riggs, M. (1990). Predictors of student success in a teacher education program: What is valid, what is not. *Action in Teacher Education*, 12, 41-46.
- Riggs, I. & Sandlin, R. (2001). The impact of reform-driven induction on mentors: There may be more benefit to induction than we thought. In the *2001 International Yearbook on Teacher Education 46th World Assembly, Santiago, Chile*.
- Riggs, I. & Sandlin, R. (2006). Looking at five years of new teachers' assignments: Should this be a global concern? In the *51st World Assembly of The International Council on Education for Teaching, July 15-17, 2006, University of Fortaleza, Fortaleza, Brazil*.
- Riggs, I. & Sandlin, R. (2003). Professional development of mentors within a beginning teacher induction program: Can we impact veteran teachers' self-perceived teaching competence? In the *World Assembly Yearbook 2003, Forty-Eighth World Assembly of The International Council on Education for Teaching July 21-25, 2003, Melbourne, Australia*.
- Riggs, I.M. & Sandlin, R.A. (2000). Teaching portfolios for support of teachers' professional growth. *National Association of Secondary School Principals Bulletin*, 84, 22-28. (Invited submission.).
- Riggs, I., & Sandlin, R. (1996). Utilizing teacher portfolios to assess and support new teachers. *The Professional Educator*, 19, 31-40.
- Riggs, I., & Sandlin, R. (2007). Workplace contexts of new teachers: An American tradition of "Paying One's Dues." In Townsend, T. Townsend and R. Bates, *Teacher Education in Times of Change: Globalization, Standards and Professionalism*, (pp.317-330), Dordrecht, The Netherlands and New York: Springer Publishing.
- Riggs, I., Sandlin, R., Scott, L., Mitchell, D., Childress, L., Post, P., & Edge, T. (1997). The use of portfolios in beginning teacher support and assessment. (ERIC Document Reproduction Service No. ED 405 332).

- Sandlin, R. & Riggs, I. (2002). Initial placements and challenging contexts for new teachers: Can we have an impact on this practice? In the *World Assembly Yearbook 2002, Forty-Seventh World Assembly of The International Council on Education for Teaching July 3-7, 2002, Amsterdam, The Netherlands*.
- Shroyer, G., Riggs, I., & Enochs, E. (2014). Measurement of science teachers' efficacy beliefs. In Robert H. Evans, Julie A. Luft, Charlene M. Czerniak and Celestine H. Pea (Eds.), *The Role of Science Teachers' Beliefs in International Classrooms: From Teacher Actions to Student Learning*, (pp. 103-118), The Netherlands: Sense Publishers.
- Stapel, D., Smith, C., Riggs, I., & Diaz, E. (1996). Including ESL strategies within the elementary science methods course. In P. Rubba, P. Keig, & J. Rye (Eds.). *Proceedings of the 1996 Annual International Conference of the Association for the Education of Teachers in Science*. Pensacola, FL: Association for the Education of Teachers in Science. (ERIC Document Reproduction Service N. ED 398060).

SELECTED PRESENTATIONS

- Arlin, P., Riggs, I., Eggleston, C., & Sandlin, R. (2005). Measurement and documentation: Attaining an informed unit perspective. Presentation made at the annual meeting of the American Association of Colleges for Teacher Education, Washington, D.C.
- Mahoney, M., Riggs, I., & Sandlin, R. (2010). *Meeting elements of NCATE standards 1 and 2: A unit-wide disposition rubric*. Presented at the 62nd Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
- Mahoney, M., Riggs, I., and Sandlin, R. (2011). *Ongoing assessment: How to promote program and unit level assessment to involve more people than just a lonely associate dean*. Presented at the annual meeting of the American Association of Colleges of Teacher Education, San Diego.
- Riggs, I. (2012). Observing for student learning. Presented at Lesson Study: Transforming Student Learning in Mathematics Conference, Arroyo Valley High School and CSU San Bernardino.
- Riggs, I. Sandlin, R. (2002). Accountability for teacher education through participation in teacher induction. Presented at the annual meeting of the American Association of Colleges for Teacher Education, New York.
- Riggs, I. & Sandlin, R. (2008). Meeting NCATE standards 1 & 2: Strategies for engaging programs in the use of data. Paper presented at the 2008 Annual Meeting of the American Association for Colleges of Teacher Education.
- Riggs, I., Sandlin, R., Arlin, P.K., Brunkhorst, H., & Eggleston, C. (2006). NCATE's unit assessment: The role of employer/graduate survey data. Presented at the annual meeting of the American Association of Colleges of Teacher Education, San Diego, California.
- Riggs, I. & Sandlin, R., Arlin, P., & Eggleston, E. (2007). Beyond initial NCATE accreditation: Sustaining growth and nurturing belief in the process. Presentation made at the Annual Meeting of the American Association for Colleges of Teacher Preparation, New York.
- Riggs, I., Sandlin, R.A., Arlin, P., Eggleston, C., & Norton, R. (2009). Meeting NCATE Standards 2 and 3 through establishment of sustainable and meaningful partnerships with advisory boards: The use of candidate performance data. Presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago.
- Riggs, I. & Sandlin, R., Arlin, A., & Quijano, D. (2008). Meeting NCATE standards 1 & 2: Strategies for engaging programs in the use of data. Presentation to the 2008 Annual Meeting of the American Association for Colleges of Teacher Education, New Orleans.

SELECTED TECHNICAL WRITING

- May 2002, Institutional Report for NCATE and State Accreditation, Co-Author
- Fall 2002, Senate Bill 2042 Induction Plan, Member of Writing Team
- Spring 2003, Senate Bill 2042 Teacher Preparation Program Plan, Member of Writing Team
- 2003-2004, Senate Bill 2042 Professional Clear Advanced Year of Study Program Plan, Co-author
- May 2009, Institutional Report for NCATE and State Accreditation, Co-Author



Committee on Accreditation Nomination Nominee Employer Agreement

Committee on Accreditation Nominee *Iris Riggs*
Nominee's Employer *California State University, San Bernardino*

The Committee on Accreditation (COA) is a 12 member committee comprised of individuals recognized for their expertise in education in California. Pursuant to California Education Code, the Committee is charged with the responsibility of determining the accreditation status of institutions offering educator preparation in California leading to a California credential or certificate for individuals employed in the public schools.

The Committee meets approximately 5 to 6 times a year, each meeting ranging from 1 to 2 days. Most meetings are held at the Commission offices in Sacramento and travel and consistent attendance are necessary for the successful operation of California's accreditation system.

As the employer of the above named nominee, I agree to allow my employee (named above) to participate regularly in the operations of the Committee, if appointed by the Commission on Teacher Credentialing. I understand that the Commission will reimburse the nominee for travel and per diem associated with attendance at meeting and that the employer is not responsible for such costs. In addition, I understand that the Commission will reimburse the employer for expenses related to substitute costs, if applicable.

Individual signing
agreement (please print)

Title *Dean*

Signature

Phone

E-mail

J.Hicne@csusb.edu

Please complete this information page and return to accreditation@ctc.ca.gov or
CTC, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: Teri Ackerman, by **January 22, 2016**.



Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Iris Riggs

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 accreditation@ctc.ca.gov by January 22, 2016.