
1A/2J

Action

Ad Hoc Committee

Interview and Recommendation of Members/Alternates for the Committee of Credentials

Executive Summary: This agenda item provides information about the selection process for appointments to the Committee of Credentials. Applications submitted to the Commission prior to the posting of this item are attached. Any additional applications will be brought in as an insert on the day of the meeting.

Recommended Action: To recommend to the Commission appointments to the Committee of Credentials.

Presenter: Vanessa Whitnell, Director, Division of Professional Practices

Strategic Plan Goal

I. Educator Quality

- d) Effectively, efficiently, and fairly monitor the fitness of all applicants and credential holders to work with California students.

Interview and Recommendation of Members/Alternates for the Committee of Credentials

Introduction

The Ad Hoc Committee will interview, evaluate, and recommend appointments to the Committee of Credentials (COC).

Background

The procedures of the Commission relative to the COC are set forth in the Commission's Policy Manual. This item summarizes those obligations and presents information concerning the selection process for members of the COC.

The COC is appointed by the Commission to review individuals for fitness to receive and/or retain credentials. The COC is comprised of seven members appointed by the Commission and consists of one Elementary Teacher, one Secondary Teacher, one School Board Member, one School Administrator, and three Public Members. The COC meets in Sacramento three days each month.

Selection Process

Pursuant to §511 of the Commission's Policy Manual, an Ad Hoc Interview Committee appointed by the Chair is responsible for receiving and evaluating applications, for conducting interviews as appropriate, and making nominations for membership on the COC.

This process is described in §511 as follows:

(a) Placing in nomination the names of qualified persons for each position to be filled. Alternates may be selected if deemed qualified. Any alternate so selected will be placed in a pool of alternates and available to fill a vacancy in that position category should the need arise.

(b) Identifying, scoring, ranking, discussing and recommending nominees for the Committee of Credentials to the Commission according to the following factors: (1) The total membership of the Committee of Credentials should be broadly representative of the community with respect to gender, ethnic and cultural background, and geographical area of residence. (2) Persons nominated should be of balanced and judicious temperament with broad understanding of, and respect for, community values and attitudes. (3) Persons nominated must be willing and able to devote the time and effort necessary to carry out the work of the Committee.

The terms of members of the COC are set forth in §512 as follows:

(a) The term for each initial appointment to the Committee of Credentials shall be two years. No member shall serve more than four successive two-year terms.

(b) At least one new member shall be appointed each year, but in the interest of continuity and stability, not more than three members should be replaced in one year.

The current composition of the COC, the geographic distribution and the terms of the members are set forth below:

Committee of Credentials Members

VACANCY Public Member	
HELIO BRASIL (Modesto) School Administrator	06-30-2019
SHEILA RYSKAMP (Los Banos) Secondary Teacher	06-30-2019
MARIO MOYA (Los Angeles) Elementary Teacher	06-30-2018 CTC Declared Vacant Effective July 1, 2018
CHERYL HIGHTOWER (Hayward) Public Member	06-30-2018 CTC Declared Vacant Effective July 1, 2018
ELLEN GERVAIS (Hacienda Heights) Public Member	06-30-2019
DARREL WOO (Sacramento) School Board Member	06-30-2019

At the December 7-8, 2017 Commission meeting, the Commission declared one Public Member vacancy effective February 1, 2018, as well as one Public Member vacancy and one Elementary Teacher vacancy effective July 1, 2018.

On December 21, 2017, the Committee of Credentials Recruitment Bulletin was advertised. This included two Public Member vacancies, one Elementary Teacher vacancy, and alternate positions for School Board Member and Secondary Teacher. No final filing date was set and the bulletins will remain until filled.

The current list of candidates and the applications are attached. Any additional applications will be brought in as an insert on the day of the meeting.

Staff Recommendation

That the Ad Hoc Committee recommend to the Commission appointments to the COC.

Beverly Young



**APPLICATION FOR APPOINTMENT TO THE
COMMITTEE OF CREDENTIALS
OF THE COMMISSION ON TEACHER CREDENTIALING**

A. IDENTIFICATION:

1. Name Young Beverly Lynn
Last First Middle

2. Address [REDACTED] Street
City Anaheim Hills Zip Code 92808

3. Cell Phone [REDACTED] Business Phone: () _____
Home Phone: () _____

4. E-Mail Address [REDACTED]

B. CATEGORY OF APPOINTMENT FOR WHICH YOU ARE APPLYING:

- Elementary Teacher.** Must be a full-time certified classroom teacher in the public elementary schools with not less than five (5) years of classroom experience.
- Secondary Teacher.** Must be a full-time certified classroom teacher in the public secondary schools with not less than five (5) years of classroom experience.
- School Administrator.** Must be a certified practicing administrative employee in the public schools.
- School Board Member.** Must be a member of the governing board of a school district. No person who is or has been employed in a certificated position in the public schools within the preceding five (5) years shall be appointed as a school board member.
- Public Member.** Must be a representative of the public and have not been employed in either a certificated public school position and/or be a member of any governing board of a school district or county board of education within the five (5) years prior to the date of appointment.

3. Currently valid certificates of professional or vocational competence, licenses, and expiration dates.

Multiple Subject Teaching Credential, Life
Reading Specialist Credential, Clear, 1999
Administrative Services Credential, Clear, 1987

4. Membership in professional associations. Please include dates of membership.

<u>AACTE</u>	<u>CCET</u>	<u>IRA</u>	} Dates vary over last 30 years.
<u>AERA</u>	<u>CERA</u>	<u>PDK</u>	
<u>ASCD</u>	<u>CRA</u>	<u>SCATE</u>	
<u>ATE</u>	<u>CSETP</u>	<u>WULR</u>	

5. Evidence of recent educational involvement, i.e., committees/commissions. Please include dates of membership.

Member & past Chair, WestEd Board of Directors, 2008-present
Member, Advisory Board, "Teaching Works", U of Michigan, 2015-present
Member, Advisory Board, "edTPA", Stanford University, 2015-present
Member, Dean's Advisory Council, UC Riverside, 2017-present
Court Appointed Special Advocate, Orange County Foster Care, 2015-present.

E. ADDITIONAL ACHIEVEMENTS:

Summarize your accomplishments and involvement in community service which you believe would contribute to your value as a member of the Committee of Credentials:

Volunteer, "Pardon Me" pet rescue
eASA program, Education Rights Advisor
Appointed member (Ex-Officio) CTC, ending 2015
Member, CTC "Closed Session" action on educator discipline issues.
Numerous CTC panel memberships since early 1990's
Numerous CTC accreditation visits, member BIR

F. ADDITIONAL BACKGROUND:

The work of the Committee of Credentials requires sensitivity to or experience with community standards of behavior as applied to certificated persons. It also requires an ability to analyze evidence as it relates to such behavior and the circumstances and conditions under which certificated persons are employed. What skills/experiences do you have that will assist the work of the Committee?

I recently retired from the position of Asst. Vice Chancellor, Teacher Education + Public School Programs, California State University System. In that position, as well as in my previous work as a classroom teacher + university faculty member, my work included the use of the same set of skills in analysis of evidence + application of behavior standards as the work of the CoC. Most relevant is my long tenure on the CTC, including review of CoC recommendations + actions. Please also see attached vita.

G. PROFESSIONAL FITNESS QUESTIONS

1. Have you ever been convicted of a felony or misdemeanor?

Yes No

(If yes, attach explanation)

2. Have you ever been dismissed or resigned from, or otherwise left employment because of allegations of misconduct or while allegations of misconduct were pending?

Yes No

(If yes, attach explanation)

3. Are you currently the subject of an inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

Yes No

(If yes, attach explanation)

4. Are any criminal charges currently pending against you?

Yes No

(If yes, attach explanation)

5. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprimanded, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes No

(If yes, attach explanation)

6. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes No

(If yes, attach explanation)

You must obtain fingerprint clearance as part of the appointment process.

H. LETTERS OF RECOMMENDATION

All applicants must provide at least two (2) letters of recommendation. These letters must be submitted with your application.

VERIFICATION BY APPLICANT

I hereby certify that all statements made in this application are true and correct. I understand that if I am selected for appointment I must execute an Oath of Office and abide by the laws and rules applicable to officers of the State of California.

Beverly L. Young
Signature

1/5/18
Date

You may attach a resumé and other materials you wish the Commission to consider.

BEVERLY J. YOUNG

Academic Preparation

Ph.D. University of California, Riverside; Curriculum and Instruction
M.A. University of California, Riverside; Diagnosis and Improvement of Reading
A.B. University of California, Riverside; English and Liberal Studies

Professional Experiences

2002-2015 California State University Chancellor's Office, Assistant Vice Chancellor,
Academic Affairs
1999-2002 California State University Chancellor's Office, Systemwide Director,
Teacher Education and Public School Programs
1997-1999 California State University Chancellor's Office, Systemwide Associate Director,
Teacher Education and Public School Programs
1989-1997 California State University, Fullerton, Assistant/Associate Professor
1988-1989 University of California, Los Angeles, Lecturer
1986-1989 University of California, Riverside, Program Supervisor,
New Teacher Project; Supervisor of Teacher Education, Lecturer
1980-1986 K-6 Classroom Teacher, Banning Unified School District; Anaheim City School District

Appointments and Honors (Recent)

Elected Chair, Board of Directors, WestEd Regional Educational Laboratory
Elected Member, National Executive Committee, Smarter Balanced Assessment Consortium
Appointed Commissioner, California Commission on Teacher Credentialing
Invited Member, Advisory Board for *TeachingWorks*, University of Michigan
Invited Member, Advisory Board for *edTPA*, Stanford University
Elected Chair, Board of Directors, Far West Regional Laboratories
Appointed Member, Federal Negotiating Committee for Teacher Preparation and TEACH Grant
Programs, U.S. Department of Education
Invited Member, Advisory Committee, APLU Science and Mathematics Teacher Initiative
Invited Member, Board of Directors, IRIS Center for Faculty Enhancement, Vanderbilt University
Appointed Member, Task Force, Center for the Future of Teaching and Learning
Appointed Member, Concurrence Committee, California Subject Matter Projects
Appointed Member, Federal Negotiating Committee for Financial Aid Regulations, U.S. Department of
Education
Appointed Member, Committee on Developmental Education, National Association of System Heads
Institutional Representative, American Council on Education
Institutional Representative, California Education Round Table
Institutional Representative, California Public Schools Accountability Act
Institutional Representative, National Carnegie Project on the Education Doctorate
Institutional Representative, National Commission on Teaching for America's Future
Institutional Representative, Performance Assessment for California Teachers (PACT)

Appointments and Honors (Previous)

Board of Institutional Reviewers, California Commission on Teacher Credentialing
Appointed Member, California Commission on Teacher Credentialing, Senate Bill 2042, Reform of
Teacher Education Credentialing Requirements Advisory Panel
Appointed Member, California Commission on Teacher Preparation Standards Task Force
Appointed Team Leader, California Commission on Teacher Credentialing, Accreditation Review Team,
University of California, Santa Cruz
Award Recipient, Best Practice Award Recognizing Exceptional Work in Support of Diversity in Teacher
Education, Presented by the American Association of Colleges for Teacher Education

Appointed Member, California Commission on Teacher Credentialing Formative Assessment Work Group, Beginning Teacher Support and Assessment Program
Elected Editorial Board Member, California Commission on Teacher Credentialing, Reform of Teacher Credentialing Requirements
Co-Editor, Reading Instruction Journal, California State University Institute
Elected Member, Executive Board, California Council for the Education of Teachers
Board Member, California Educational Research Association
Invited Member, Early Primary Project Advisory Team, Orange Coast College
Appointed Chair, Intern Program Advisory Board, Department of Elementary & Bilingual Education, California State University, Fullerton
Appointed Member, Internship Coordinators' Council, California State University, Fullerton
Elected Chair, California Council for the Education of Teachers, Fall Program Committee
Elected Chair, California Council for the Education of Teachers, Nominations and Elections Committee
Elected Member, California Council for the Education of Teachers, Spring Program Committee
Appointed Team Leader, California Commission on Teacher Credentialing Program Accreditation Team, National University
Award Recipient, California State University, Fullerton Faculty Scholar
Appointed Member, California Commission on Teacher Credentialing Accreditation Review Team, University of California, Irvine
Invited Reviewer, Teacher Education Quarterly Editorial Board
Invited Reviewer, American Educational Research Association, Division B Program Proposals
Invited Reviewer, American Educational Research Association, Policy and Licensure Special Interest Group Program Proposals
Guest Editor, Theme issue, "Teacher Supply and Demand" Teacher Education Quarterly
Invited Member, California Commission on Teacher Credentialing Task Force on Senate Bill 1422 Reform Legislation

External Funding

2013-2015 California State University Systemwide Initiative: Preparing a New Generation of Teachers for California, the S.D. Bechtel, Jr. Foundation, \$3,000,000.

2013-2014 Preparing Future Teachers for Transitional Kindergarten Programs and Future P-12 Leaders in early and expanded Learning, the David and Lucile Packard Foundation, \$150,000.

2013-2014 STEM Teacher and Researcher Program, Carnegie Corporation of New York, \$50,000.

2012-2014 Strengthening Content Preparation in Science for Future Elementary Teachers: General Education Courses in Science, The S.D. Bechtel, Jr. Foundation, \$175,000

2012-2014 Scaling Up, Expanding, and Sustaining The Long Beach Elementary STEM Induction Model, The S.D. Bechtel, Jr. Foundation, \$900,000.

2012-2013 Transforming Teaching and Learning Through Technology Planning Grant II, Noyce Foundation, \$15,303.

2012-2013 Transforming Teaching and Learning Through Technology Planning Grant I, Carnegie Corporation of New York, \$16,400.

2011-2013 California Alliance for Teacher Preparation Partnerships—After-School Clinical Placements Aligned with STEM Teacher: Preparation, Planning and Implementation Grants, The David and Lucile Packard Foundation, \$252,000

2011-2013 California Alliance for Teacher Preparation Partnerships—Linked Learning and Teacher Preparation and Induction in STEM: Planning and Implementation Grants, The James Irvine Foundation, \$630,000

2011-2013 California Alliance for Teacher Preparation Partnerships—STEM Teacher Preparation, Beginning Teacher Induction, and Co-Teaching: Planning and Implementation Grants, The S.D. Bechtel, Jr. Foundation, \$657,500

2010-2011 CSU Summit: Transformative Change in the Preparation of Teachers, With Special Attention to After-School Programs and Clinical Teacher Preparation, The David and Lucile Packard Foundation, \$27,500

2010-2011 CSU Summit: Transformative Change in the Preparation of Teachers, With Special Attention to STEM Teacher Education, S.D. Bechtel, Jr. Foundation, \$25,000

2009-2010 Strengthening After-School Programs in California, The David and Lucile Packard Foundation, \$185,000

2009-2010 Early Childhood Teacher Certification in California, The David and Lucile Packard Foundation, \$20,000

2008-2009 Working with Special Needs Students, The Boeing Company, \$35,000

2008-2009 Early Assessment Program Math Professional Development, The Boeing Company, \$50,000

2008-2009 Informal Science Institutions, The Boeing Company, \$35,000

2007-2008 Early Assessment Program Math Professional Development, The Boeing Company, \$50,000

2006-2009 Alignment of High School and College Curriculum: Expository Reading and Writing, Fund for the Improvement of Postsecondary Education, U.S. Department of Education, \$599,829

2006-2007 Working with Special Needs Students, The Boeing Company, \$35,000

2006-2007 Early Assessment Program Math Professional Development, The Boeing Company, \$50,000

2006-2007 Center for the Advancement of Reading Conference, Washington Mutual, \$35,000

2005-2006 Center for the Advancement of Reading Conference, Washington Mutual, \$50,000

2005-2006 Excellence in Higher Education: Teacher Professional Development, Edison International, \$150,000

2005-2006 Math and Science Teacher Summit, The Boeing Company, \$5,000

2005-2006 Math and Science Teacher Summit, Edison International, \$10,000

2002-2005 CSU-NASA-JPL Partnership Grant, National Aeronautics and Space Administration, \$190,000

2001-2002 Center for the Advancement of Reading Grant, Bank of America \$500,000

2000-2002 Governor's Teaching Fellowship Grant, \$25,000,000

1999-2003 CSU Teacher Education Innovation, The Stuart Foundation, \$1,600,000

1999-2000 CalStateTEACH Intern Grant, California Commission on Teacher Credentialing, \$3,004,000

1999-2000 CalStateTEACH Pre-Intern Grant, California Commission on Teacher Credentialing, \$1,000,000

1997-2000 Bilingual Teacher Recruitment Grant, California Commission on Teacher Credentialing, \$2,000,000

1993-2000 Beginning Teacher Support and Assessment, California State Department of Education and California Commission on Teacher Credentialing, \$1,446,649

1993-1998 Enhanced and Expanded Intern Program, California Commission on Teacher Credentialing, \$486,018

1996-1997 California State University, Fullerton Faculty Scholar for 1996-1997, CSU Fullerton, \$1,000

1994-1998 Faculty Research Grant, California State University, Fullerton, \$20,000

1992-1993 Professional Teacher Preparation Intern Program, U.S. Department of Education Title VII Grant, \$3,676

1991-1992 Professional Teacher Preparation Intern Program, Multiple Subject and Multiple Subject with a Bilingual-Bicultural Emphasis, U.S. Department of Education Title VII Grant, \$3,500

1991-1992 Faculty Professional Development Grant, California State University San Bernardino, \$3,956

1990-1991 Faculty Grant-In-Aid, San Diego State University, \$3,200

1998-1999 Suppression of Drug Abuse in Schools, Office of Criminal Justice Planning, Grant in collaboration with Moreno Valley Unified School District, \$90,000

1989-1990 Demonstration Program in Mathematics, California State Department of Education, Grant in collaboration with the Jurupa Unified School District, \$33,000

1988-1989 Gang Violence Suppression, Office of Criminal Justice Planning, Grant in collaboration with Riverside County Office of Education, \$397,807

Publications Related to Educator Preparation

Young, B.L., Cline, Z., & Brynelson, N. (2008). California State University Teacher Professional Development: Continuing Commitment to Teacher Quality. Long Beach, CA: CSU Chancellor's Office.

Young, B.L. & Cline, Z. (2008). California State University Teacher Preparation: Helping to Close the Achievement Gap. Long Beach, CA: CSU Chancellor's Office.

Young, B.L. et al. (2007). Preparing Teachers to Teach Reading Effectively. 2007 Revision. Long Beach, CA: CSU Chancellor's Office.

- Young, B.L. et al. (2007). California State University Teacher Education. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. & Sandy, M. (Eds.). (2007). Teacher Education: Annual Report on Teacher Education in the California State University, 2005-2006. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. & Sandy, M. (Eds.). (2006). Teacher Education: Annual Report on Teacher Education in the California State University, 2004-2005. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. & Sandy, M. (Eds.). (2005). Teacher Education: Annual Report on Teacher Education in the California State University, 2003-2004. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. et al. (2004). Teacher Education: Annual Report on Teacher Education in the California State University, 2002-2003. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. et al. (2003). The California State University Presidents' Task Force on Education Leadership Programs. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. et al. (2003). Teachers for Tomorrow: A Collaborative Approach to Teacher Preparation. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. et al. (2003). Teacher Education: Annual Report on Teacher Education in the California State University, 2001-2002. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. et al. (2002). Preparing Teachers to Teach Reading Effectively. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. et al. (2002). Teacher Education: Annual Report on Teacher Education in the California State University, 2000-2001. Long Beach, CA: CSU Chancellor's Office.
- Young, B.L. et al. (2001). Teacher Education: Annual Report on Teacher Education in the California State University, 1999-2000. Long Beach, CA: CSU Chancellor's Office.
- Karge, B.D., Young, B.L., & Sandlin, R.A. (2001). Traditionally and Alternatively Credentialed Teachers: A Five-Year Analysis. *Journal of Teacher Education*.
- Young, B.L. et al. (2000). Teacher Education: Annual Report on Teacher Education in the California State University, 1998-1999. Long Beach, CA: CSU Chancellor's Office.
- Yopp-Edwards, R., & Young, B. (1999). A model for beginning teacher support and assessment. *Action in Teacher Education*.
- Sandlin, R.A., Young, B.L., & Karge, B.D. (1994). Regular and intern beginning teachers: Comparison of their development. In D. Tierney (Ed.), *1994 Yearbook of California Education Research* (pp.157-168). San Francisco, CA: Caddo Gap Press.
- Sandlin, R.A., Young, B.L., & Karge, B.D. (1992-1993). Regularly and alternatively credentialed beginning teachers: Comparison and contrast of their development. *Action in Teacher Education*, XIV, (4), 16-23.
- Young, B.L., Karge, B.D., & Sandlin, R.A. (1992). Legislation and support initiatives. *Teacher Education Quarterly*, 103-105.

Karge, B.D., Young, B.L., & Sandlin, R.A. (1992). Teaching internships: Are they a viable route to California alternative certification? *Teacher Education Quarterly*, 9-18.

Young, B.L. (1990). The writing process and cooperative learning: Incorporating multicultural activities into the curriculum. *Conference Proceedings, California State University, San Bernardino*, 47-54.

Sandlin, R., Karge, B., Young, B., Nix, S., & Scott, L. (1989). Teaching internships: Are they dooming new teachers to mediocrity? *Journal for Supervision and Curriculum Improvement*, 3, (1), 28-32.

Conference Papers and Presentations

The Expository Reading and Writing Course: Creating a college going culture. California Educational Research Association.

Cross-Sector Partnerships to Close the Gaps in College and Career Readiness. Education Trust West, Houston, Texas.

Teacher Performance Assessment, with Linda Darling-Hammond, Invited Presentation, American Association of Colleges of Teacher Education Annual Meeting, Washington DC.

No Child Left Behind (NCLB) and English Language Learners: Teacher Preparation and Professional Development in the California State University. Testimony to U.S. House Subcommittee on Education and Labor Early Childhood, Elementary and Secondary Education, Washington, DC.

Strategies for Attracting, Supporting and Retaining High Quality Educators: The CSU Mathematics and Science Teacher Initiative. Testimony to U.S. Senate Committee on Health, Education, Labor, and Pensions—Hearings on Reauthorization of No Child Left Behind, Washington DC.

Alignment of High School and College Curriculum. US Department of Education, Fund for the Improvement of Postsecondary Education Annual Meeting, Washington DC.

Cross-Sector Partnerships to Close the Gaps in College and Career Readiness. National Commission on Teaching and America's Future Meeting, Minneapolis, Minnesota.

Early Assessment Program: A Leadership Perspective. California School Boards Association Annual Meeting, San Diego, California.

Testimony on Mathematics and Science Teacher Preparation. Joint Hearings of California Senate Education Committee and Assembly Higher Education Committee, Pasadena, California.

CSU System Initiatives. Invited Presentation, Fall Conference of the Credential Counselors and Analysts of California, Sacramento, California.

CalStateTEACH. Invited Presentation, Fall Conference of the Credential Counselors and Analysts of California, Sacramento, California.

A new generation of teacher education programs to contribute to global solutions to teacher shortage and quality: International collaboration between Open University (UK) and California State University (US). World Conference on Open Learning and Distance Education, Vienna, Austria.

Traditionally and Alternatively Credentialed Teachers: A Five-Year Analysis of Two Cohorts. Annual Meeting of the American Educational Research Association, San Diego, California.

Induction Programs. Invited Presentation, Shaping the Teaching Profession for the 21st Century Symposium, sponsored by the California Education Round Table's Intersegmental Coordinating Committee, the CSU Institute for Education Reform, and the University of California Office of the President.

Traditionally and Alternatively Credentialed Teachers: A Five-Year Analysis. Annual Meeting of the American Educational Research Association, Chicago, Illinois.

University Leadership in a Teacher Induction Program with Benefits for Pre-service and Ongoing Teacher Development Programs. Annual Meeting of the American Association of Colleges for Teacher Education, Phoenix, Arizona.

Internships and Traditional Teacher Preparation. Annual Meeting of the American Association of Colleges for Teacher Education, Phoenix, Arizona.

Program Quality: Candidate Selection and Readiness, Including Selection and Deselection, Candidate Support, Assistance and Assessment. Invited Presentation, Alternative Certification Conference, CSU Institute for Education Reform, Los Angeles, California.

A Longitudinal Analysis and Comparison of Traditionally and Alternatively Credentialed Teachers. Annual Meeting of the American Educational Research Association, New York, New York.

Legislative Update and Progress Report on the 1422 Credentialing Review. Invited Presentation to the California Council on the Education of Teachers, Conference, San Jose, California.

Use of Teaching Portfolios. Invited Panel Presentation to the California Council on the Education of Teachers Conference, San Jose, California.

Teacher Concern Survey: A Longitudinal Analysis of Beginning and Intern Teachers. Annual Meeting of the American Educational Research Association, San Francisco, California.

North Orange County Beginning Teacher Support and Assessment Program. Invited Presentation, Beginning Teacher Induction Network 1995 Symposia, Ontario, California.

The Nuts and Bolts of Establishing University/School Partnerships. Invited Symposium, California Educational Research Association Annual Meeting, San Diego, California.

Reciprocal Classroom Observation: An Integral Part of Induction Year Support and Assessment. Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

How Concerns of Beginning Teachers Can Be Used to Restructure Policy. Meeting of the American Educational Research Association, New Orleans, Louisiana.

The Role of Teacher Assessment on the Developmental Growth of Beginning Teachers. Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, Illinois.

The Discussion Continues: Teaching Internships vs. Regular Teaching Certification-Third Year Implications for Program and Policy Restructuring. Association of Teacher Educators, Atlanta, Georgia.

A Collaborative Model of Research. Annual Meeting of the California Educational Research Association, Long Beach, California.

Analysis of Beginning Teacher Concern Data to Restructure Preservice Teacher Education. Annual Meeting of the American Educational Research Association, Atlanta, Georgia.

Developmental Processes of Beginning and Intern Teachers. California Council on the Education of Teachers Conference, Berkeley, California.

Connecting Theory, Research, and Practice as a New Faculty Member. California Educational Research Association's Annual Meeting, San Francisco, California.

Regularly and Alternatively Credentialed Beginning Teachers: Comparison and Contrast of Their Development. American Educational Research Association Annual Meeting, San Francisco, California.

A Revisit of Teaching Internships vs. Regular Teacher Certification: Program and Policy Restructuring. Association of Teacher Educators' 72nd Annual Meeting, Orlando, Florida.

Research Collaboration. Annual Conference of the California Educational Research Association, San Diego, California.

Involving Student Teachers in University-Based Research. Association of Teacher Educators' 71st Annual Meeting, 1991, New Orleans, Louisiana.

The Effectiveness of Teaching Internships as a Viable Route to California Alternative Certification. Association of Teacher Educators' 71st Annual Meeting, New Orleans, Louisiana.

A Multi-University Model for Research Collaboration. Annual Conference of the California Educational Research Association, Santa Barbara, California.

A Window on First Year Teachers' Needs: Five Models of Support and Training. Invited presentation to the Advanced Leadership Academy on Planning and Implementing Induction, Internships, Mentoring and Beginning Teacher Programs. Association of Teacher Educators and The National Academy for Leadership in Teacher Education, 1990, Anaheim, California.

Integrating Multicultural Activities into Language Arts. Fourteenth Annual Reading Conference, CSU San Bernardino.

The Effect of the Combination of Sentence Combining Activities and Free Writing Opportunities on Writing Ability of Third, Fourth, and Fifth Grade Students. Meeting of the American Educational Research Association, Boston, Massachusetts.

Involving Student Teachers in University-Based Research: Implications for English Education. National Council of Teachers of English Conference, Boston, Massachusetts.

Professional Associations

American Association of Colleges of Teacher Education

American Educational Research Association

Association for Supervision and Curriculum Development

Association of Teacher Educators

California Council for the Education of Teachers

California Educational Research Association

California Reading Association

Center for the Study of Excellence in Teacher Preparation (Founding Director)

International Reading Association

Phi Delta Kappa
Southern California Association of Teacher Educators
Women of the University of California, Riverside

January 8, 2017

To Whom It May Concern:

It is with great enthusiasm that I write this letter of recommendation on behalf of Beverly Young. Beverly's dedication to public education, her many years of experience serving as a commissioner on the Commission on Teacher Credentialing (CTC), and her commitment to serve our state's youth, make her the ideal candidate for the Committee on Credentials (COC).

I met Beverly in 2011 when I was appointed to the CTC. Beverly's understanding of the inner workings of the commission and her expertise in the field of higher education made it easy for me to look to her as a mentor. I saw in her a woman who had the knowledge and experience to make rational decisions without being clouded by emotion. I always appreciated the way she would help educate and advise me without attempting to guide my thinking. Beverly showed me that good decisions began with information and that once we were able to ask the right questions, gather the right information and understand our desired outcome, we were better equipped to make those good decisions.

The years that Beverly spent working with the CSU system has given her insight into teacher preparation candidates that others may not have the opportunity to possess. She knows first-hand what is expected of teachers coming into and remaining in the profession and therefore she has a unique understanding of the type of conduct expected of those in the teaching profession.

In her retirement, Beverly has stayed connected to the youth of our state. She is a part of several volunteer groups, always giving back to the community. One volunteer position that occupies her time is working with underserved youth, ensuring that the most at risk students in California have an adult who not only cares for them, but is available to mentor in school and in life. Beverly has expressed how much joy she has experienced in this new role, directly connecting with at risk youth. This type of volunteerism speaks highly to her character as well as to her love for education and commitment to our youth.

The COC holds a level of importance in the CTC that cannot be compromised. The members of the COC carry a weighted responsibility and therefore must be well versed in educational practices, must be levelheaded, must not possess a hidden agenda, and most importantly must uphold the integrity of the profession with fairness and equity. I have witnessed first-hand Beverly's ability to ensure the above listed principles and have full faith in her ability to serve as a member of the Committee on Credentials.

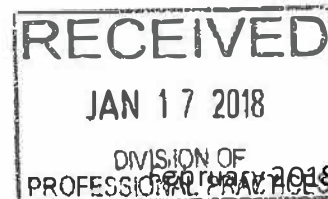
Thank you for your consideration,



Alicia (Hinde) DeRollo



AHC 1A/2J-18





CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Charter College of Education
Division of Special Education and Counseling
5151 State University Drive, Los Angeles, CA 90032-8144

January 16, 2018

Kristin Silva
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

Dear Ms. Silva:

I am writing a letter on behalf of Dr. Beverly Young who is applying to serve on the subcommittee that reviews educator discipline cases and makes recommendations to the full CTC for action. I have known Dr. Young for over 20 years as she and I served on CTC panels together in the past. Also, while Dr. Young was a faculty member at California State University, Fullerton, I was a faculty member and subsequently Dean of the Charter College of Education at California State University, Los Angeles (Cal State LA). Dr. Young served as the Associate Provost in charge of teacher education for the California State University system while I was Dean of the Charter College of Education at Cal State LA.

Dr. Young is very familiar with CTC standards, particularly the standards for the teaching performance in California. She will review the educator discipline cases with an open mind and make appropriate recommendations for those under review. She is familiar with and committed to quality teachers in California who possess the proper disposition to care for their students and make appropriate professional decisions in their daily work.

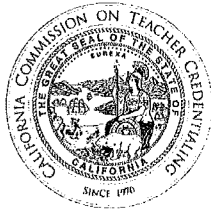
Do not hesitate to contact me by email at [REDACTED] if you have any further questions.

Sincerely,

Mary A. Falvey

Mary A. Falvey, Ph.D.
Emeriti Professor

Dana Morelini



APPLICATION FOR APPOINTMENT TO THE
COMMITTEE OF CREDENTIALS
OF THE COMMISSION ON TEACHER CREDENTIALING

A. IDENTIFICATION:

1. Name Morelini, Dana
Last, First Middle

2. Address [REDACTED]
Number Street

City Sebastopol Zip Code 95472

3. Business Phone: [REDACTED] Home Phone: [REDACTED]

4. E-Mail Address [REDACTED]

B. CATEGORY OF APPOINTMENT FOR WHICH YOU ARE APPLYING:

Elementary Teacher. Must be a full-time certified classroom teacher in the public elementary schools with not less than five (5) years of classroom experience.

C. EDUCATION AND EXPERIENCE:

High School Graduate Yes No

Passed High School Equivalency Tests Yes No

1. Name and Location of College or Univ. Course of Study Completed Semester Quarter Degree Date Completed

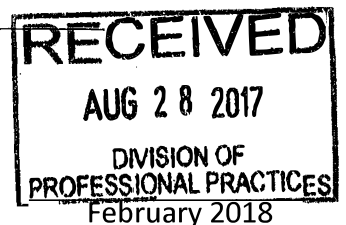
Empire College - School of Law JD 2015

" " MLS 2015

Sonoma State Univ. Teaching Cred 2001

San Jose State Univ. RTVF 1995

2. Business, Correspondence, Trade, or Service Schools Course of Study



3. Currently valid certificates of professional or vocational competence, licenses, and expiration dates.

- Multiple Subject Teaching Credential
(CA) 2020

4. Membership in professional associations. Please include dates of membership.

- Ca Bar Assoc. - current

5. Evidence of recent educational involvement, i.e., committees/commissions. Please include dates of membership.

Petaluma Federation of Teachers, Local #1881
- grievance officer, current

PTA - McNear Elementary, teacher rep.,
current.

D. ADDITIONAL ACHIEVEMENTS:

Please summarize your accomplishments and involvement in community service which you believe would contribute to your value as a member of the Committee of Credentials:

- Small claims Clinic, Sonoma County
- Elder law Clinic, Sonoma County
- Family law clinic, Sonoma County
- Mentor Me, mentor Petaluma, So. Co.

E. ADDITIONAL BACKGROUND:

The work of the Committee of Credentials requires sensitivity to or experience with community standards of behavior as applied to certificated persons. It also requires an ability to analyze evidence as it relates to such behavior and the circumstances and conditions under which certificated persons are employed. What skills/experiences do you have that will assist the work of the Committee?

recent law graduate with
some clinical experience, I believe
I have ability to look closely
@ both sides of an issue. Also,
currently investigate, coordinate, write and
file CBA grievances for local.

F. HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR?

Yes No

(If yes, attach explanation)

You must obtain fingerprint clearance as part of the appointment process.

G. LETTERS OF RECOMMENDATION *

All applicants must provide at least two (2) letters of recommendation. These letters must be submitted with your application.

VERIFICATION BY APPLICANT

I hereby certify that all statements made in this application are true and correct. I understand that if I am selected for appointment I must execute an Oath of Office and abide by the laws and rules applicable to officers of the State of California.

[Handwritten Signature]
Signature

8.24.17
Date

You may attach a resumé and other materials you wish the Commission to consider.

* I applied for the elementary position ^{over?} nearly two years ago. During the interview, I had to bow out because there was a requirement to come to Sacramento on Tuesday night (the application read W-F). The commissioner told me to try again after law school! My current administrator and my union's president will be happy to answer any questions you might have about me →

Principal - Ms. Sheila Garvey 707.778.4752

PFT president - Mrs. Sandra Larsen 707.696.5118

Thank You!



PETALUMA CITY SCHOOLS

PETALUMA CITY (ELEMENTARY) SCHOOL DISTRICT
200 Douglas Street, Petaluma, California 94952

PETALUMA JOINT UNION HIGH SCHOOL DISTRICT
(707) 778-4813 www.petalumacityschools.org

January 22, 2018

State of California
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

Re: Dana Morelini

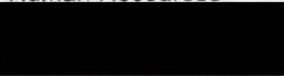
To Whom It May Concern:

Dana Morelini has been employed by Petaluma City Schools as a teacher since 8/26/2002. Her current assignment is as a 1.0 FTE elementary teacher.

Please let me know if you have any questions.

Sincerely,

Holly Camozzi
Executive Assistant
Human Resources



GARY CALLAHAN, SUPERINTENDENT
BOARD OF TRUSTEES: MICHAEL BADDELEY, SHERI CHLEBOWSKI, PHOEBE ELLIS, FRANK LYNCH, ELLEN WEBSTER

Superintendent's Office
(707) 778-4604
FAX (707) 778-4736

Educational Services
(707) 778-4619
FAX (707) 778-4785

Business Services
(707) 778-4621
FAX (707) 778-4822

Human Resources
(707) 778-4610
FAX (707) 778-4790

AHC 1A/2J-25

February 2018

Oct. 3, 2013

To Whom It May Concern,

I am honored to be able to write this letter of recommendation for Ms. Dana Morelini to pursue her professional interest toward a greater political effectiveness and career through the Emerge Program. In her time and as a public school teacher of young children in Petaluma Dana has stood out as a champion of child and community health, vitality, equality, and improvement. Dana has gone the distance to insure that individuals, families, the school, the Petaluma School District, the city, and the state are doing all that they can do to improve our society, particularly in the areas of education, civil rights, gender and race equality, and the environment.

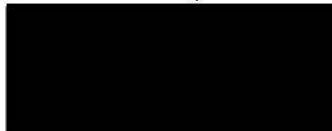
The opportunity to work with Dana as a colleague at a former elementary school was a rare treat of professional excellence for me and the community. I witnessed her very personal encounters and successes with families and students as well as her engagement at the other political levels to make a difference. This often involved the school's leadership and district's administration, but her commitment also went through all the necessary political hierarchy, from attending a Senator Huffman's education forums in Novato, to speaking to the California State Legislature in behalf of California students and teachers to end 2nd Grade high stakes testing. Dana has taken 'walking the talk' to heights that very few education leaders ever do, let alone teachers. I am excited by this new prospect of gaining an effective training program for her further political successes.

The work that Dana has done on the behalf of individuals and our society has not been an easy road. It has taken personal sacrifices, and sometimes even unpopular stances against those in positions to make the greater changes. Regardless of all the difficulties of taking on the mantle of political action, Dana has been gifted a resiliency and a perseverance that has kept her in pursuit of betterment for all.

This opportunity to recommend her for a political training program and an induction into the Emerge Program could not come at a better time for Dana or our societal need. Dana has nearly completed her law degree while teaching part-time and will be ready to launch herself in a new professional direction when she chooses and when she is best prepared through programs with your record. The Emerge Program will serve as such a worthy support, training, and partnering experience for Dana to pursue her future political career. I give my highest recommendations for accepting Ms. Dana Morelini into the Emerge Program. Please don't hesitate to contact me for questions or further information regarding Ms. Morelini.

Sincerely,

Douglas R. Emery
Elementary Teacher
Petaluma City Schools



10/2/13

To: Emerge California
From: Gary Ravani, President, Early Childhood/K-12 Council of the California Federation of Teachers
Re: Ms. Dana Morelini and the Emerge Training Program

I am Gary Ravani and I was president of the Petaluma Federation of Teachers (PFT) for nineteen years. I am currently an executive officer (President, Early Childhood/K-12 Council) with the California Federation of Teachers.

During my time as president of the teachers' bargaining unit in the Petaluma School Districts, I had the great pleasure to work with Ms. Dana Morelini as she served for many years as a Site Representative and served on the PFT Executive Council.

During those years Ms. Morelini demonstrated consistent leadership ability at both her school and in the district. She was always a champion of children's rights and supported best practices and research based instructional methodology.

It should also be mentioned that Ms. Morelini had a particular focus on Petaluma's growing population of English Language Learners and was a strong advocate that the voices of the parents in the second language community be heard.

All of this leadership took place in the context of California's, always turbulent, school funding situation. Ms. Morelini demonstrated over and over that could act as an articulate liaison between the classroom teachers, the union Executive Council, and the school district.

After I retired from the classroom and my position at the local level I moved into the politics and policy arena at the state government level.

Again, at this new level, Ms. Morelini has proven to be a valuable partner in advocating for the schools and children. On two occasions I asked Ms. Morelini to come to the state capital to testify as a classroom instructional expert on the, always controversial, issue of student testing. During testimony she was a forceful and articulate spokesperson. She argued for the elimination of instructionally and developmentally inappropriate standardized testing being imposed on second graders. It should be mentioned that recent legislation now signed by the Governor has, indeed, eliminated second grade testing.

Education is a profession dominated by women at the grassroots level and yet, at the political level, the education policy narrative has relatively few women. It is far past time when this situation should be remedied with new voices and new viewpoints.

Ms. Dana Morelini has demonstrated time and time again that she possesses the skill sets and moral commitment to represent and articulate new and progressive perspectives in the political arena.

I highly recommend that Ms. Dana Morelini be accepted into the Emerge Training program for Democratic women.

Heidi Chipman



**APPLICATION FOR APPOINTMENT TO THE
COMMITTEE OF CREDENTIALS
OF THE COMMISSION ON TEACHER CREDENTIALING**

A. IDENTIFICATION:

1. Name Chipman Heidi Swenson
Last First Middle
2. Address [REDACTED]
Number Street
- City Yorba Linda Zip Code 92886 ee
3. Business Phone: [REDACTED] Home Phone: [REDACTED]
4. E-Mail Address [REDACTED]

B. CATEGORY OF APPOINTMENT FOR WHICH YOU ARE APPLYING:

Elementary Teacher. Must be a full-time certified classroom teacher in the public elementary schools with not less than five years of classroom experience.

C. EDUCATION AND EXPERIENCE:

- High School Graduate Yes No
- Passed High School Equivalency Tests Yes No

1. Name and Location of College or Univ.	Course of Study	Completed		Degree	Date Completed
		Semester	Quarter		
CSU Fullerton	PreK-12 Leadership	120		Ed.D	2014
CSU Fullerton	Educational Leadership	60		MS	1984
Chapman University	Credential Program	30		N/A	1978
CSU Fullerton	Speech Communication	130		BA	1980

2. Business, Correspondence, Trade, or Service Schools Course of Study
- N/A
-
-
-
-
-
-
-
-

3. Currently valid certificates of professional or vocational competence, licenses, and expiration dates.

Multiple Subject Teaching Credential—01/01/2119

Certificate of Completion of Staff Development EL/CLAD/BCLAD

Instructor Credential Office Services and Administration Community College--Life

Community College Supervisor Credential--Life

4. Membership in professional associations. Please include dates of membership.

NEA 1980-Present

CTA 1980-Present

American Association of University Women 2014

5. Evidence of recent educational involvement, i.e., committees/commissions. Please include dates of membership.

CTA Liaison Committee 2014-present

CTA/Institute for Teachers 2010-present

Panelist for Commission on Professional Competence 2010-present

Placentia Yorba Linda USD Teacher Advisory Committee 2006-present

CTA/ABC committee member 2006-2014 CTA state council member Communications Committee Chair 2000-2009

D. ADDITIONAL ACHIEVEMENTS:

Please summarize your accomplishments and involvement in community service, which you believe would contribute to your value as a member of the Committee of Credentials:

As National Honor Society advisor I mentor students to become educational and community leaders. Our service projects are designed to connect with faculty and community and make a change for the better in our community and school. Additionally, my peers have honored me as a recipient of the county and state "We Honor Ours" award. This award recognizes teachers who promote public education and the protection of human and civil rights. I am also a speaker/presenter for CTA on topics, which promote a better understanding of human rights. The presentations are statewide and attended by members of the education community.

E. ADDITIONAL BACKGROUND:

The work of the Committee of Credentials requires sensitivity to or experience with community standards of behavior as applied to certificated persons. It also requires an ability to analyze evidence as it relates to such behavior and the circumstances and conditions under which certificated persons are employed. What skills/experiences do you have that will assist the work of the Committee?

As a life-long learner and professional educator I am committed to providing leadership for the improvement and quality of public education. During my BTSA and supervising teacher assignments I not only provided new teachers with important pedagogies but provided examples that reflected community expectations and guidelines of professionalism. My life experiences have presented me with a variety of opportunities, which have given me the ability to understand multiple perspectives. As a representative of the educational community I am frequently called upon to contribute to forums on professionalism, accountability, curriculum and instruction. I am able to analyze and communicate effectively and understand the importance of confidentiality. Throughout my career I have maintained the values and integrity of the profession and the love and passion for teaching young people.

F. HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR?

Yes No

(If yes, attach explanation)

G. LETTERS OF RECOMMENDATION

All applicants must provide at least two (2) letters of recommendation. These letters must be submitted with your application.

VERIFICATION BY APPLICANT

I hereby certify that all statements made in this application are true and correct. I understand that if I am selected for appointment I must execute an Oath of Office and abide by the laws and rules applicable to officers of the State of California.



Signature

9/21/2014

Date

You may attach a resumé and other materials you wish the Commission to consider.

Curriculum Vitae

Heidi Swenson-Chipman, ED.D



EDUCATION

- **ED.D Education Leadership**, California State University, Fullerton, CA, 2014
DISSERTATION: Does Today's Union Fit Tomorrow's Educator, a Millennial Perspective
- **M.ED. Administration**, California State University, Fullerton, CA, 1982
- **Credential, Ryan Multiple Subject**, Chapman University, Orange, CA, 1980
- **BA Speech Communication**, California State University, Fullerton, CA, 1978

CREDENTIALS

- K-12 Ryan Multiple Subject
- ESL- Clear Certificate of Completion of Staff Development
- Instructor -Office Services and Administration-Life
- Community College- Supervisor -Life

TEACHING EXPERIENCE

K-12

Placentia-Yorba Linda Unified School District

1982-1984 1988-Present

Parkview School K-12

- Multiple Subjects Elementary levels
- NHS/NJHS advisor

Kraemer Middle School

- Remedial Reading (CARE), History, Language Arts, AVID

Golden, Glenknoll, Rio Vista and Brookhaven Elementary School

- Grades 2, 3, 5 and 6 GATE Magnet

Anaheim Elementary School District

1980-1982

John Marshall Elementary

- Grades 5 and 6
- student council speech and debate advisor

College

North Orange County Community College District

Fall 1986 Cypress Community College

- Keyboarding and Vocabulary Building

ADMINISTRATIVE EXPERIENCES

Barclay Career Schools, Allied Education- Costa Mesa National Director of Education

1984-1986

- Designed implemented curriculum
- Trained, evaluated and supervised teachers
- Placed students in career concentrations
- Coordinated accreditation with Association of Independent Colleges

PROFESSIONAL ACCOMPLISHMENTS AND QUALIFICATIONS

Title I/SLIP Coordinator	GATE Coordinator
AVID Coordinator	Mentor Teacher
BTSA Support Provider	Academic Coach
Leadership Team	Curriculum Council
Textbook Adoption Committees	PAR Joint Panel
Student Teacher Supervisor (CSUF)	Teacher Advisory Committee

TRAINING EXPERIENCE

Language!	Shared Literacy	Advanced Writing Strategies
Project Read	Project Write	Step up to Writing
RTI	Linda Mood Bell	Common Core
History Alive	Accelerated Reading	Expository Reading/Writing
AVID	Active Inspire	UCI Writing Project
PBIS	CSUF History Project	DBQ
	Professional Learning Communities	

PRESENTATIONS AND TRAININGS

State Trainer Human and Civil Rights California Teachers Association

- Women's Issues
- Gay Lesbian Bisexual Transgender
- Teen Suicide

National Trainer Human and Civil Rights National Education Association

- Women's Issues

California League of Middle Schools

- Never Too Old for Picture Books

State/Local Union Leadership Positions

- CTA Commission on Professional Competence panel member
- Institute for Teachers
- Elected statewide CTA/ABC committee member 2006-2014
- Orange Service Center Steering Member
- San Gregornio Service Center Steering Member
- Editing Committee Educator Magazine/CTA
- CTA state council Chair Communications Committee 2000-2009
- Delegate NEA Representative Assembly 15 years
- Summer Institute Planning Committee

MEMBERSHIPS

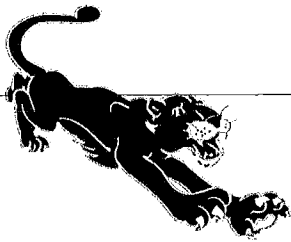
Women's Caucus
Alpha Chi Omega Alumni
American Association of University Women

HONORS and AWARDS

Recipient CTA state and county "WHO" (We Honor Ours) award 2008 1999
Teacher of the Year Anaheim Elementary School District 1982

REFERENCES

Provided upon request.



PARKVIEW SCHOOL

Placentia-Yorba Linda Unified School District



Kathie DiRocco, Principal

Committee of Credentials

Re: Dr. Heidi Chipman

September 22, 2014

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for Dr. Heidi Chipman for the Elementary Teacher position on the Committee of Credentials. I have worked professionally with Heidi for a year and a half as her principal at Parkview School. This year her assignment is a fourth /fifth grade combination class.

Heidi has taught a variety of grade levels over her thirty-one years in education. Each experience and environment has provided her with numerous skills. Besides her work with elementary students, Heidi has supported other teachers as well. She was a mentor teacher and has been a BTSA support provider, as well as a PAR support provider. Dr. Chipman has also supervised new elementary teachers through the Cal State University, Fullerton teacher credential program.

Heidi has worked with a variety of students and understands their needs and how a teacher can support a diverse student population. She is also good at seeing the big picture of learning goals, from the individual student level to the overall school and district level. Her work as the school's Title I coordinator, English Learner Advisory Committee (ELAC) and School Site Council (SSC) Cordinator for multiple years has given her great perspective in professional development, budgets, and curriculum. She is currently continuing as the SSC Coordinator for Parkview School.

Dr. Chipman is always willing and eager to help in any way possible. She works closely with staff members, always looking for a better way to improve Parkview's programs. She truly enjoys being a team player. For these reasons and others I recommend her to you for the position she has applied. Please contact me if you have any questions or I can be of help with this process in any way.

Sincerely,

Kathie DiRocco

2189 North Kraemer Boulevard, Placentia, CA 92870 Phone (714) 986-7050 FAX (714) 993-6518
www.parkviewpylusd.org



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Dean E. Vogel

Vice President
Eric C. Heins

**Secretary-
Treasurer**
Mikki Cichocki

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- George D. Melendez
- Theresa Montaño
- Mary Rose Ortega
- Michael Stone

Ms. Mary Sandy, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

Re: Letter of Recommendation for the position of elementary school member of The Committee of Credentials

Dear Executive Director Sandy:

Please consider this a letter of recommendation for Heidi Swenson-Chipman for the position of elementary school member of the Committee of Credentials. I am informed by her building Principal Kathy DiRocco, Ms. Chipman's assignment this year is a fourth/fifth grade combination class.

Heidi Chipman is a very experienced, dedicated and knowledgeable teacher. Ms. Chipman has served in a number of positions in CTA with distinction. Most notably as Chair of the Communications Committee of our State Council of Education. She has a great deal of experience demonstrating the qualities needed for such a position which required a broad knowledge of community standards, hard work, dedication, and ability to maintain a fair and impartial attitude without bias or prejudice.

Her ability to work with and communicate with others is an additional asset she would bring to the committee. I am pleased to recommend her without reservation.

Sincerely,

Dean E. Vogel, President
California Teachers Association

DEV:KB